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## LITERATURE

### Indian Legends.

From Governor Gordon's *Wilderness Journeys in New Brunswick.*

We spent some days at this spot, which was an almost perfect camping-place. The narrow outlet abounded in fish to so great an extent, that E— once caught forty-one in about as many minutes; and whilst we had a pretty view, we were well screened by bushes on one side, and had on the other a small patch of partially burnt wood, through which some remarkably fine pines were scattered.

Here we fished, we drew, we bathed, we chatted, we idled, we trapped, we made expeditions to shoot ducks and deer, and, in short, had several days of very great pleasure. One day E— and I circumnavigated the lake, paddling ourselves; on another occasion, after wandering about among the great pine-trees, and dining on ducks shot the night before, W— and I made an expedition to ascend Teneriffe. E— was too lazy, or voted it too hot to come with us. We went down through a chain of small lakes connected by short streams, or mere narrow straits, and on the way examined the traps set by W—, in which we found two musquash—one living, the other drowned. After passing through several lakes, we turned to the right, up one which makes a sharp angle with the course of the river, and which brought us nearly under the mountain. We had a stiffish climb, the upper part of the hill being all bare rock, but from the top we had a very good view—not so extensive, however, as that from Mount Sagamook. Though more picturesque. We came upon some fine pines during our ascent. It was dark long before we returned to camp, and nothing could be more picturesque than its appearance, lighted up by the red flames of a large fire which was itself for the most part concealed from us by the bushes. After devouring our supper of trout, I sat long over the fire, listening to Indian legends. Some of

these are very picturesque and curious. They are more or less connected with each other, and form part of one great legend, very nearly resembling that of Hiawatha—that is to say, a hero, not a God, but more than man, is supposed to have existed, who ruled all things living, and in whose time animals and men spoke to each other freely. A few specimens of the nature of these stories will not, I think, prove uninteresting.

### THE STORY OF THE GREAT BROTHERS.

“Long time ago, in the ages which are passed away, lived the great twin brethren, Clote Scarp and Malsunsis. (1)

“That was in the days of the great beaver, feared by beasts and men; and in that time there was but one language among all things living.

“Now, whence came the brethren, or what their origin, no man nor beast knew, nor ever shall know;—nay, they knew it not themselves.

“And it came to pass one day, as they sat together in the lodge, that Malsunsis said unto his brother: ‘Brother, is there aught existing that can slay thee?’ ‘Yea,’ answered Clote Scarp: ‘If I be struck, though never so lightly, with an owl’s feather, I shall die.’ (But he lied unto him.) ‘Will aught slay thee, O brother?’ ‘Yea, truly,’ answered Malsunsis: ‘he that toucheth me with a fern root shall kill me.’ And herein he spake the truth.

“Now there was no malice in the brethren’s hearts when they asked each other this, and it was their purpose and desire each to shield each from harm. Nor did Clote Scarp deceive his brother for any fear he had of him, but because he was very prudent and very subtle, and cared not that any man, nay,—not his brother—should know that which made his life depend upon the will of him that knew it.

“But it came to pass, that as Malsunsis thought of these things day by day, it came into his mind to slay his brother, that he alone might be great among beasts and men; and envy of his brother began to eat up his heart. But how these thoughts arose no man nor beast knoweth, nor shall know. Some say that Mik-o the squirrel taught him thus to think, and some say Quah-Beet-E-Siss, the son of the great beaver. But some say he had no tempter save himself. No man nor beast knoweth this, nor ever shall know.

“Now one night, Clote Scarp slept in the lodge, but Malsunsis lay awake. And he rose up and went out, and called to Koo-Koo-Skoos the owl, and said: ‘O owl, give me one of your tail feathers.’ ‘What for?’ said the owl. ‘I may not tell thee,’ said he; but in the end he told him. Then said Koo-Koo-Skoos, the owl; ‘Thou shalt not do this wickedness through my help. Nay, more: I will screech until I wake thy brother, and will tell him all thy design.’ Then Malsunsis grew very wroth, and caught up his bow

(1) Malsunsis, “the Little Wolf,” was not the name of the second brother, which has escaped my recollection, Clote Skarp, I am sorry to say, means “the big liar.”

and arrows, and shot the owl, Koo-Koo-Skoos, and he tumbled down on the grass dead. Then Malsunsis took out one of the feathers, and stole gently, and struck Clote Scarp on the forehead between the eyes. And Clote Scarp awoke, and saw his brother standing over him (but the owl's feather he saw not), and said: 'O brother, a fly hath tickled me;' and he sat up, and Malsunsis was ashamed. Yet he felt more angry with his brother than before. And when Clote Scarp sat up, he saw the owl and the arrow sticking in its body, and the feather wanting in his tail. (For the feather itself he could not see, Malsunsis having hidden it in his hand.) And he turned to his brother and said: 'What is this, O my brother, hast thou sought to kill me?' And he sang this song:—

'Verily I am ashamed for my brother,  
Because he hath sought my life,  
My safety is turned to my danger,  
My pride is changed into my shame.'

And he said: 'How came this to pass, my brother?' Then Malsunsis said: 'Truly, I did this thing because I believed thee not, and know well that I should not slay thee. I knew that thou hadst deceived me; and lo! thou hast not dealt fairly with me. Have I not told thee truly my secret? but thou hast not told me thine. Dost thou distrust thy brother? Dost thou fear me, though I fear not thee? Tell me truly thy secret, that I may keep the hurtful thing from thee.' But Clote Scarp feared him the more. Nevertheless, he made as though he believed him, and said: 'Truly my brother, I did wrong to lie to thee. Know that a blow from the root of a pine would kill me.' This he said, deceiving him again, for he trusted him not.

"Then Malsunsis stole away into the forest, and marked where a great pine lay which the wind had overthrown, and whose roots lay bare and turned towards the sky. And the next day he called to his brother to hunt with him in the woods: and brought him near the pine-tree. Now it was mid-day, and the sun was hot, and Clote Scarp lay down and slept. Then Malsunsis, mighty in strength among men, seized the pine tree and raised it in his arms, and struck Clote Scarp on the head many times. Then Clote Scarp arose in anger, shouting: 'O thou false brother, get thee hence, lest I slay thee!' and Malsunsis fled through the forest. Clote Scarp sat by the river and laughed, and said in a low voice to himself: 'Nought but a flowering rush can kill me.' But the musquash heard him. And he grieved because his brother sought to slay him; and he returned home to the lodge. Now it came to pass, that Malsunsis came and sat by the same river, and said: 'How shall I slay my brother? for now I must slay him, lest he kill me.' And the musquash heard him, and put up his head and said: 'What wilt thou give me if I tell thee?'—And he said: 'I will give thee whatsoever thou shalt ask.'—Then said the musquash: 'The touch of a flowering rush will kill Clote Scarp: I heard him say it. Now give me wings like a pigeon.' But Malsunsis said: 'Get thee hence, thou with a tail like a file; what need hast thou of pigeon's wings?' and he departed on his way.

"Now the musquash was angry because he had not received his wish, and because Malsunsis had likened his tail to a file; and he was sorry, and he sought out Clote Scarp, and told him what he had done.

"Then Clote Scarp rose up and took a fern-root in his hand, and sought out his brother, and said, 'Why dost thou thus seek my life? So long as thou knewest not I had no fear, but now thou must die, for thou hast learned my secret, and I cannot trust thee.' And he smote him with the fern-root, and Malsunsis fell down dead. And Clote Scarp sang a song over him and lamented. And all that Clote Scarp did, and how he slew the great beaver—whose house is even now in Kensbekias—and how he ruled beasts and men, and what the great turtle—turtle of turtles king and chief among turtles—did, I will tell another time."

"Three brethren came to Clote Scarp, and they prayed him to make them tall, and give them great strength and a long life exceeding that of men, and Clote Scarp was vexed with them, and said, 'Probably you desire great strength and size that you may help others and benefit your tribe; and long life, that you may have much opportunity to do good to men.' And they said, 'We care not for others, neither do we seek the good of men; long life and strength and height are what we seek.' Then he said, 'Will you take for these success in fight, that you may be glorious in your tribe?' And they answered, 'Nay, we have told you what we seek.' Then he said, 'Will you have, instead thereof, knowledge, that you may know sickness and the property of herbs, and so gain repute and heal men?' And they answered, 'Verily we have informed thee touching our desire.'

"Then he said once again, 'Will you have wisdom and subtlety, that you may excel in counsel?'

"And they answered him, 'We have told thee what we seek. If thou wilt grant it, give; if thou wilt refuse, withhold. We have asked strength and long life and stature. Probably thou art not able to grant them, and seekest to put us off with these other things.' Then Clote Scarp waxed angry, and said, 'Go your ways; you shall have strength, and stature, and length of days.' And they left him rejoicing. But before they had proceeded far, lo! their feet became rooted to the ground, and their legs stuck together, and their necks shot up, and they were turned into three cedar-trees, strong and tall, and enduring beyond the days of men, but destitute of all glory and of all use."

Others of these legends were more of the nature of "Reynard the Fox," relating exclusively to the different animals and the tricks they were supposed to have played each other. The clumsy butt of all the other animals was always Muween, the bear; and the cleverest were the panther Lhoks, and the fisher-marten Pekquan, but they had not the same rank with the tortoise, who, to my surprise, was considered the great lord and chief among the beasts, although his awkwardness and helplessness led into many unpleasant and ludicrous positions. There was one very comical story of his going out hunting, drawn on a sled or traboggin by two cariboo. Of course he met with many misadventures. The boughs swept him off his sled without its being perceived by his steeds; he got entangled in creepers, and finally his bearers became so tired of their load that they made a hole for him in the ice, and left him there; but, by dint of subtlety, he shot the moose of which they were in search, whilst his companions returned empty-handed. On another occasion he fell into the hands of enemies, and only escaped from them by a series of clever stratagems. But Lhoks, the panther, filled the most conspicuous place in these stories. The following is a specimen of those in which he figured:—

"Lhoks, the panther, Pekquan, the fisher, sat by the lake-shore, and they watched the water-fowl at play. 'We will eat of these ducks to-morrow,' said Pekquan, the fisher, and he acquainted Lhoks, his uncle, with his design. And it seemed good to Lhoks, the panther. So Pekquan went forth and proclaimed that, on the morrow, there would be a council in the lodge of Lhoks, the panther, to which all the water-fowl were asked, and at which matters of great advantage to the ducks and geese would be declared.

"So on the morrow there was a prodigious assembly of water-birds, large and small. There were the great geese and the little geese, the wood-ducks, and the teal, and the little gold-eyes, and the loons, and the mallards, and they all came flying, and hopping and waddling, and jostling to the lodge. Then Lhoks declared that a great mystery was to be performed to their advantage, and that it behoved them all to keep silence whilst he danced, singing, round the lodge five times, and that they must all keep their eyes fast closed, or they would lose their sight for ever. So they all shut their eyes and put their heads under their wings, and Lhoks danced round the lodge. And behold! as he finished his first turn round the lodge, he snapped off the head of a fat foolish duck, and the second time he did likewise. Now, Pekquan, the fisher, had a cousin among the teal, and he whispered to him, 'Open your eyes.' 'Oh no,' said the teal, 'for I shall lose my sight.' And the third time, Lhoks snapped off a head. Then said Pekquan again, 'Open your eyes! open your eyes!' but the teal replied, 'I dare not. Do you wish that I should lose my sight?' And the fourth time, Lhoks went round the lodge and bit off a bird's head. Then, as he was making the fifth round, Pekquan said again, 'You foolish bird, I tell you to open your eyes without delay.' So the teal drew out his head carefully from under his wing and opened one eye a little way, and when he saw what was going forward, he cried as loud as he could, 'We are all being killed! we are all being killed!' Then all the birds opened their eyes at once and made for the door, with such a scramble and scurry as was never seen before, and in the confusion Lhoks and Pekquan killed as many as they desired, and the dead lay in heaps about the lodge.

"Now, Lhoks, the panther, took to himself the greater part of the prey, and Pekquan, the fisher, seeing this, was grieved, for he knew that the design had been his own, and he took of the warm fat of the birds and put it on a birch-bark dish and carried it to the water's edge; and he said to the musquash swimming by, 'O musquash, take down this dish into the cold deep water and cool it for me;' and the musquash did so; and when Lhoks saw that Pekquan, the fisher, had good cool grease to eat, he too desired it, and he likewise called to the musquash. Now, the musquash had been instructed by Pekquan, the fisher, and when he brought up again the dish which Lhoks had given him, behold, it was but partially cooled, and it was not good. So Lhoks said to the mus-

quash, 'Take it down again, thou file-tailed one, and be sure to cool it well and effectually this time.' And the musquash dived down again, saying, 'It shall be so.' And Lhoks, waited for him on the shore, but he came not up again at all. And Lhoks waited all that day, and all that night, and the next day, and when at last he returned to the lodge, he found that Pekquan, the fisher, had eaten up all the birds, and he was greatly angered."

There was a sequel to this tale, consisting of a long pursuit of the musquash by Lhoks, in which the musquash ultimately escaped; but I never quite understood this.

On another occasion, Lhoks persuaded poor Muween, the bear, to roast himself in an oven under the idea that it would make him white, a colour of which all bears are passionately fond; and when Bruin, unable to endure the heat and pain, insisted on being released, Lhoks induced him to return by pointing out to him the white gorget on his breast as a mark that the change was commencing and would soon take effect. The conversation with which this tale began was rather amusing.

"Lhoks and Muween sat by the lake. The sea-gulls flew by.

"Said Lhoks, 'Those are of all birds the most ungrateful.'

"Said Muween, 'Why?'

"Said Lhoks: 'Do you not know that they were black, and that I taught them how to become white, and now they fly by me without one word. There is no gratitude in them.'" He thus leads on Muween to desire to know the same secret, and to profit by the knowledge of it.

But the wildest, most poetical, and most striking legend of the whole, is that which relates the final disappearance of Clote Scarp from earth. I give it as nearly as I can remember in the words in which I heard it.

"Now the ways of beasts and men waxed evil, and they greatly vexed Clote Scarp, and at length he could no longer endure them. And he made a great feast by the shore of the great lake—all the beasts came to it—and when the feast was over he got into a big canoe, he and his uncle—the great turtle—and they went away over the big lake, and the beasts looked after them until they saw them no more. And after they ceased to see them, they still heard their voices as they sang, but the sounds grew fainter and fainter in the distance, and at last they wholly died away. And then great silence fell on them all, and a great marvel came to pass, and the beasts who had till now spoken but one language, no longer were able to understand each other, and they all fled away, each his own way, and never again have they met together in council. And Koo-Koo-Skoos, the owl, said, 'Oh, I am so sorry! oh, I am so sorry!' and has gone on ever since saying so at night. And the loons, who had been the hunting dogs of Clote Scarp, go restlessly up and down through the world, seeking vainly for their master, whom they cannot find, and wailing sadly because they find him not."

With these stories were mingled others of a more historical character, of war and hunting. These latter they showed no unwillingness to tell, but it was only at night, and in a low voice, while my companions slept, that the more superstitious ones were related; and the waking of another member of the party, or the slightest expression of apparent unbelief or ridicule sufficed to check the story; nor could they ever be persuaded to resume the narration of one interrupted in such a manner.

## SCIENCE.

### Leaves from Gosse's Romance of Natural History.

(Continued.)

#### DISCREPANCIES.

One of the most interesting discoveries of modern science is that of a subterranean fauna, all the members of which are blind. The transition from the illuminated tenants of this upper world to those darkened subjects of Pluto is indeed facilitated by certain intermediate conditions. Such is the guacharo, or fruit-eating night-jar, found by Humboldt inhabiting, in immense hosts, a deep, sepulchral cavern in South America, shut out far from the remotest ray of light, coming forth under the cover of night, and invested with superstitious terrors by the natives. Such, too, is the aspalax, or mole of eastern Europe, which habitually lives under ground; and such is the proteus, a strange sort of salamander found in the

lakes of immense caverns in Illyria. They are believed to come from some great ceptal, inaccessible reservoir, where no ray of light has ever penetrated, and whence occasional floods may have forced the individuals that have been discovered.

I know not what the condition of the eye may be in the guacharo, but in the mammal and reptile, it exists only in the most rudimentary condition, completely covered by the integuments.

Very recently, however, investigations in various parts of the world have revealed the curious circumstance of somewhat extensive series of animals inhabiting vast and gloomy caves and deep wells, and perfectly deprived even of the vestiges of eyes. Enormous caves in North America, some of which are ten miles in length, and other vast and ramified grottoes in Central Europe, have yielded the chief of these; but even in this country we possess at least four species of minute shrimps, three of which are absolutely blind, and the fourth (though it has a yellow speck in the place of an eye) probably so. All these have been obtained from pumps and wells in the southern counties of England, at a depth of thirty or forty feet from the surface of the earth.

The crustacean *Calocaris*, already mentioned as inhabiting the amazing depth of one hundred and eighty fathoms, appears to be blind, for though eyes are present, their surface is perfectly smooth and destitute of faceted cornea, and white, showing the absence of colouring pigment. Vision can scarcely exist with such a structure, and this is in keeping with the habits of the animal; for not only would the vast superincumbent body of water absorb all the rays of light, and make its sphere of being totally dark, but, in addition to this, it is of fossorial habits, burrowing into the sandy mud at the bottom.

The Mammoth Cave in Kentucky consists of innumerable subterranean galleries in the limestone formation, some of which are of great extent. The temperature is constant throughout the year—59 deg. Fahr. A darkness, unrelieved by the least glimmer of light, prevails. Animals of various races inhabit these caves, all completely blind; for though some have rudimentary eyes, they appear useless for purposes of vision. Among these are two kinds of bats, two rats, (one found at a distance of seven miles from the entrance,) moles, fishes, spiders, beetles, crustacea, and several kinds of infusoria.

In 1845, three caves near Adelsburg and one near Trieste were examined by Professor Schüöde. Koch, Schmidt, and others had already announced the existence in these caves of a blind fauna, besides the proteus. An *Oniscus*, a beetle of the family *Staphylinidae*, and two belonging to the *Carabidae*, were found to be either totally destitute of eyes, or to have these organs reduced to rudimentary specks. Schüöde added to these two new species of *Silphidae*, a species of spring-tail, two remarkable spiders, each constituting a new genus, and a crustacean. Still later, Schmidt has discovered two more beetles in these caves, inhabiting the deepest recesses, and described as perfectly eyeless, yet retreating quickly from the light of the explorers' torches into clefts of the rock; a curious circumstance, which would seem to indicate a certain sensibility to the stimulus of light. Indeed, in several of the vertebrate creatures of the Kentucky cave, the optic nerve is found to exist, though the eyes are wanting.

Of the true relations of these remarkable beings with those which inhabit the sunny world without, there are various opinions. Some have thought it possible that they are the descendants of unfortunate individuals that, in unknown ages past, wandered into the caves, and were unable to find their way out again; the total absence of light, and the consequent disuse of the visual organs, inducing an obliteration of the organs themselves, or at least of the function. Others suppose that the animals were at the first assigned to such situations, and fitted for them at their creation. Others again, among whom may be reckoned the late Mr. Kirby, in his "Bridgewater Treatise," contend that they form no portion of the fauna now in existence on the surface of the earth, but belong to a creation as distinct as we may suppose that of Venus or Jupiter to be. The data, however, scarcely warrant such a conclusion as this.

Mr. Charles Darwin has lately alluded to these singular facts in confirmation of his theory of the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life. He takes the first-named view, that in the subterranean animals the organs of sight have become (more or less completely) absorbed, in successive generations, by disuse of the function. "In some of the crabs the foot-stalk remains, though the eye is gone; the stand for the telescope is there, though the telescope with its glasses has been lost. As it is difficult to imagine that eyes, though useless, could be in any way injurious to animals living in darkness, I attribute their loss wholly to disuse. In one

of the blind animals, namely, the cave-rat, the eyes are of immense size; and Professor Silliman thought that it regained, after living some days in the light, some slight power of vision. In the same manner as, in Madeira, the wings of some of the insects have been enlarged, and the wings of others have been reduced, by natural selection aided by use and disuse, so in the case of the cave-rat, natural selection seems to have struggled with the loss of light and to have increased the size of the eyes; whereas, with all the other inhabitants of the caves, disuse by itself seems to have done its work.

"... On my view, we must suppose that American animals, having ordinary powers of vision, slowly migrated by successive generations from the outer world into the deeper and deeper recesses of the Kentucky caves, as did European animals in the caves of Europe. We have some evidence of this gradation of habit; for, as Schiodte remarks, 'animals not far remote from ordinary forms, prepare the transition from light to darkness. Next follow those that are constructed for twilight; and, last of all, those destined for total darkness. By the time that an animal has reached, after numberless generations, the deepest recesses, disuse will on this view have more or less perfectly obliterated its eyes, and natural selection will often have effected other changes, such as an increase in the length of the antennæ or palpi, as a compensation for blindness.'

"... Far from feeling any surprise that some of the cave-animals should be very anomalous, as Agassiz has remarked in regard to the blind fish, the *Amblyopsis*, and as is the case with the blind *Proteus* with reference to the reptiles of Europe, I am only surprised that more wrecks of ancient life have not been preserved, owing to the less severe competition to which the inhabitants of these dark abodes will probably have been exposed."

Lone and barren rocks rising abruptly out of the solitary ocean often seem with animal life to an amazing extent, where the navigator might reasonably have looked for utter silence and desolation. For these are the resort of millions of oceanic birds, affording to these, whose proper home is on the wide and shoreless sea, the spots of solid matter which they require for the laying of their eggs and the hatching of their young. This brief occupation, lasting only for a few weeks in the year, appears to be the only link which connects these pelagic freebooters with the earth. Pelicans, gannets, boobies, cormorants, frigate-birds, tropic-birds, albatrosses, fulmars, skuas, petrels, gulls, terns, puffins, and multitudes of other tribes throng to such bare rocks in the season, in countless hosts, making the desolation horribly alive. Such a scene as ensues when man intrudes on it has been vividly depicted by Le Vaillant. "All of a sudden, there arose from the whole surface of the island an impenetrable cloud, which formed, at the distance of forty feet above our heads, an immense canopy, or rather a sky, composed of birds of every species, and of all colours: cormorants, sea-gulls, sea-swallows, pelicans, and I believe, the whole winged tribe of that part of Africa, were here assembled. All their voices, mingled together, and modified according to their different kinds, formed such a horrid music, that I was every moment obliged to cover my head to give a little relief to my ears. The alarm which we spread was so much the more general among those innumerable legions of birds, as we principally disturbed the females which were then sitting. They had nests, eggs, and young to defend. They were like furious harpies let loose against us, and their cries rendered us almost deaf. They often flew so near us, that they flapped their wings in our faces, and though we fired our pieces repeatedly, we were not able to frighten them: it seemed almost impossible to disperse this cloud."

How utterly desolate such insular rocks are is well illustrated by what Mr. Darwin says of St. Paul's cluster, situated in the midst of the Atlantic, under the equator. At a distance these rocks appear of a brilliant white colour, partly owing to the dung of the innumerable sea-fowl, and partly to a coating of a hard, glossy substance with a pearly lustre, which is intimately united to the surface of the stone. It seems to be a sort of inflorescence of the phosphate of lime, obtained by the solution of the bird-ordure in the elements, which takes on foliated forms imitative of lichens or nullipores.

There is not a vestige of vegetable life here, but of animals there are not a few. The booby and the noddy sit on the bare rock in startling tameness, apparently having less intellect than the far inferior races around them. "By the side of many of the nests a small flying-fish was placed, which, I suppose, had been brought by the male bird for its partner. It was amusing to watch how quickly a large and active crab, (*Grapsus*), which inhabits the crevices of the rock, stole the fish from the side of the nest, as soon as we had disturbed the parent birds. Sir W. Symonds, one of

the few persons who have landed here, informs me that he saw the crabs dragging even the young birds out of their nests, and devouring them. Not a single plant, not even a lichen, grows on this islet; yet it is inhabited by several insects and spiders. The following list completes, I believe, the terrestrial fauna:—A fly (*Olfersia*) living on the booby, and a tick which must have come here as a parasite on the birds; a small brown moth, belonging to a genus that feeds on feathers; a beetle, (*Quedius*), and a wood-louse from beneath the dung; and, lastly, numerous spiders, which I suppose prey on these small attendants and scavengers of the waterfowl. The often-repeated description of the stately palm, and other noble tropical plants, then birds, and lastly man, taking possession of the coral islets as soon as formed, in the Pacific, is probably not quite correct; I fear it destroys the poetry of this story, that feather and dirt-feeding, and parasitic insects and spiders should be the first inhabitants of newly-formed oceanic land."

The occurrence, far out on the boundless sea, of creatures which we habitually associate with the land, is a phenomenon which interests even those who are little observant of natural history. Visits of land-birds to ships have often been noticed by voyagers, and that not of those species only which are known to make long transmarine migrations, but of small and feeble-winged races, such as finches and warblers. It is much more remarkable, however, to see insects under such circumstances; yet examples of this are not wanting. Mr. Darwin expresses his surprise at finding a considerable number of beetles, alive and apparently little injured, swimming in the open sea, seventeen miles off Cape Corrientes, at the mouth of the La Plata. These may have been carried down by a river, especially as several of them were water-beetles; but this will not account for aerial insects taking a sea voyage. The same naturalist was surrounded by flocks of butterflies of several kinds, (chiefly of the genus *Colias*), ten miles off the same coast. They were in countless myriads, so that the seamen cried that it was "snowing butterflies," extending as far as the eye could range; and, even with a telescope, it was not possible to see a space free from butterflies. The day had been fine and calm, and so had the day before; so that the supposition that the insects had been involuntarily blown off the land was inadmissible.

But in these cases the land was not beyond the range of moderate flight. What shall we say to jaunts of five hundred or a thousand miles performed by these filmy-winged and delicate creatures? Mr. Davis has recorded that a large dragon-fly, of the genus *Eshna*, flew on board the ship in which he was sailing, on the 11th of December 1837, when out at sea, the nearest land being the coast of Africa, which was distant five hundred miles.

The late Mr. Newport, in his Presidential Address to the Entomological Society of London, for the year 1845, thus alluded to two other instances of the same interesting phenomenon:—"Mr. Sanders exhibited, at our December meeting, a specimen of *Eshna*, that was taken at sea by our corresponding member, Mr. Stephenson, in his voyage from this country to New Zealand, last year. This insect is a recognised African species, and was captured on the Atlantic, more than six hundred miles in a direct line from land. In all probability it had been driven across the ocean by the trade winds, which blow continuously at that season of the year in a direction oblique to the course of the ship that was conveying Mr. Stephenson outwards. The other instance that has just come to my knowledge is mentioned in a letter from Mr. Dyson to Mr. Cuming. Mr. Dyson states, that while at sea, in October last, when about six hundred miles from the Cape de Verd Islands, and twelve hundred from Guadaloupe, he observed a large butterfly, apparently of the genus *Morpho*, (?) (1) flying round the ship, but he could not succeed in capturing it. These are facts related by entomologists who could not have mistaken the objects observed, and consequently they are entitled to full credit. They are full of interest in relation to a subject of physiological discussion, the power of flight supposed to be possessed by these, our little favourites, and the speed with which they are conveyed across the ocean, whether by an actual expenditure of muscular energy, or whether carried by the force of the wind alone. My own opinion certainly is, that the amount of muscular power exerted during flight is trifling, compared with what we have usually sup-

(1) If the butterfly was indeed a *Morpho*,—and Mr. Dyson, who was an experienced lepidopterist, could scarcely have been deceived about so remarkable a butterfly,—it could have come neither from the Cape de Verd Isles nor the Antilles, but from the continent of South America, to which the genus *Morpho* is limited. The nearest part of that continent is not less than one thousand five hundred miles from the position of the observer.

posed it to be, and in these instances the insects have been greatly aided in their progress by the wind. The speed at which they must have traversed the ocean seems to confirm this view; as it is well known that the *Eshna* will not live more than a few days, if unable to obtain its living food."

The Atlantic being the great highway of nations, we have more abundant observations on this than on other oceans, but similar phenomena exist elsewhere. Humboldt mentions having seen, in the Pacific, at a vast distance from the coast large-winged *Lepidoptera* (butterflies) fall on the deck of the ship.

Equally striking is the presence of winged insects at very lofty elevations. Saussure found butterflies at the summit of Mont Blanc, and Ramond observed them in the solitudes around that of Mont Perdu. Captain Fremont saw honey-bees at the top of the loftiest peak of the Rocky Mountains in North America, the height of which is 13,568 feet. Dr. Hooker, in the Himalaya range, found insects plentiful at 17,000 feet; butterflies of the genera *Colias*, *Hipparchia*, *Meitæa*, and *Polyommatus*, besides beetles, and great flies. Humboldt saw butterflies among perpetual snow at yet loftier elevations in the Andes of Peru, but conjectured that they had been carried thither involuntarily by ascending currents of air. And the same great philosopher, when ascending Chimborazo, in June 1802, with Bonpland and Montufar, found winged flies (*Diptera*) buzzing around him at the height of 18,225 feet; while a little below this elevation Bonpland saw yellow butterflies flying over the ground.

I shall close this category with two examples of animal life in un wonted situations, less scientifically curious it may be than those already adduced, but more amusing. That fishes should fly in the air is strange enough, but we should scarcely expect that they would verify their generic name by going to bed out of water. (1) Yet Kotzebue was favoured with such an unexpected badfellow:—

"The nights being warm," observes the voyager, "we always sleep on deck, to recover ourselves from the heat of the day, a circumstance which occasioned me one night a very unexpected visit. I was awakened by the constant motion of a very cold animal at my side, which, when it writhed in my hand, I first took to be a lizard. This, I thought, might perhaps have been brought on board at Chili, with the wood. But, on examining, I found that it was a flying-fish that I had in my hands, and I am probably the first that has caught such a one in bed."

The other incident occurred nearer home.

In the tremendous gale of the 25th October, 1859, which did so much damage on the coast of South Devon, a curious incident occurred to a gentleman whose house was situated close to the water-side. He was sitting with his parlour window open, when an enormous green wave came curling towards the house, and discharged its force full against the window. There was no time to shut the window; but, retreating as fast as he could, he pulled the door of the room after him, in order to keep the sea as far as practicable from the rest of the house. After some time he returned to see what amount of mischief was done, and, entering the room, found the floor covered with flapping and jumping fishes. The wave had brought forward a shoal of whiting, and had deposited them on the good man's carpet; where they tossed, much to his amusement and their own chagrin—fish out of water.

## EDUCATION.

### Associates in Arts.

[A Paper read before the McGill Normal School Teachers' Association, by Jas. McGregor, Esq.]

Passing by the efforts of the Art Association, and of the College of Preceptors in England, which were probably the indirect origin of the later more perfect scheme, I find that to Oxford, spite of her conservatism—a conservatism which we of this new country are, I fear, too apt to consider fossilized and petrified—to Oxford, at the suggestion of the master of Rugby, is due the credit of first moving in this matter, and offering to those who neither were, nor intended to be, members of the University, a share of whatever prestige and *éclat* might attach to a connection with her, less intimate of course than that of residents, but yet sufficiently so to make it an object worth some sacrifice and exertion.

(1) *Exocoelus*, the name of the flying-fish, from two Greek words signifying out and to sleep. The Greeks fancied that the fish left the water to sleep.

It was seen that the highest class of schools, conducted by University men, and having in view the training of scholars for the Universities, had an aim sufficiently definite to give point and directness to their teaching, and sufficiently difficult of attainment to call for the exercise of the best energies of both masters and scholars. An annual test of their success was furnished in the fully published results of examinations at the different Universities, the degrees, prizes, and honors carried off by the men from the different schools.

In the same manner, if not in the same degree, the lowest class of schools was directed, limited and tested by the training of their masters in the Normal Schools, and by the visits and reports of the Government Inspectors.

But there was yet another class of schools, and that a very large and important one, that was subject to none of these influences; they were independent and isolated. And independence does not always imply superiority, nor isolation excellence. If they were well conducted, the master could point to no authoritative testimony to assure the Public that he deserved their support; and, however far he might fall short of a just standard, the standard was wanting, and he might, not only escape censure, but even, by clever manipulation, get credit for great ability, while he was really bankrupt in every good feature of school administration.

That this was not only possible but actual was only too easily proved, for many cases could be instanced in which the Public were swindled out of their money, and pupils out of their time and opportunity, and even out of their ability to learn by men who knew little more about conducting a school than the art of advertising it. On the other hand there were men, the complements of these, who knew almost everything about the management of their schools except the advertising.

The best schoolmasters were thus at a disadvantage; the Public—always too chary of personal investigation into such matters—without a compass to direct them in selecting a school, liable to be imposed upon; the scholars, without a definite aim, and without any means of comparing themselves with others, apt to fancy that they were making good progress, while in fact they were only riding hobby-horses, to remedy this state of things, Dr. Temple proposed that the University of Oxford should hold an examination open to all such scholars, from any part of the country; and that a certificate and a title should be granted to all who should pass satisfactorily. The proposal was at once entertained.

Of course there were not wanting those who saw insuperable obstacles on the very face of the thing. Some considered it derogatory to the dignity of the University to have anything to do with those outside its own precincts; and further, that it would in this way become responsible for persons too far removed from its influence and control. This was overruled on the ground that the University owed to the country whatever influence for good it could exercise, and it was shown that, while, under the pressure of the new wants and spirit of the age, Oxford and Cambridge were extending their curriculum beyond the ancient limits, and embracing the Natural Sciences, practical men, on the other hand, were becoming more alive to the value of Classics and the higher Mathematics as elements of a liberal education.

It was urged that, as the sphere of usefulness and influence of the Universities was thus extending, the adoption of the scheme would increase their popularity and the popular sense of the value of University training and testimonials.

Others were sure that they would have no candidates for their certificates and titles; and that thus the University would incur the disgrace of a miserable failure. But then still others were equally sure that they would have too many candidates; that the new title, attainable at so little outlay both of money and time, would satisfy many who would otherwise come up to the University for the regular degree; and that thus their numbers would soon sadly diminish.

Both assurances have been proved equally without foundation by the result.

The resolution being taken to go on with the work, new difficulties arose in settling the details of the scheme, but owing to the general good spirit manifested by the different University officers, these were soon overcome, and in a very short time after Dr. Temple's letter was written in 1858, the first announcement of "Oxford Middle Class Examinations" was published.

The examinations were to be held at Oxford, and at any town in England where a local committee would guarantee the payment of the necessary expense, such places to be called Local Centres.

The examination was to be conducted by University graduates, and was to be the same, and held at the same time at all the centres. It was to be in two divisions, a Junior and a Senior; in

each of these were to be several elementary subjects, failure in which should be fatal to a pass, notwithstanding what position the candidate might take in higher subjects. A good examination in these higher subjects would entitle the candidate to honors, and a pass in the Senior would entitle him to the degree of Associate in Arts. The results were to be published, giving the names of the successful in order of merit.

The announcement was gladly received throughout the country generally. Some 10 or 12 of the largest towns petitioned the Delegacy, to whom the working of the scheme had been entrusted, to be appointed centres. Law societies and societies of Doctors, of Architects and others, passed approving resolutions; the society of Arts offered a prize of £5 to boys who should take a certain good standing; and a large number of names of intending candidates was sent in.

The examination was held; and the result proved at least the necessity of this or some similar scheme, for more than half of those examined failed to pass, and the failures were nearly all in the most elementary subjects.

The examination papers were printed and widely distributed. Parents and schoolmasters could thus understand pretty clearly what University men at any rate thought such schools ought to do.

Parents could perceive the desirableness and justice of requiring such a standard to be adopted in the schools, and were now provided with a test easily applied, and, if not perfect, at least approximately so.

Schoolmasters would feel that they were challenged to prove their work. The best of them, and those most anxious to do their work well, would gladly accept the challenge; and those who were careless or conscious of their short comings would feel that a refusal to accept it would be construed into a confession of inferiority, that pupils would thereupon be withdrawn, and that thus they would be touched in the very seat of their vitality—the pocket.

The scheme was thus fairly afloat; launched by good men and true, earnest and cautious, anxious only to do the greatest possible good, careful, and well qualified to consider the conditions necessary to success.

The public had thus the amplest assurance that the vessel would prove herself seaworthy, that she was entitled to registration at Lloyd's as A. 1.

But these men were withal modest, not promulgating the new laws as like those of the Medes and Persians, but enacting them for 3 years only, that, by the light of experience gained in that time, they might be revised. At the end of the three years the principal difficulty that met them was a religious one. As churchmen they had required a doctrinal examination on the Bible and Prayer-Book. It might be omitted but marks were thereby lost. This was found to be a real grievance to many, and was reported by the Delegacy as a matter to be mended if possible. Oxford again gracefully yielded to accommodate the many who could not conform to her ancient standards, she followed the example of Cambridge, who was now also engaged in the same work, in putting the religious examination on the broad and general basis of Scripture and the Evidences of Christianity. At the same time the limit to the age of candidates was extended to 15 years for Juniors, and 17 for Seniors. These seem to have been the only points of importance requiring to be changed at the renewal of the Statute.

Since that time the work has gone on, still extending and improving. Cambridge last year examined about 600 candidates at 15 centres. In Ireland, under the auspices of the Queen's Colleges, similar examinations have been held.

In Scotland, 3 years ago, the matter was laid before the Universities of Edinburgh and Glasgow. Several towns were anxious to have local centres established in them; the measure had the general support of teachers and merchants; it was urged on the grounds that it would give satisfaction to parents and employers, and afford a stimulus to pupils and teachers, and much value was attached to the comparison it would afford between school and school. The Universities however were so engrossed at that time in endeavoring to adjust their financial affairs, that they could do nothing more than signify their approval of the scheme, and promise to attend to it by and by. At length some of the Scotch towns having stated their determination to apply to Oxford rather than be any longer excluded from the benefits of these examinations, Edinburgh resolved to act and so relieve her clients from the necessity of going over the Border in search of that sustenance it was hers to afford them. Or, perhaps, she feared that, if such a reversal of the long established order of things were to occur as the coming North of Southern, it might lead to the turning of that tide of emigration that has been so profitable to the sons of the

North. However that may be, I see that Greenock the other day, petitioned to be named one of the Centres for Edinburgh University Local Examinations.

Hitherto the examinations have been confined to boys, but a new era seems to be opening. The girls see no reason why, if the scheme is so beneficial to boys, it should not be good for them; and if so, why they should be prevented reaping the benefits.

Last year, in connection with the Cambridge examination in London, through the management of some ladies, 92 girls were examined. It appears also that lately 999, schoolmistresses in England, memorialized the Cambridge Senate on the subject; they are supported by such men as Lords Lytton, Clarendon, and Brougham, I think there can be little doubt of their success; the Cambridge Dons, confirmed old bachelors as many of them are, cannot long withstand the determined attack of 999 ladies led by a veteran like Brougham.

That the work has been fairly done, the characters of the examiners, men of high standing and public note, and the openness with which the whole matter has been conducted, are full surety; and that it has been well and thoroughly done the large proportion of rejected candidates will bear too full and unimpeachable witness. The reasons for their rejection too, bear high testimony to the faithfulness with which the examiners have executed their trust, when we remember that they are University-Honor men and therefore likely to have a predilection for high Classic and Mathematical learning, yet they have never hesitated to pluck an unfortunate who, however high in these departments, fell short of the appointed standard in the humble branches of spelling, arithmetic, &c. Of course these examinations revealed the same state of things as that so largely commented on in the Blue Books lately published. A state of things for which the Universities themselves were to a great extent responsible in giving on their own papers such a prominence, undue prominence if you please, to classics and mathematics; in requiring of matriculants such an extended, rather than elementary, knowledge of these, as certainly tempted them and their instructors to pass lightly over those subjects that were apparently little valued at the College. Is it through retributive justice, or from an awakened sense of right and duty, that we now find the business of correcting these evils in the hands of Oxford and Cambridge?

Mr. Gladstone says that he sees in this movement "the resumption, by the ancient Universities of the country, of their true relation to all classes of the community, as institutions which have been the pride and glory of Christendom, and which ought to dispense their benefits to all ranks of our fellow-countrymen. This was the true aim of the Universities upon their first foundation. They never were intended to be the monopoly of the rich. They were intended to work the deep mine of capacity and of character which exists throughout the whole of every great civilized community; they were intended to draw forth from hidden corners and recesses, wherever they existed, the materials of genius and excellence for the glory of God, and the advantage of the country; and that aim they fulfilled."

Is it not strange that some should see in these words only the foreshadowing of doom to England, and picture to themselves the two Universities as two monstrous cuttle fish throwing out their terrible arms in every direction, grasping and devouring the schools, only to assimilate them to their own obsolete and worthless forms? It has been proposed to appoint a body of schoolmasters to protect the schools from the ravage of the Universities! Surely the spirit of concession they have manifested to the wishes of people, on whom the Universities of late ages would have looked with contempt, does not warrant any such fears, but rather inspires the hope that, as Proctors and populace, masters and merchants become better acquainted, a reciprocal good will and esteem will increase, that the Universities will strike their roots deeper, flourish more vigorously, and scatter more abundantly over the whole land those fruits which they alone can produce in perfection. In 1858, the first year of the Oxford examinations, about 1200 candidates offered, of whom only about 400 passed; in 1859, 480 passed; in 1860, 500; in 1861, 600; and last year, of 1030 examined, 644 passed—487 Juniors and 152 Associates in Arts. Of these, 168 Juniors and 33 Seniors took honors. Of the 280 Juniors who were plucked in the preliminary examination, English History tripped up the greatest number: while the Seniors found their *hons asinorum* in Arithmetic. The examination was held at 14 centres, giving an average of 40 passed at each; but deducting the two largest places, the average of the remaining 12 was about 24 Juniors and 7 Seniors, that is, 24 certificates and 7 degrees of Associates in Arts.

If such a result is highly satisfactory to this great English Uni-

versity, I do not think our own McGill need fear that her action will produce results that shall cause her to shrink from comparing notes even with Oxford, not absolutely of course, but in proportion to our population.

The following are the numbers examined and passed at 3 of the centres—two from the top of the list, and one from the bottom.

	JUNIORS.		SENIORS.	
	Exam'd.	Passed.	Exam'd.	Passed.
London....	191	110	80	49
Manchester.	121	83	37	18
Lincoln....	10	8	2	2

Surely we would be able to match this last as to quantity, if not quality, in more than one place in Canada.

It will be remembered that at the first examination, the rejections were about 66 per cent. of the whole; in 1862 they were 41 per cent.; and in 1863 they were only 36; and thus too, not because the examiners have come down to meet the examined, but in spite of a gradual rise of the Pass standard.

It is to be noted too, that, while it frequently occurred in the first examination, that a boy who failed egregiously in Spelling or elementary Arithmetic stood so high in Classics etc., that he would have taken single, or double, or even triple honors; such phenomena have become each year more rare. The failures are not nearly so much in the elementary subjects, or in the elementary parts of higher subjects as they were at first. This itself is a result, the value of which it would be difficult to determine, seeing that it is likely in every such case, and certain in many, to give us accurate, thorough, investigating men in the room of men, who, while thinking that with *them* is wisdom, if they knew a little more would know that they knew nothing. It is true there is no virtue in an examination to make better scholars or wiser men—no—nor is there any power in a Bramah Press, and yet by means of it I can increase my own power a hundred fold. The examination serves to direct and modify, to moderate or stimulate the teaching and learning power, and must therefore, like any other machine, be under the control and guidance of reason and experience, if we wish, not only to secure the greatest amount of good, but even to prevent the infliction of serious injury. The value of any examination depends much on the examiner—for proof, see examinations to which school teachers have been subjected in parts of this country, where inspectors and committee men have been manufactured out of *very* raw material.

But in examinations of this kind, where the certificates and degrees are expected to have a marketable value, that value depends especially on the well known and received value of the examiners. They must on the one hand be men in whom the Public has confidence, and, on the other hand, they must be such as to satisfy those who have the truest educational interest of the country at heart.

I think it is very questionable whether the masters of schools, sending or likely to send, up candidates, should be examiners, no matter how honest and fair in their intentions they might be, they would be influenced by their modes of teaching and manner of presenting various truths—in the drawing up of papers, and in awarding values to answers and thus they could scarcely avoid overrating their own pupils—and underrating others, this with perfectly honest men.

Now I shall not at this meeting, insinuate that there can be dishonest schoolmasters, but I fear we must acknowledge that there *may* be imperfectly honest ones, and in their case these dangers would be much greater and more imminent. Then again the marketable value of all the certificates would be seriously affected. They would be looked upon as a sort of Educational Greenbacks, and would not be so much sought after; and let no one say that those who would seek education on account of what it might fetch in market can very well be spared, that we must have higher, nobler motives etc., etc.

So much fine writing has been done of late years in educational works at the bread and butter motive for learning and teaching, that many worthy young men and women have felt thoroughly ashamed of themselves when they have caught themselves wishing that their salary might be increased from \$8 to 10 per month, and have determined either to undergo a course of severe penance, or to leave a profession for which they found themselves to be of too gross a nature. Horace Mann's name will not, I think, be received as that of a man of low and grovelling views in regard to education, and yet he says that he attaches great importance to the system of competitive examinations as giving education a bread and butter value in the eyes of the humbler classes. And he is

right; for let education be sought and obtained from any motive not essentially bad, and surely it will bring with itself a light that shall open the way to a clearer appreciation of its worth. The motive that sufficed to start on the journey will gradually fade, and higher ones will take its place, or, at least, co-operate with it. The bread and butter argument is strong; it is nature's own; it *will* be heard; why then try to flout it down? Let it be received kindly and rightly directed.

These certificates, however good, would at first be looked on as a kind of unauthorized currency, and no doubt all parties would be rather shy of procuring or accepting them. An act of Parliament, making them a legal tender, is out of the question. It would therefore be for the University, and all who felt an interest in their adoption, to use every endeavor to gain the co-operation of Parents and Schoolmasters generally, by calling their attention to the subject, explaining and enforcing its advantages, offering every possible inducement of convenience, limitation of expense, immediate practical benefit etc., to bring candidates forward. Get the notes issued, and no fear but they will soon prove themselves entitled to be adopted as a currency; a current will thus be established that shall go on, ever becoming wider and deeper.

Our great objection to examination schemes generally, and of course to this among others, is their tendency to encourage cramming. I think that this word *cram* excites too much horror, not practical but theoretical, for practically it too often excites no very great dread in either pupil or tutor. We all agree with Pope that

Vice is a monster of so frightful mien,  
As to be hated, needs but to be seen.

And yet our poor humanity bears the hideous presence with wonderful composure. So with cram; we all, when merely talking about it, denounce it as a very Gorgon; but for all that when it comes in our way few of us are petrified. Granted, that excessively used it is an evil, does it follow that is so wholly, and always? Have we not all seen some big boys so very empty that they would have been much the better for a little cramming? Better have the mind well stored without cramming, but better crammed than always empty. It is in the power of the examiner, if not to remove this danger wholly, at least to approximate towards this almost as closely as he may wish. He can do this to some extent by giving prominence to what may be called intellectual subjects over those that may be learned by rote, as for example, Grammar over Chronology. But he can more effectively and usefully do so by drawing up his papers in such a way, that no boy can answer them well unless he shall have learned the elements and principles and analogies of the subject, whatever it may be; and so learned them that he can apply them correctly and readily. He should require the reason of any rule or process involved in the work he assigns. He should call for a statement of the steps of induction by which such and such a fact has been established, and what on the other hand may be deduced from it. In short he should ascertain not only *what* the boy knows, but *how* he knows it. An examination of this kind will give evidence of a power readily applied here, and ready to be applied to whatever business its possessor may engage in. It will also prove that he is *able* to do hard steady work, and this ability implies, for it is generally co-ordinate with willingness to do it.

It is an excellent plan to make examination papers long, to vary the questions as much as possible, and to divide them into sections, a certain proportion of each of these to constitute a *maximum*.

If a boy should cram so as to pass an examination of this kind well, he might fairly be forgiven; nor could *much* blame attach to his teacher.

But another objection is that these examinations supply a too great stimulus, and that young people are thereby forced into an injurious intellectual activity—an activity ruinous to the health both of body and mind. Charles Kingsley, in one of his tales has it that the examinations on everything, everywhere, and always have had the effect of turning the heads of all the boys and girls in England into turnips, and watery ones at that. However, even while telling how, at the approach of the examiner the brains of the little ones run out in tears, he is candid enough to lay the most of the blame on ambitious and foolish parents.

Notwithstanding this picture of Examinations, and many others to the same effect, it might be answered that the objection applies to a very small minority of those taught; that, for the great body of them, we find it difficult to get a stimulus powerful enough to excite and keep alive even a healthy mental activity. This, especially, where masters have to deal with a large number of scholars at a time.

There is no difficulty at all in exciting the interest of a class

now and again, and getting them for a time to do all that they are able; but it is nearly, if not quite, impossible to keep up such a spirit in every member of a class for consecutive weeks or months, and in regard to the different branches of their work. In general a stimulus that shall be of prolonged power is desirable, and marked examinations furnish such a one. I know that among the minority liable to be forced by this process into premature and therefore unskilled proficiency are many of those who might make our best men and scholars, and that therefore this ought to be carefully guarded against. But this is not a matter of insuperable difficulty. For the first object of the scheme is to secure a thorough grounding in the elements of every-day subjects; and this is most likely to be gained, not by forcing but by careful training. Schoolmasters, if they wish to succeed at these examinations through their pupils, will be obliged to impart instruction to them more systematically, to build them up more regularly, so that really, after a time, more shall have been received and at a lower pressure, than could have been by irregular forcing. Then, as to the higher subjects, the range admitted may be wide and varied, but only a very few need be required of one candidate; nor should he be allowed to compete in more. The work then assigned need not be more than a boy of fair capacity could with diligence fairly perform; the cleverer lad should do the same work, but do it better; and the duller one by greater diligence, which would not hurt him, need not fail. As a further precaution, I would propose to limit the age of candidates at both extremities; to say that not only must he be under a certain age. Indeed I consider this the more important limit of the two, for this haste in finishing a boy's school life leads to sending him to school too young, to hurrying him along too fast, and sending him out just when he has begun to understand and appreciate what he is about; it mars the whole of our educational efforts, and any drag that could be applied to this desire for a railroad schooling would be a great boon and would facilitate real progress.

The upper limit, too, I would fix as high as possible, for the same reason, and for this additional one.

We have, in our country districts, many boys of ability and application whose school days are limited to the winter. In helping to put in the crops in the spring, to tend them in the summer, and to harvest them in the autumn much of what they learned during the previous winter evaporates; this has to be recovered in the following one, and something new added, and so they go on. Of course there is a great tendency in these periodical breaks to dissipate all liking and desire for study; and we find the great majority of them very soon giving it up altogether, and retiring on a very limited allowance. But there are some who persevere, and there would be many more if they saw some definite end within their reach; and surely they ought not to be rejected if they have been a year or two longer in preparing than the boys of cities and towns. The Oxford Delegacy, after a trial of 3 years, extended their limit from 16 to 17. If this was necessary in England much more would it be so in Canada.

There is one other objection to which I should wish to refer, viz—that under this scheme schoolmasters will be likely to give extra attention to the few boys going up for examination, to the neglect of their schools generally. It is, no doubt, quite possible that this might be attempted; but there is not much reason to fear that the attempt would be successful.

Does any one suppose that such undue attention on the one hand, and neglect on the other could pass unnoticed in the school? I should rather fear that it would be seen where it did not exist. Being noticed, it could easily be stopped in a school under trustees or other officers by the proper authorities; in a private school a very effective check would soon be applied, in the withdrawal of pupils, and the attempt to win reputation by unfair means would defeat itself.

There are several other points of interest in connection with this scheme, which time forbids my dwelling upon. There are the financial considerations—Though the scheme has proved self-supporting in England, one can scarcely expect it to do so here, at least for a time. Let us hope however that this will not prevent its being fully set before the country and fairly tried.

There is its connection with the Competitive Examination schemes in the various services, civil and military. These have grown in favor in spite of the sneers and opposition of sceptics and patrons. Only the other day, the proposal to make them perfectly open in the civil service was lost, only by the casting vote of the chairman of the Commission. Now that we are going to be a great country our leading men will be too magnanimous to care for the influence

derived from the dispensing of patronage, and we too shall have our Competitive Examination.

There is the effect it may have in making our masters of schools and academies less migratory, in giving personality and character to schools; and in connecting all more socially together through the common bond of the University.

In conclusion, let me remind the association that there are indications of our having before long, but for a long time, to play a part in a grand National Drama, "The Struggle for Existence;" and that if we are to maintain the struggle, and not meekly suffer ourselves to go to the wall, we must give earnest heed to everything that promises to strengthen our moral influence and our intellectual, for on these alone must be our dependence, to these we must look as the true guarantees for the preservation and maintenance of whatever rights are dearest to us and most valued.

### ARITHMETIC

(Continued.)

As you illustrate, be sure that the pupil's understanding goes with you. This you have to ascertain from his answers to your questions as you proceed with your illustration. As you question knowledge into his mind, be sure immediately to question it out again. Always be on your guard lest any of your explanations, or knowledge communicated, be lost; and deepen mental impression by frequent reviewing.

2nd. Example.—53946028 ÷ 253.

Analysis of process.

	253	52946028	(200000	=	50600000	÷ 253	
	253 ×	200000	=	50600000			
					3346028		
	253 ×	100000	=	25300000	10000	=	2530000 ÷ 253
					811028		
	253 ×	3000	=	7590000	3000	=	759000 ÷ 253
					57028		
	253 ×	200	=	50600	200	=	50600 ÷ 253
					6423		
	253 ×	20	=	5010	20	=	5065 ÷ 253
					1368		
	253 ×	5	=	1265	5 <sub>103</sub>	=	1265 ÷ 253
					103		
	Rem.	103	213225 <sub>103</sub>	=	53946028	÷ 253	

Analysis of process.

Analysis of quotient or answers.

Questions on the preceding example.

Q. How have I lessened 53946028 till only 103 remain? A. By different subtractions. Q. How many subtractions had I to make? A. Six subtractions. Q. What remained after the first subtraction? A. 3346028. Q. Give the value of each figure, begin at 8. A. 8, 20, no hundred, 6000, 40,000, 300,000, 3,000,000. Q. Tell what remained after each subtraction to the last? A. The first subtraction leaves of 53946028, —3346028, as I mentioned; the second, 816028; the third, 57028; the fourth, 6428; the fifth, 1368; and the sixth, 103. Q. Explain how each subtracted line was got? A. By multiplying the divisor, 253, by the number of times the dividend, and each remainder after that, contained the divisor. Q. Name the number of times each line of figures contained the divisor, beginning at the highest? A. First, 200000 times; second, 10000 times; third, 3000 times; fourth, 200 times; fifth, 20 times, and the sixth line, 5 times, and 103 over. Q. How many times does the dividend contain the divisor? A. 213225 times, and 103 left.

Let us now work the question leaving out the ciphers. This will

have some figuring; and then, writing only the remainders, which will save still more figuring.

$\begin{array}{r} 253)53946028(213275\overset{193}{133} \\ \underline{506\cdot\cdot\cdot\cdot} \\ 253)334(1 \\ \underline{253} \\ 253)816(3 \\ \underline{759} \\ 253)570(2 \\ \underline{506} \\ 253)642(2 \\ \underline{506} \\ 253)1368(5 \\ \underline{1265} \end{array}$	$\begin{array}{r} 253)53946028(213225\overset{193}{133} \\ \underline{334} \\ \underline{816} \\ \underline{570} \\ \underline{642} \\ \underline{1368} \\ 103 \text{ rem.} \end{array}$
---	--

Writing only the remainders.

103 rem.

Omitting the ciphers.

A still farther variety may be given to the work by beginning at the right and taking figures regularly to the left. One example will be sufficient to illustrate the method.

$76)58379($	$4 \times 76 = 304$
$\underline{304}$	
$76)8075(100 \times 76 = 7600$	
$\underline{7600}$	
$76)50475(600 \times 76 = 45600$	
$\underline{45600}$	
$76)4875( 60 \times 76 = 4560$	
$\underline{4560}$	
$76)315( 4 \times 66 = 304$	
$\underline{304}$	

$58368 + 11 = 58379$

Rem. 11  $768\frac{1}{2}$  quotient.

Often two or more quotient figures may conveniently be taken at once. This abridges the work of sums considerably, when the quotient figures can be ascertained by a rapid view. The following is an example:

$17297)519387649(300\overset{27}{27}1\overset{9539}{1139}$	
$\underline{5189100\cdot\cdot}$	
$\underline{477549}$	
$\underline{467019}$	
$\underline{10530}$	

I might here much enlarge on abridged ways to divide numbers, and show, by examples, how variously questions in division can be worked; but as my object is to direct special attention to the inculcation of principles—so much neglected in our schools—rather than to empirical formulae; and how children from the beginning should be drilled on the elementary rules of arithmetic till they shall have acquired a complete mastery over processes, I think it unnecessary here to multiply methods of solving questions. I have from the beginning constantly insisted on these two things—training the reasoning faculties of children on every thing taught them, and how to go through processes with facility and correctness.

At this stage I recommend a good deal of training on processes, to perfect your pupils as much as possible in working sums with dexterity, skill, and correctness. On this I cannot insist too much. How much time is saved to a pupil when he can go through the work of a question at once, with correctness and facility? And how much of precious school time is lost to him, when he goes through the process in a slow blundering way? He who aims not daily at skilful dexterity in working questions—deserves not the name of

educator. As little does he deserve the name of *intelligent trainer*, who does not make arithmetic an instrument for *close searching*—systematic logical training in developing, strengthening, and expanding the faculties of his pupils. The sort of proficiency in arithmetic which is obtained by *evading* the elucidation of its principles, the analysis of its processes, and the disciplining of the mental powers, but pushes on pupils in a slow, dry, groping, stereotyped routine way, must ever be of low value, and is most hindering to mental development.

Exercises for mental training.

1. Give the result of  $7 + 5 + 9 - 12 \times 2 \div 2 = 9$ .
2. Give the result of  $12 \times 3 \div 2 - 9 \times 4 \div 4 = 9$ .
3. What is the result of  $12 \times 5 - 40 + 10 \div 2 + 15$ , divided by  $9 - 6 + 7 + 8 + 4 \div 11 \times 8 \div 4 = 7\frac{1}{2}$ .
4. What is the fifth part of 30? Give two-fifths, three-fifths, four-fifths, five-fifths of 30.

Exercise them mentally much in this way. Such exercises will tend very much to whet and strengthen the faculties of the child, and foster self-activity.

Exercises for self-drill on seats.

1st. Ex. 3457 Order each column to be repeatedly added up and down till done with facility; then subtract 3974 each figure of the column in succession from the 5138 sum of each, till in this way they can subtract 2781 as rapidly as add.

20719 Make them subtract each line successively till they can give differences as fast as they can name the figures; then subtract and prove each step at the same time; then let them train themselves on the value of each figure in its place.

12569  
5138

7431  
3974

3457 They are to repeat the multiplying of each figure till they can do it as fast as name the figures, give the value of each figure in its place, and also of each whole line.

487  
24199  
276560  
1382800

487)1683559(3455 ans.  
1461...

2225 In dividing show how to prove each step of the dividing process; and this will give them farther exercise in adding, subtracting, and dividing by a glance process.—See this illustrated in the next question, in the division part.

2775  
2435

3409  
3409

2nd. Ex.  $7559 = 7 \left. \begin{array}{l} 5 \\ 15 \end{array} \right\} 5 \left. \begin{array}{l} 8 \\ 17 \end{array} \right\} 9 \left. \begin{array}{l} 4 \\ 19 \end{array} \right\} 13$   
 $3284 = 3 \left. \begin{array}{l} 6 \\ 12 \end{array} \right\} 17 \left. \begin{array}{l} 7 \\ 24 \end{array} \right\} 10$   
 $5663 = 5 \left. \begin{array}{l} 9 \\ 18 \end{array} \right\} 14 \left. \begin{array}{l} 4 \\ 16 \end{array} \right\} 10$   
 $8970 = 8 \left. \begin{array}{l} 3 \\ 24 \end{array} \right\} 14 \left. \begin{array}{l} 4 \\ 16 \end{array} \right\} 10$   
 $5345 = 5 \left. \begin{array}{l} 8 \\ 16 \end{array} \right\} 8 \left. \begin{array}{l} 3 \\ 24 \end{array} \right\} 10$   
 $1832 = 1 \left. \begin{array}{l} 8 \\ 16 \end{array} \right\} 8 \left. \begin{array}{l} 3 \\ 24 \end{array} \right\} 10$

In teaching pupils to add expeditiously show them how to take figures in twos, threes, &c., at a glance, and add their totals, as by examples, thus:  $10 - 20 - 23; 16 - 26 - 35$ , &c.

32653 = 32 6 5 3  
1832

Teach them to prove each line as they sub-

30821 tract, thus: 2 from three, 1 remain; 2 and 1  
5345 are 3; 3 from 5, 2 remain; 3 and 2 are 5; 8  
from 16, 8 remain; 8 and 8 are 16, &c.

25476 Do the same in dividing, as shown below.  
8970

16506  
5163

11343  
3284

7559  
97

52913  
68031

97)733223(7559 ans.  
679... ÷ 7 = 97

Prove the subtractions to be correct  
as shown above.

542  
485 ÷ 5 = 97

572  
485 ÷ 5 = 97

873  
373 ÷ 9 = 97

When the divisor is large, making a table of the multiples of the divisor, will considerably help pupils in going on with the process of dividing. Comparing *dividuums* with the different multiples of the divisor, they will see at once, which multiple comes nearest each *individuum*; or which, sometimes, may be equal to it, as follows:

397)1251577696(

Multiples of the divisor. 397)1251577696(3152588  
1191.....

397 + 1 = 397	1
397 + 397 = 794	2
794 + 397 = 1191	3
1191 + 397 = 1588	4
1588 + 397 = 1985	5
1985 + 397 = 2382	6
2382 + 397 = 2779	7
2779 + 397 = 3176	8
3176 + 397 = 3573	9

605  
397  
2087  
1985  
1027  
794  
2336  
1985  
3519  
3176  
3436  
3176

260 rem.

JOHN BRUCE,  
Inspector of Schools.

(To be continued.)

**The Evils of Long Lessons.**

Many, who attended the examinations at the conclusion of the last school year, were struck with the paleness and ghostliness of the faces of the children, especially in the Girls' Schools. Such ought not to be the appearance of children; especially ought it not to be the appearance of girls between the ages of ten and sixteen.

At that age the body, the mind, and the character are forming; and they cannot be formed to a vigorous, earnest, and happy maturity, without perfect health. Children, at that age, ought to have rosy cheeks, rounded forms, playful vivacity, and cheerful, smiling faces.

That, in some of our schools, they do not have such features is owing, doubtless, to many causes over which the teacher has little control; to too much confinement, to unwholesome food and bad hours at home, to too little exercise in the open air, to too little enjoyment of sunshine, which is the great health-giver, to an unwise and unchristian excitement from the desire to surpass, and to gain medals and diplomas, and, lastly, omitting others which will occur to the thoughtful teacher, to too long lessons.

To this last cause I am going to ask attention; for over this the teacher usually has considerable power.

Five reasons at once occur to a person in the habit of considering this subject, why long lessons should be avoided and short lessons be preferred.

Long lessons are unfavorable, and short lessons are favorable:

1. To health of the body.
2. To health of the mind.
3. To health of the moral natures.
4. To the happiness of childhood.
5. To real progress in study.

1. Long lessons are dangerous to the bodily health. The period of childhood is, by the necessity of things, the period of the growth of the body. When the growth is rapid, it often absorbs the whole force of the system. A rapidly growing child is incapable of much, or long-continued mental exertion. The energies of the whole nature are taken up with growing. While that is the case, plenty of time should be allowed for rest. Sleep should be long and sound; should begin early in the night and be continued until it ceases of itself,—till the system is completely refreshed. An abundance of wholesome food should be taken; and time should be allowed for eating it, and time for digesting. A child with a long lesson to learn, out of school, is in danger of waking prematurely, and thus cheating himself out of the sleep which is essential to health. He is in danger of hurrying through his meals and of hastening to his studies immediately after them. He is afraid of lounging in a chair or upon the sofa, or of a lazy stroll in the air and sunshine. His lesson occurs to him, and he accuses himself of laziness, when what he calls laziness is only the voice of nature calling for necessary repose. The brightest, noblest, most gentle and most gifted person I have ever known, died prematurely and blasted a thousand hopes, merely, I have always thought, from being kept hard at study at the age when all the resources of his physical nature should have been allowed to sustain him in the exhaustion produced by an extraordinarily rapid growth. Few people are aware of how much should be allowed to the exigencies of nature during this period of growth.

We act as if we were saying, "The body—this perishing piece of clay,—is of no great value, in comparison with the mind, the moral nature, the soul." But nature teaches us another lesson. The body is God's gift, as much as the soul. The laws of the bodily health are God's laws as really as the laws of mind and soul, and are to be revered as such.

2. Long lessons are dangerous to the health of the mind. At no age is the mind capable of long-continued exertion. I once heard one of the ablest of our distinguished men, one of the most diligent students and most learned scholars that have lived amongst us, J. Quincy Adams, say, that he could not read long without his thoughts beginning to wander. Whenever this occurred, whether at five in the morning, or at nine at night, he immediately went out and took a walk in the open air, and came back refreshed, and resumed his book or his pen.

In childhood, long-continued thought is impossible; little can be learned at a time. If very little is attempted, that little may be perfectly learned. If too much is attempted at once, all will be poorly and imperfectly learned. Now, none but exact, clear, perfectly distinct thoughts are of any value; and of such thoughts the mind of a child is capable of receiving only one at once; only

a few in a day. A fact, a principle, a truth, imperfectly grasped, makes no deep impression, and that impression speedily passes away. The few thoughts that are received by the mind while perfectly fresh and vigorous, may remain, and, if often renewed, become a part of the mind's treasures. If the lessons are very short, the child may be able to retain all the thoughts; if too long, he will be likely to retain none of them permanently.

Besides, one great object of study is to form habits of vigorous mental action. If the mind is allowed to act only so long as it can act vigorously, such habits will be formed. While, if the mind is forced to act when it has become weak, and has lost its elasticity, it will form habits of feeble and sluggish action. If, therefore, habits of energetic action are to be formed; if the mind is to be furnished with thoughts which shall be lasting and therefore valuable, short lessons only must be given to children.

3. Long lessons are dangerous to the health of the moral nature of the child. Every child that is in perfect health, physical, moral, and mental, is full of inquisitiveness and curiosity, and receives new ideas suited to his condition and state of progress, with satisfaction and delight. And, with proper management, this mode of feeling may be made habitual. But if more facts, principles, or truths, of any kind, be forced upon the child than he has power and time to receive fully and comprehend perfectly, he becomes wearied with the unavailing effort and pained by the indistinctness of the images presented to his mind; and truths which, presented properly, would have been gratifying and delightful, become distasteful and repulsive. This feeling, daily repeated, is transferred to the subject of the lessons. He comes to dislike a study which might have been a source of enjoyment to him for his life. This feeling of dislike may extend itself to the teacher who assigns the lessons, and to the place where they are given, so that he may cease to love his teacher, and begin to hate his school. All this might have been prevented by lessons so short that he could learn them easily and readily, before he began to feel weary and to be incapable of his best and most vigorous action.

4. Long lessons thus become dangerous to the happiness of childhood. Whoever will watch a child growing up in health and under judicious management, cannot but see what interest he takes in everything about him. He listens with delight to every story he can understand. He examines curiously every object he sees. Every plant, every animal, every stone, is beautiful to him. He asks a thousand questions; and if tolerably satisfactory answers are given, he will continue to ask others, almost without end. Day after day, he likes to hear the same story, and to handle and examine the same things; and he continues to do so until he understands them. Then every new object is a new source of delight, provided that too many new objects are not presented on the same day. To be happy and healthy, he must be much in the open air, at liberty to go hither and thither, and to play with—really to study,—what he pleases.

How soon we interfere with this liberty and happiness! We transfer him to a school, and keep him there two, or three, or four times as long every day as he ought to be confined. This is, often apparently, sometimes really, necessary. The teacher cannot help receiving the child into her school. The mother cannot help sending him. But a great deal may be done to prevent this school from being, or from being considered, a prison.

I visited, not long ago, a primary school filled with little children who had just left their mother's arms; and a pleasant school it was. Every arrangement seemed to have been dictated by a wisdom in perfect sympathy with the hearts of children; and they were happier than I ever saw children in any school before. One of the secrets of this happiness was to teach very little at a time and to make the lessons cease as soon as any one of the little things began to flag in his attention. Yet the children were making excellent progress. These short lessons, gladly and perfectly learned, carried the class on steadily, and, in comparison with classes differently managed, rapidly. Rapid, however, is not the word to apply to the true progress of mind. The growth of the oak is not seen, from day to day, or even from month to month; and the mind is a plant of still slower growth.

Not only at this early stage, but all through boyhood and girlhood, it is of the utmost importance to a child's future happiness that he should feel, at all times, free, and gay, and cheerful. Joyous cheerfulness is the natural mood of a healthy child's nature. It is an unspeakable misfortune to contract, in childhood, a sad and sombre habit. But how can this misfortune be averted, if the child carries home, day after day, for months and years, a lesson which is much too long for him to learn well, without sacrificing

the time for rest and for play, and the happy feeling of freedom from care?

5. Long lessons are unfavorable to *real progress* in study. I watched daily for many weeks, the course pursued in some of the best gymnasia in Germany. Nothing was more surprising, at first, than the shortness of the lessons. All through the early part of every course of study, the daily task seemed to me almost ridiculously short. Yet I soon became convinced that these short tasks were better than longer ones. In the first place, the short lesson was perfectly learned; every thing about every word. In language, for example, the pupil was ready to give every new verb of his lesson in every required mode and tense, number and person, and every new noun and adjective in every required case in both numbers. Then the words of to-day's lesson were combined with those of yesterday's and those of every previous day; sentences innumerable were made, so that the exercise became a review of everything previously studied. Then the thought of the lesson became a subject of conversation, and, as this had been anticipated, many bright and ingenious things were often said. By these processes, the substance of the day's lesson was incorporated with the previous furniture of the mind; just as, in scientific road-making, the new metal, as it is called, who skilfully applied in sufficiently small quantities, and in a moist season, becomes speedily incorporated with the material of the old road-bed, and forms a substantial and permanent foundation for a good way.

Every new lesson thus became an occasion for observation and inquiry, and for new and pleasant thought. The observant teacher knows that the progress of a pupil is not measured by the ground travelled over, but by the number of clear thoughts perfectly mastered and combined with previous attainments, so as to form part of the permanent furniture of the mind. Exactness and thoroughness are the essential things; and these are possible only with easy lessons quickly and joyously learned and made a part of the mind's stock by frequent and faithful reviews.—*Massachusetts Teacher.*

E.

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## OFFICIAL NOTICES.

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### APPOINTMENTS:

#### EXAMINERS.

His Excellency the Governor General in Council was pleased, on the 15th November, to appoint the Reverend Charles Flavien Baillargeon, member of the Board of Examiners of Three Rivers *vice* the Reverend Telesphore Toupin, deceased.

#### SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 15th November, to approve of the following appointments of School Commissioners:

County of Drummond.—Durham: Messrs. William Purrill, George A. Placey and John Harriman.

On the 23rd November:

County of Ottawa.—Waterloo Village: Messrs. Joseph Lafontaine, Michel Desrosiers, Joseph Galipeau, François Laurin and Adolphe Villeneuve.

County of Shefford.—South Ely: Rev. François Paul Côté.

County of Arthabaska.—Stanford: Louis Roux dit Sanschagrin, Esq.

On the 30th November:

County of Wolfe.—Wolfestown: Rev. Anaclel Olivier Pélissier and Patrick Larkin, Esq.

## DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

## BONAVENTURE BOARD OF EXAMINERS.

1st Class Elementary (E)—Miss Catherine Firth.  
2nd Nov. 1864.

CHARLES KELLY,  
Secretary.

## MONTREAL BOARD OF PROTESTANT EXAMINERS.

1st Class Model School (E. & F.)—Miss Lucy Baker; (E.) Miss Mary McGregor.

1st Class Elementary (E.)—Miss V. A. Scripture.

2nd Class Elementary (E.)—Mr. F. A. Allen, Misses Emma A. Hunt, Mary Manchester, Esther Prunier, Jane Sadler; (E. & F.) Miss Marie Vaillancourt.

T. A. GIBSON,  
Secretary.

## MONTREAL BOARD OF CATHOLIC EXAMINERS.

1st Class Model School (F.)—Messrs. Benjamin Aldric Laforte and Magloire Pilon.

1st Class Elementary (E. & F.)—Misses Margaret Egan, Mary Elizabeth Rodger, Marie Caroline Gendron; Messrs. John F. X. Horan, John Horan; (F.) Miss Hélène Filiatrault, Mr. Joseph Beauchamp, Misses Léopoldine Beaugrand dit Champagne, Marie D. Bonneau, Euphrosine Caza, Provençal Josephine Croze, Agnes Chatillon, Philomene Daoust, Honorine Gertrude Gaudry, Azeline Richard, Marie Zélie St. Onge, Mr. Alexis Fecteau.

2nd Class Elementary (F.)—Miss Josephine Allard, Mrs. François Belise, née Elizabeth Pelletier, Miss Zoé Marion.

Nov. 2, 1864.

F. X. VALADE,  
Secretary.

## QUEBEC BOARD OF CATHOLIC EXAMINERS.

2nd Class Elementary (F.)—Misses Emerence Renaud, Sophie Emma Talbot alias Gervais.

Nov. 2, 1864.

N. LACASSE,  
Secretary.

## QUEBEC BOARD OF PROTESTANT EXAMINERS.

1st Class Elementary (E.)—Miss Elizabeth Hutchison.  
Oct. 11, 1864.

D. WILKIE,  
Secretary.

## BOARD OF EXAMINERS OF BEAUCE.

1st Class Elementary (F.)—Miss Marie Belzémire Vaillancourt.

2nd Class Elementary (F.)—Misses Oliva Boucher, Marie Lassard, Mrs. Angèle Vachon.

Nov. 2, 1864.

J. T. P. PROULX,  
Secretary.

## BOARD OF EXAMINERS OF KAMOURASKA.

1st Class Elementary (F.)—Miss Caroline Bérubé.

2nd Class Elementary (F.)—Misses Virginie Auctil, Aglaé Ouellet, Isaure St. Onge.

Nov. 2, 1864.

P. DUMAIS,  
Secretary.

## BEDFORD BOARD OF PROTESTANT EXAMINERS.

1st Class Elementary (E.)—Misses Catherine E. Butler, Annie Day, Martha Ewang, Celestia J. England, Maria Jane Fairfield, Malinda Westover, Catherine A. Yates, Messrs. Henry Carpenter, J. Henry Jackson, Joseph Albro Phelps, M. Hartson, A. Woodard.

2nd Class Elementary (E.)—Misses Calista Burnham, Martha Crilly, Ancy Jane Church, Hulda Chapman, Priscilla Hall, Onsada Marsh, Mary Palmer, Hannah Parsons, Emily Jane Whitcomb; Messrs. Edgar E. Chadsey, Daniel Darby, Richard Fisher, George McAler, Eugene Nelson Brown.

Nov. 2, 1864.

WM. GIBSON,  
Secretary.

## JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), DECEMBER, 1864.

## The Seventh Annual Meeting of the St. Francis District Teachers' Association.

The Seventh Annual Meeting of the St. Francis District Teachers' Association was held at Stanstead, on Thursday and Friday, Dec. 29 and 30, commencing at 11 a. m. of Thursday—Rev. J. H. Nicolls, D. D., President of the Association, in the chair. The Secretary, W. E. Jones, Esq., being absent H. Hubbard, Esq., was requested to act as Secretary *pro tem*. The attendance of teachers was small at the morning session, which was occupied in the usual routine business of the Association. The following list of officers for the ensuing year, reported by the Nominating Committee, was adopted:

President—Rev. J. H. Nicolls, D. D., Lennoxville.

Vice-Presidents—J. H. Graham, A. M., Richmond, and W. H. Lee, A. M., Stanstead.

Secretary-Treasurer—H. Hubbard, A. M., Sherbrooke.

Executive Committee—the President, Vice-Presidents, and Secretary, *ex officio*; the Revs. C. P. Reid, A. Duff, Sherbrooke; and W. E. Jones, A. M., Richmond.

*Afternoon Session.*—The Convention assembled at half-past two, with an increased attendance. The President read a letter from Prof. Miles, of Lennoxville, expressing deep regret that, owing to illness, he was unable to attend the meeting, and testifying a lively interest in its success. An essay, written by Prof. Miles, was read by Rev. Mr. Allen, in which he (Prof. Miles) expressed general satisfaction with the principles and working of the present school system, and opposition to radical changes. The essay reads as follows:

*Mr. Chairman and members of the St. Francis District Association of Teachers.*

While men's minds are being actively exercised in behalf of every other leading interest of a more material kind, it might be expected that thoughtful members of the community at large, and that Teachers in particular should experience uncommon concern about the less tangible but perhaps still more important matter of Education.

On the eve of great political change, as there is every reason to believe we now are, it seems but natural for those among us who are dissatisfied with the past to inquire whether or not this is a favourable opportunity for agitating in the hope that the causes of their dissatisfaction may be reached and removed in the alterations to be wrought under the new political organization; and it is no less natural that those others, who, as I apprehend, include the majority among us, believing that upon the whole a fair and otherwise satisfactory measure of progress in Educational things has been gained in the past 15 or 20 years, and judging that time and the gradual development of existing arrangements will nullify all minor inconveniences and bring up the business of Education to its desired footing of efficiency and respectability, cannot but feel solicitous lest that system which in their opinion is now working well may receive a check, the effects of which may endure for a whole generation and prove but poorly compensated for by the theoretical excellence of any sweeping alterations or additions. As a Teacher and an interested member of this Association I earnestly counsel my brethren of the profession to avoid looking for any advantage to our cause as derivable from mere clamour—to put behind all ill-considered innovations based upon or implying vague apprehensions, and not to be distracted from judging for themselves respecting their own true interests and those of the flourishing District which is their present field of labour, by suggestions of future and indefinite evils even when these are offered by leaders in Educational matters agitating (no doubt under sincere convictions of their own) in other parts of Lower Canada.

It is impossible for any teacher who has given a cursory attention to what has transpired lately with regard to Education in its alleged

relations to the Confederation of the Provinces not to be struck by two remarkable peculiarities—namely: 1st. The reticence, or rather the entire absence of fixed views and intentions on the subject of Education in the explanations of those politicians who have propounded to the public the plan of a confederation, and 2nd. The excitement and apprehensions of gentlemen in other parts of Lower Canada, who, like the majority of members of this Association are Protestants.

As regards the former of these two points I think it is a fortunate thing for us teachers that the views and intentions of our political guides are thus as it were, held in suspense—that they have not already committed themselves to any definite policy in regard to alterations in Educational arrangements—that the door is thus purposely left open for us or any persons practically interested in Educational concerns to bring forward our own proposals and suggestions—and that, finally, they thus disclaim, as it were, all desire to deal with things of such vital consequence upon the same footing as they would dispose of matters of debt and revenue, imports and exports, commerce and shipping.

I do not know if other teachers felt as I did in noticing the utter meagreness of the programme in regard to future educational arrangements, for I presumed to feel annoyed and was inclined to quarrel with the whole scheme on that account. But on reflection I saw that it was proper if not necessary, and I now believe it to have been for us and our great cause the very best thing that could have happened under the circumstances.

Upon the second point to which I have adverted, namely the apprehensions of friends of education in some other parts of Lower Canada, I shall honestly express my own convictions at the risk of appearing to some, whose good opinion I value, to be uninfluenced by a proper zeal.

When I read those discussions in the public prints and the proposals which have been circulated by the Committee of the Protestant Association in Montreal, I was led to revise for myself, and to think over, as well as the brief time and other opportunities allowed, the whole system and machinery whereby public education in Lower Canada is now governed and carried on. The public acts containing the substance of the whole are those of 1846, 1848 and 1856, especially those of the last named year. Having carefully read these, having examined the Statutes for calling into existence and regulating Boards of Examiners, Model Schools, Normal Schools, Council of Public Instruction, Journal of Education, Inspectorships, protecting teachers in their individual rights and privileges, Pensioning Superannuated Teachers, and Annual Reports as well as other leading features of the system now established in Lower Canada, together with the various provisions for rectifying abuses as they occur, and for enforcing the educational laws generally,—and taking into account the steady progress which I confidently affirm has characterized the state of Education in our country and district, I feel bound to express my conviction that in all essentials a great and excellent foundation has already been laid for the future educational welfare of our people whether Protestants or Catholics. And I feel bound also to add my decided opinion that the less the existing arrangements and provisions be meddled with in the way of alterations or additions, the better, even in view of our plunging ere long into that greater sphere of national existence disclosed to us in the prospect of a Confederation of all the British North American Provinces.

As regards teachers themselves, our system both in theory and in practice makes us a profession and gives us all a status as belonging to such, the same as has long since been accorded by society to the practitioners of Law and Medicine. This is to us and in the interest of education a matter of the greatest possible moment, and is an advantage not yet fully attained though long striven for even in England, where the great mass of Teachers of the people do not yet, either in their own estimation or in the public eye, constitute a regular profession. The one thing needful for us as teachers is really to seek by all means in our power to qualify ourselves properly for the requirements of our calling—a thing that rests very much with ourselves and certain to bring along with its accomplishment the respect and support of Society in our behalf.

I do not presume to say that our system is without defects of detail. Intelligent and candid examination, combined with experience no less than censoriousness and capriciousness, can and do bring under notice various minor defects and desiderata. At the same time, it is my conscientious belief that all such as are of any great moment admit of gradual extinction and remedy, and that they will disappear from the system as the country advances in material prosperity and our machinery of education works on into an older state of existence.

Under these circumstances, and entertaining such belief as has been expressed, I for one, cannot concur in the necessity or advisability of having added on to our existing machinery (as proposed by the Committee already mentioned) a separate educational department for the Protestant population, to include another council of public instruction, as well as other reduplications of the parts of our present working system. The very suggestion itself is a complimentary acknowledgement of the capabilities of existing arrangements, but it is not put forth with that view, and is obviously intended to form our security against possible future oppression of one section of our population by another in educational matters.

According to my view of the probable results of such a large and costly addition to our present arrangements, collision of feelings and

interests in educational matters would become far more frequent and far more serious than they can be under a single department. Unity in educational effort, mutual liberality of thought and action in regard to each other's creeds and prejudices, and the amalgamation of the whole people which, however distant it may now seem to some, is yet to be desired and hoped for, and will surely come here, as it has elsewhere, in God's own good time, will, as I think, be absolutely and indefinitely deferred by thus virtually legislating for their postponement.

Surely, if we need further securities in behalf of our Protestant principles and aspirations, if we must demand stronger pledges than we already possess in the knowledge that the laws of our land will be executed on British soil, where we live and thrive under the glorious old British flag which protects us under its folds, Protestant and Catholic alike, as well as the members of every religious body, we should act more judiciously, if we rather contented ourselves with asking for some slight extension of facilities already enjoyed in connection with the existing Boards—say, for example, that the members of the Council of Public Instruction were augmented from 15 to 21, and that one-third should be Protestants; and that every district where there were Protestant children and Protestant schools should be open to the official visits of a Protestant Inspector.

But in truth the objection which to my mind appears strongest of all against the creation of another totally distinct department, as proposed, consists in this (which appears to me incontrovertible), that we have already organization elaborate and extensive enough for us to support. We cannot afford to pay more than we do for mere organization, seeing that the means attainable for the various educational necessities of our system are really insufficient to meet all the requirements for carrying on the work. If more money can be had and set apart for future educational purposes, let it rather be appropriated in supplying acknowledged wants than employed in setting up an opposition educational bureau, the want of which is, at least, not matter of actual experience. Moreover, it does seem to me to be something of the nature of an unwarrantable assumption to base our legislation on the idea that the head of the educational department in this country, as well as other principal officials, must always be of only the one religious persuasion. Generally, we may suppose, these will be men of the same faith as the great bulk of the population; but as there is no law to the contrary, and as superior fitness for the office cannot in reason always appertain to one of any particular creed, surely from time to time, when a vacancy occurs, and when it happens that the most highly qualified candidates are Protestants, a Protestant will stand a good chance of being appointed. I take it that in a mixed population such as ours must continue to be for generations to come, the influence of the not inconsiderable ratio which the number of Protestants will always bear to that of the majority of another faith, will surely be recognized and felt in some such way as indicated above.

I regret to differ, in regard to this important point, from those who have advocated the creation of a second educational department: but supposing we were all agreed to make the demand, and that it were accorded, then, I fear, the differences amongst the various denominations of Protestants themselves might eventually exceed in their influence upon the well-being of education, any that can possibly arise between Protestants as a whole and the Catholics, so that the principle being carried out into its legitimate consequences, we should hereafter have to provide new separate departments for the several leading and more numerous denominations of Protestants, and thus infinitely impede the cause of true education by rendering a rigorous unity of action impossible.

Are we then to take no advantage of the position in which we are now placed? Have we no demands to make, no securities to ask in our behalf and in behalf of education under the new constitution?

I cannot presume to offer suggestions in reply to such questions as these, except as affecting only or principally our own district of St. Francis. I think indeed it would be a great thing and not out of place to be legislated for now, if our statesmen would contemplate doing that for Lower Canada which has been so beneficially done for the perpetual maintenance of education in several States of the American Union and also in Upper Canada, viz., to assign some portion of the public domain for that great object. But it appears that in Lower Canada there is now no source in shape of available and marketable territory that could be thus assigned. Might we not then ask, instead of that, for an appropriation in money, whether in one block sum to be founded, or a sufficient annual grant to provide for the efficient maintenance and working of our present system? As regards the future of education in this extensive and flourishing district, destined hereafter to be the seat of a numerous agricultural, manufacturing and mining population, I have long been of opinion that the establishment of another Normal School for the instruction and training of teachers would prove of eminent service to the country and to Protestants in particular, if located somewhere near the centre of the Eastern Townships.

I shall not trouble the meeting with arguments on this subject, as I am aware that the idea is not a new one amongst us; but I am satisfied that it would prove a most acceptable boon to the great bulk of our country teachers and of our country population, and it is a fact that very few indeed of the teachers who come before the country boards of examiners for their diplomas have been able to avail themselves of the opportunities offered in the normal schools of Quebec and Montreal. If

country teachers and persons interested in the progress of education can concur in the matter now referred to, it does appear to me there can be no insuperable objection to grant us this particular extension of existing facilities, and I respectfully suggest the expediency of endeavouring to bring it about.

In conclusion, I beg to say that while I regret the state of my health has prevented me from presenting to this meeting my views in person, the same cause has hindered me from going more fully into details, and from embracing in my paper other points which have presented themselves to my mind forcibly. I should, however, consider it no small gain to us if only the few points which have been alluded to should be such as to secure general concurrence at our meeting. As respects a more vigorous and extended representation of our interests at the Board of the Council of Public Instruction, it is to be regretted that some, even of the members upon whose concern in our educational welfare we can rely, cannot always or more frequently attend owing to other pressing and more absorbing public duties. But I should deeply regret to give occasion for the inference that we had not in the Hon. Superintendent himself, at least, one reliable representative intimately acquainted with our local requirements. Indeed, so far from imputing any neglect to that quarter, I should desire heartily to concur in any expression of our indebtedness to that gentleman. Enthusiasm in any pursuit in life is one of the great sources of success; and when we witness in him and in the journal published under his immediate auspices such enthusiasm for the promotion of education in all its details as create enthusiasm everywhere in the breasts of teachers and readers, and which passes beyond the narrow influences of local prejudice and differences of creed, I cannot but feel that as a body of teachers, our interests are quite safe in his hands.

But let us be true to ourselves, and let us manifest our appreciation of what advantages we do enjoy, by endeavouring, each of us in his own sphere, to do the best he can as to his own part in carrying on the great work.

The report of the Judges appointed to decide upon the Galt Prize Essays was announced, awarding the 1st prize, \$25, to Miss Margaret Robertson, of the Sherbrooke Academy; the 2nd prize, \$10, to Miss Eliza P. Perkins, of Hadley.

A letter from the Hon. J. Sanborn was read by the President, placing \$25 at the disposal of the Association as a prize for the best essay, to be offered the ensuing year, to which was added the offer of \$10, by Dr. Nicolls, as a second prize.

The President having kindly consented to read Miss Robertson's Essay, it was listened to with much interest, and the President and Judges were requested to take the necessary steps to secure its publication.

Principal Graham, on behalf of the Business Committee, announced as exercises for the evening session, the presentation of the prizes to the successful competitors by the Hon. A. T. Galt, and addresses by that Hon. gentleman and Hon. P. J. O. Chauveau, Superintendent of Education.

The Evening Session (which was held in the Methodist Church) was well attended.

The President, in calling the meeting to order, expressed much pleasure in introducing to the audience the Hon. A. T. Galt, and the Hon. P. J. O. Chauveau.

Hon. Mr. Galt expressed much gratification in the opportunity thus afforded him of meeting the friends of Education in Stanstead, and of presenting in person the well merited prizes to the ladies, to whom they had been, he doubted not, justly awarded. In Miss Robertson's absence, Inspector Hubbard responded briefly in her behalf, and also of Miss Perkins, who received her prize in person.

Mr. Galt then addressed the meeting at some length, testifying his deep interest in the cause of Education, and his anxiety, as a member of the Government, to do everything possible for it to ensure its safety and success, and repeating the assurances given in his address at Sherbrooke.

Hon. Mr. Chauveau next addressed the Convention. He spoke briefly of what had been done by the establishment of Normal Schools, to furnish an improved class of teachers, and in the formation of Teachers' Associations for the benefit of the many excellent teachers already employed. He referred to the *Journal of Education*, stating that if any teachers complained that it was not as good as it might be, it was in their power to make it better. He alluded to the complaint made by some of the different religious persuasions, expressing his desire that full justice should be done to all. He spoke in complimentary terms of the lead which Stanstead had taken in the work of education.

The President made a few remarks urging the importance of teaching both the English and French languages in our schools, which were warmly seconded by the Hon. Superintendent.

The exercises of the evening were interspersed with appropriate music by the Band. Adjourned to meet at 9 a. m. on Friday.

Morning Session, Friday.—Essays on the Office and Work of Teachers were read by Dr. Nicolls, W. H. Lee, A. M., and C. C. Colby, Esq., after which—

Principal Graham made some personal explanations relative to his

connection with another Association, and asked permission, on behalf of that Association (the Protestant Association of Montreal) to present to the Hon. gentlemen present a paper issued by their committee. The paper was accepted by the Hon. Messrs. Galt and Chauveau, who, in doing so, stated that the suggestions of the committee would receive their careful attention. They also expressed their wish to hear the views of teachers and others present, relative to amendments in the school laws. Mr. Chauveau spoke particularly of his desire that measures should be taken to secure separate and distinct funds, in future, for the support of Superior and Common Schools.

Mr. Inspector Hubbard suggested some changes in the details of the law, particularly in regard to the division of Common School funds among the several districts in each municipality, and also in regard to dissentient schools.

C. C. Colby, Esq., disapproved of the extensive powers given to School Commissioners, and was in favor of leaving the management of the schools more with the districts, by allowing them to choose managers, to employ teachers, etc. He also spoke of the indifference of the people in the election of Commissioners, and was in favor of vesting their powers in the Municipal Councils.

Mr. Thomas Jenkins made some matter-of-fact as well as rather humorous statements relative to the course pursued by the Stanstead Commissioners, in collecting taxes and paying teachers in "greenbacks," and in employing cheap teachers.

The President also made some important suggestions, of which, unfortunately, we have no minutes. He also expressed the thanks of the Association to our Honorable visitors for their kind attendance.

On motion of Principal Graham, it was resolved that the Annual Meeting of the Provincial Association be held at Sherbrooke. After a long and interesting session, the Association adjourned *sine die*.—*The Sherbrooke Freeman*.

### District of Bedford Teachers' Association.

The Association met in this Village on Thursday, 22nd, at 1½ p. m. President in the chair. It being the regular annual meeting, the election of officers was first in order, and on motion, Mr. Laing of Waterloo was re-elected as President for the ensuing year, Mr. Marsh of Granby, Sec.-Treas., Dr. Parmelee, A. Duff of Dunham, and F. W. Hicks of Knowlton, Executive Committee.

On a motion the following resolution was brought up, and after some discussion passed unanimously:—

*Resolved*.—That this Association will discountenance any attempt of Trustees or Commissioners to engage a teacher in any school under Government control without legal qualifications, or of such teachers to obtain a school.

In the debate, allusion was especially made to a number of instances in which clergyman reported schools in their own name which were not taught by themselves but were wholly under the charge of teachers without any diploma.

The following resolutions were then brought forward, and after some remarks, unanimously agreed to.

*Resolved*.—That inasmuch as the number of properly qualified teachers is now fully equal to the number of our schools, the Board of Examiners should henceforth be particularly careful to see that all candidates come up to the full requirements of the Law.

*Resolved*.—That this Association express its reprobation of the action of Commissioners in fixing a maximum rate of wages for teachers, which is unreasonably and injuriously low, thus degrading the character of schools, and discouraging teachers from properly qualifying themselves.

Mention was made of one Municipality in which the Commissioners resolved to pay no more than \$2 a week, and that (except the share from the Government grant) in American money; and of others in which well qualified teachers could not be found for the sums offered.

The following resolution was then discussed and carried:—

*Resolved*.—That it is the duty of the State, as far as is consistent with the liberty of the subject, to oblige parents to send their children to school for a fixed period; and that it is the special duty of Commissioners and Trustees to see that all scholars attending schools under their control are provided with necessary books and materials for school purposes.

The subject of prizes for Penmanship was then taken up and after some discussion laid on the table. The Association then adjourned till 7½ p. m.

The Association met at 7½ p. m. Minutes read and approved. The President read a letter from Prof. Robins, and presented a circular issued by a committee of the Provincial Teachers' Association for the consideration of the Association. Some remarks were then made on the position and relations of Model Schools, considering especially the possibility of making a more definite gradation in the Common Schools.—It was thought that there was little possibility of such gradation except by common consent in large villages.

Mr. McGregor of Montreal then addressed the Association on the subject of University Class Examinations, and presented a report of a scheme proposed by a committee of the Corporation of McGill University for the introduction of a similar plan in this country. He remarked that the scheme had been first undertaken under the auspices of the University of Oxford, and that the plan had been followed by many other Universities of Great Britain. The object was to give to those who could not enjoy the full advantages of University education, a share in the honors of the University if they could in any manner earn them. There were offered for the competition of the candidates the degree of Associate of Arts, and two certificates of merit entitled Senior and Junior, which could be obtained by any one on passing Examinations in certain stated subjects. These examinations, first commenced in 1858, have proved highly successful, and have been extended, during the last year, to ladies. At the close of Mr. McGregor's Essay, the thanks of the Association were tendered to him for the same, and the Association adjourned till 9½ a. m. of the next day. The report above mentioned will be found below.

On Friday morning, Dec. 23rd, the Association met at 9½ a. m. The suggestions of the Committee of the Provincial Teachers' Association were then brought before the Association and discussed in order. They were approved in substance, but some suggestions were made in regard to change of form. It was resolved that the Executive Committee be instructed to secure a large attendance from this District if possible at any General Convention of friends of Protestant Education held before or during the next meeting of Parliament.

On motion, the following resolution was passed unanimously:—

**Resolved.**—That this Association cordially approve the scheme of University Class Examinations prepared by a Committee of the Corporation of McGill University in its leading features; and look with confidence for the success of the same, and for great advantage to the cause of education to arise from it. It is, however, the opinion of this Association that more benefit would arise from the working of the scheme, especially in the country, if the maximum age were set at eighteen, instead of seventeen years, and if the matter of Examinations were left entirely in the hands of University Examiners.

On motion the following resolution was passed:—

**Resolved.**—That this Association offers the following prizes in Penmanship for competition to scholars in the common schools of the District of Bedford, who shall have attended school in the District, three months within the year ending on the 15th of May next, viz. A first and second prize to girls between the ages of 12 and 16, a first and second prize to girls under the age of 12; a first and second prize to lads between the ages of 12 and 16; a first and second prize to lads under 12. Farther, that all the arrangements necessary to carry out this plan be left in the care of the Executive Committee of the Association.

After some remarks on Arithmetic by Mr. Duff, the Association adjourned.

The Association met again at 1½ p. m. Some remarks were made on the Relation of Oral Instruction and text books. Mr. Laing made some remarks on the subject of reading, and was followed by Dr. Parmelee and Mr. Marsh.

A vote of thanks was offered by the Association to the people of Granby for their hospitality and to the Gentlemen of the Press for their liberality, after which the Association adjourned, to meet again between the 15th and 20th of May at some place to be named by the Executive Committee.—Jos. W. Marsh, Sec.—*Eastern Township Gazette*.

### Notices of Books and Publications.

**DE SOLA.**—Valedictory Address to the Graduates in Arts of the McGill University; By the Rev. A. De Sola, LL. D., Professor of Hebrew and Oriental Literature. Longmoore, Publisher, Montreal; 1864.—8vo., 8 pp.

**MONRO.**—History, Geography and Statistics of British America; By Alex. Monro, Esq. Lovell, Publisher, Montreal; 1864.—12mo., 324 pp.

It is impossible that in the hurried preparation of a work of this kind some inaccuracies should not have crept in, despite the utmost care to exclude them. One or two of these, which have fallen under our notice (pp. 244, 245), we shall endeavor to correct. There are no normal schools attached to the Laval and Lennoxville Universities. Of the three schools of this class in Lower Canada, one only, the McGill Normal School, is under the joint control of the university of the same name and of the Department of Education, the other two—the Jacques-Cartier and Laval Normal Schools—depending entirely on the latter. A transposition, we may add, occurs in the list of the principal collegiate institutions of Eastern Canada,—theological schools being substituted for classical colleges, which makes a considerable difference in the number of

pupils. A more systematic method of compilation with regard to the statistics for the different provinces, would also have ensured greater accuracy in this part of the work. As it is, the figures appear to have been taken indifferently from the census of 1851 or that of 1861. This has doubtless occurred through the circumstance that the labor of compilation was already far advanced when the last census became available; yet, would it not have been better to have made the whole correspond with the latest returns albeit some delay in the publication should have occurred in consequence?

Notwithstanding these slight defects, however, this little volume will be found exceedingly useful and interesting, containing as it does in a convenient and compact form, a great variety of information, scientific, historical and statistical, bearing upon all the British possessions in North America, from Newfoundland to Vancouver's Island. It is neatly illustrated with cuts representing the principal cities of this immense territory.

**CANADIAN NATURALIST AND GEOLOGIST.**—The October number of this scientific review contains among other excellent articles, one by Principal Dawson on the new fossil found at Grenville, which he has named *Rusophycus Grenvillensis*; also, a translation of the Abbé Brunet's pamphlet on Michaux's botanical voyage to Canada, by T. S. Hunt, Esq. A new map of the territory through which Michaux journeyed accompanies the last article.

**LA REVUE CANADIENNE.**—In the numbers for September, October and November are concluded Mr. Royal's essay on the political life of Sir L. H. LaFontaine and Mr. Raymond's article on Rome. Among the other contents of these numbers we notice several articles on the civil code projected by the Commission, an essay on the agricultural census of Lower Canada by Mr. Provencher, book notices by Rev. Mr. Poulin, Messrs. Senécal, de Bellefeuille and Royal, and poetry by Messrs. Lemay, Félix Marchand, Senécal and Benjamin Sulte.

**GORDON.**—Wilderness Journeys in New Brunswick in 1862-63; By the Hon. A. H. Gordon, Lieutenant Governor, &c. McMillan, Publisher, St. Johns, N. B.; 1864.—8vo., 64 pp.

This is a republication of a series of articles written for the *Vacation Tourist*, by the Lt.-Governor of New Brunswick. The style is agreeable and the narrative, although not of a stirring nature, still possesses a peculiar charm. Adventures in canoes, on rafts, over portages or in camp, hunting and fishing excursions, Indian and forest scenes and legends, a little natural history and as much wit as can be tolerated in the woods away from the civilized world, furnish the materials that enter into the composition of this interesting little book.

In another part of this number we have copied some Indian legends; in one, the characters of a well known scriptural parable are strikingly reproduced; another also bears unmistakable traces of Genesis, Noah's ark and the Tower of Babel being undoubtedly the objects referred to. It is possible that these points of resemblance have had their source in the teachings of missionaries, otherwise a strong proof of the common origin of human traditions, and, therefore, of the truth of Scriptural history, would be afforded. These legends form besides, as the author remarks, a connected whole not unlike the allegories that Longfellow has so happily wrought into the Song of Hiawatha.

**CONSCIENCE.**—*L'Orpheline*; By Henri Conscience. Translated by Léon Wocquier Quebec. Duquet, Publisher, 18mo., 139 pp. 20 cts.

We have here a translation that has already appeared in the columns of the *Canadien*. It is the first work of a cheap series designed for the people, and to be known as *la Bibliothèque du Canadien*. The two following belong to the same series.

**GÉRIN.**—*La Gazette de Québec*; By E. Gérin. 65 pp. 25 cts.

**LEMOINE.**—*La mémoire de Montcalm vengée, ou le massacre au Fort George, documents historiques recueillis par J. M. Lemoine*. 91 pp. 25 cts.

We have already published in this journal a translation of these old historical papers, for which we are indebted to the *Maple Leaves*.

**MANUEL de phrases françaises et anglaises, contenant de nombreux vocabulaires, etc.** New edition. Beauchemin & Valois, Publishers, Montreal; 1864. 18mo., 187 pp.

**CODERRE.**—*Examen Médico-légal du procès de Pierre Duval dit Barbinais pour l'empoisonnement de Julie Desilie, son épouse, par J. Emery Coderre, M. D., professeur de Matière Médicale et de thérapeutique de l'École de Médecine et de Chirurgie de*

Montréal; 8vo., 58 pp., double columns. Published at the *Pays* office.

GIROUARD.—*Etude sur l'Acte concernant la Faillite*, 1864, par Désiré Girouard; 103 pp., large 8vo., double columns. Published at the office of l'Union Nationale.

TABLEAU des délais fixés dans la procédure du Bas-Canada; Plinguet & Laplante, Publishers, Montreal; 1864.—8vo., 19 pp.

NOTICE sur la vie et la mort de M. Michel Prévost, prêtre du Séminaire de St. Sulpice, Cure d'Office de Montréal; 12mo., 126 pp. With a portrait.

DAWSON.—On some Points of the History and Prospects of Protestant Education in Lower Canada; A Lecture delivered by Principal Dawson before the Association of Teachers in connection with the McGill Normal School. 20 p. Montreal, J. C. Beckett.

The first part of this interesting lecture is a sketch from a Protestant point of view of the history of education in Lower Canada. The subject is so much involved with the political history of Lower Canada that any review of it would carry us far beyond the limits of our usual notices. Having reached the period of our history which has elapsed since the union of the two Canadas, the learned professor thus expresses himself.

"Under the union of the Canadas, a new school law, the germ of that still existing, was passed. At first there was hope, in this as in other respects, that the union of the Canadas would prove a real fusion into one nationality; but the old disintegrating forces again prevailed; and as early as 1845 the educational union was finally dissolved by act of parliament, and the educational interests of the British population of Lower Canada, were left at the disposal of the French majority with only such checks as might result from the influence of the Upper Canadian members of the Legislature.

"Still a great impulse had been given; and since 1841 a school system has been developed, which, if not perfect, is still highly creditable, when we take into consideration its youth and the difficulties of diversity of race and creed with which it has had to struggle.

"The appointment of a Superintendent of Education and the praiseworthy efforts of the present Superintendent and his predecessor, the formation of a Council of Public Instruction, the labours of the Inspectors of Schools, the introduction of assessment for the support of education, the establishment of Provincial Normal Schools, the publication of Journals of Education, and a multitude of minor improvements, have given a new character to the elementary instruction; while the growth of the institutions of superior education has also been rapid.

"In regard to the British and Protestant education, it may, without any invidious comparison, be affirmed that it has maintained its ground, and that the love of education, and a desire for its promotion have been steadily advancing. Our Universities have a standard of education which may challenge comparison with any in America and that of Montreal has, with little provincial aid, attained a growth which in many respects places it the first in British America. Our superior and common schools, though from causes incident to our position and a minority, they have not attained to the development of the public schools of Upper Canada, have done even more than those of that country, in proportion to the public support which they have received. We have in the main, sustained intact that great principle of union in non-sectarian schools, with which our predecessors began in 1787, and without which we should have succumbed altogether before the dominant race and creed. By steady and persevering effort, amid difficulties and sacrifices unknown to the highly endowed institutions of the majority here, and to our more fortunate countrymen in Upper Canada, we have sustained the cause of British and Protestant education in Lower Canada, and have thus done much to preserve and extend British influence in this country, as well as to aid our countrymen of French origin in their educational progress.

"We now stand on the brink of a new revolution, and should be prepared carefully to review the history of the past and to profit by its lessons, bearing in mind our weakness as a minority, and the extreme rapidity with which the most important changes are carried into effect in this country."

The lecturer then examines the several proposals which have been made to guarantee the rights of Protestants under the new federal constitution. It will be seen that on one important point he takes a different view from those expressed by Professor Miles of Lennoxville, whose able essay on the same subject is to be found in

another part of our columns. We copy this part of Dr. Dawson's lecture.

"It is proposed that we should demand a separate Protestant Superintendent and Council of Public Instruction, the latter to represent, as fairly as may be, the leading Protestant denominations. The ground for this demand is not any dissatisfaction with the administration of educational affairs by the present Superintendent. On the contrary, I believe it will be admitted that under his management, education has made substantial advances, and the defects of the existing system have been greatly modified, or have been at least smoothed over in such a manner as to rob them of many obnoxious features. But this circumstance makes us all the more uneasy. The power now wielded with tact and firmness, and under the government of United Canada, may produce the most opposite effects, under an officer of different character, and without the checks and encouragements afforded by the existing union.

"I confess that under the present constitution, I should doubt as to a division of the Department of Education. It would cause additional expense. It might produce contentions between the departments. The Superintendent of the minority might be a man of little influence, and inferior in all respects to the man who could be secured for the larger office. Without underrating these evils, I still think that, under the new constitution at least, we are bound to demand this change, as giving the only security possible for the unfettered development of our Protestant schools. While linked in any way to the system of the majority, our system will be cramped in its development, it will lack unity, and it will be unable to watch effectually the interests of the smaller Protestant communities, a matter of much importance even to the existence of these communities. It will also want that distinctiveness which alone can give it any share of the sympathy of our countrymen in other parts of British America. Without a separate Council the minority cannot form a united body, capable of discussing its own plans and of advocating its own interests, and causes of complaint which the department cannot effectually redress will continually arise.

"It may be said that minorities have no such rights anywhere, and that the minority in Upper Canada will claim similar privileges. We can urge in reply, that if a cordon is to be drawn around the French nationality in Lower Canada, the English within that pale have a right to a similar protection; and that this is not a mere question of greater and less numbers, but of the maintenance of British education in a province of the British Empire."

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—The *Gazette de l'Allemagne du Nord* gives the following information, extracted from the report of the Minister of Public Worship on the condition of elementary education in Prussia from 1850 to 1861.

There were in Prussia at the end of 1861, 24,763 primary public schools, conducted by 33,617 male, and 1755 female teachers. Although the rural population was only a little over that of the towns (viz., 12,867,368 souls), the number of primary schools in the country was about seven times greater (21,828 against 2935). A large number of children in the towns frequented the "middle schools." The number of children bound to attend school out of a population of 18,476,000, was 3,090,294,—or 17 to every 100 inhabitants. Of this number, 2,875,836—namely, 1,775,888 Protestants, 1,063,805 Catholics, 30,053 Jews and 6090 dissenters—attended the public schools, and 84,021, the private primary schools, which gave a total of 2,659,857 children actually attending school. The remainder (130,437) furnished the attendance at the "middle schools," so that a very small number were exempted.

The average salaries of teachers in Berlin, male and female, were of 413 thalers (1050 fr.) and of the teachers in the rural districts 281 thalers (680 fr.). The school fees amounted to about two sevenths of the salaries paid, the balance being obtained from endowments, and municipal and state grants.

The total expenditure for primary schools was 9,902,696 thalers (about 37 millions of francs), of which 438,928 thalers (about 1,600,000 fr.) were supplied by the state.—*Moniteur*.