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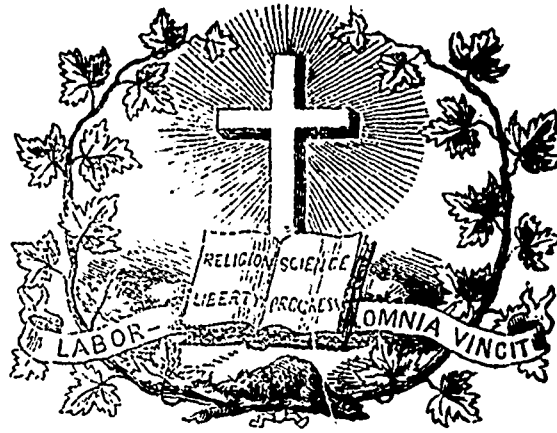
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# JOURNAL OF EDUCATION.

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**SUMMARY.**—Education: Education and the Educator, a lecture delivered in the College of LaChute, by J. Bruce, Esq., Inspector of Schools.—School Days of Eminent Men in Great Britain, by John Timbs (continued).—Suggestive Hints towards Improved Secular Instruction, by the Rev. Richard Dawes, A. M. (concluded).—Education in England, Report of the Royal Commission.—The Study of Natural History.—The Power of one Good Boy.—The Post of Duty.—Dutty and Discontented.—Thoughts on Education from Various Authors.—LITERATURE.—Poetry: Proeminations, by Charles McKay.—The Old Family Cradle.—SCIENCE: The Metals in Canada.—OFFICIAL NOTICES: Erection, separation and Annexation of School Municipalities.—Appointment of School Commissioners.—Diplomas granted by the Laval Normal School.—Diplomas granted by the Boards of Examiners.—Donations to the Library of the Department.—EDITORIAL: Public Examinations and Distribution of Prizes at the Colleges, Academies and other Educational Establishments, Visits of the Superintendent.—Meeting of the Bedford District Teachers' Association.—Conference of the Association of Teachers in Connection with the Laval Normal School.—Report of the Superintendent of Public Instruction for Lower Canada, for the year 1860 (to be continued).—NOTICES of Books and Publications: Calkins Primary Object Lessons.—Revue Maritime et Coloniale.—Rouquette, P. Antonide.—Thomassy, Géologie Pratique de la Louisiane.—Relation de la Bataille du Malengué.—Relation de la Mission du Mississippi.—Casgrain, Légende Canadiennes.—Terland, Cours d'Histoire du Canada.—MONTHLY SUMMARY: Educational Intelligence.—Scientific Intelligence.—Miscellaneous Intelligence.

## EDUCATION.

### Education and the Educator.

Lecture delivered in the College of La Chute, January 1860,

by J. BRUCE, Insp. of Schools.

No subject is more continuously before the public than education. Few subjects are considered of more importance. And of the many which of late years have engaged the attention of the erudite and philanthropic, the friends of civilization and christianity, none stands higher. The study and pursuit of some subjects are confined to the few. Education presses itself upon the consideration of all. A knowledge of some, concerns not the many but the few. To have some education—and the best and most suitable which can be got, concerns every one. The results and tendencies of many vocations and professions influence society to but little advantage. But those of education, rightly carried out and applied, never fail to effect an influence, beneficial and progressive—searching in character and reaching to its core. How many powers and influences exist whose dominancy is ever to be dreaded! But none need dread the influencing power of a sound education.—Not a few professions have been created merely to keep the evils native to society at bay. Education strikes at their root, both to prevent and to cure. Happy the individual, happy the society, happy the nation, that feel its governing influence, and submit to its healing power, and authoritative voice. For all the disorders and aberrations to which humanity is liable, it is a cure—if not the cure. How many subjects and objects of pursuit have to be classed on the side of mutiny, uproar and cankering

evils? That of a religious, enlightened education, must ever remain on the side of utility and true progress,—truth and holiness—their sure fosters, best safeguards, and strongest bulwarks. There exists no tribe nor nation, where education is unknown, or by whom it is discountenanced or altogether neglected, but gives evidence more than enough, to show what its absence does. There the human mind, in its low, degraded, and undeveloped state, speaks demonstrably and with an undying testimony what man is and will continue to be, when left untouched by the refining, expanding, and hallowing hand of an enlightened education. View the mind of man in its untutored prime surrounded by nothing which can give it an upward or onward tendency. See it on the stage of time, the possessor of—not the influences and accumulated literary and scientific treasures of by-gone enlightened ages, but of the transmissions of the collected store of barbaric ages—how low and degraded is its state, how misdirected in its powers, how fierce and uncontrollable in its passions, how doleful and rayless in its religious belief, and how settled down in its unconscious, unfelt darkness! Now, if the difference between the educated and uneducated mind be so great, and between their states, so vastly in favour of the former, claims not that which makes the difference so superior, the highest consideration? No where do we find society in a healthy progressive state where ignorance reigns, or education is neglected. On no basis can society rest so securely as that of education. Nor can any society long survive the inroads of educational neglects and its deadening tendencies.—How much misery, and woe, and horrid cruelty, and heart burnings of bitter sorrow, and tears of blood, have ignorance, untutored minds, and uncultivated hearts, caused? What heart thrills not at Fegian savagism, or Musselman and Hindoo horrid cruelties? To what these are to be attributed you well know. It is not to education; it is not to that training which gives health and vigour and right tendencies to the heart of man; it is not to that light of life which hath come down from the Father of light, and of every good and of every perfect gift. No, it is to the absence of these; to the want of that enlightened moral culture which enobles and exalts humanity. Wherever education hath taken firm hold on the minds of a people wherever it hath penetrated the masses of society by its life giving power; wherever it hath given expansion to the mind, hath burst asunder the trammels—the swaddling bands of ignorance and scattered them to the winds,—there we find, not the corrugated—undeveloped—fatuous intellect, whose moral miasmata blight and poison, but that cultivated manhood which best prepares man for the duties of life, and for the eternal destiny of his spirit. Without education there can be no progress in society, there can be no progress in science. And where there is no advance there is a going backwards. There is no standing still. Motion is a universal condition of created being. There is nothing in a state of rest. All worlds are in motion. All in the vegetable and animal creation is in motion; and as it is in the world without, so it is in the world within us. In the regions of thought and consciousness there is no repose. The man of to-day is different

from the man of yesterday. Progress is a universal condition of intellectual existence—with one exception; and that is in the case of Him who is 'the same, yesterday, to-day, and forever!' Now if it is true—and who can deny it?—that this is man's condition; that it is as impossible for him to stand still as for him to arrest time in its course; that with him there must be either a retrogression or a progression; that during his span of being here there must be with him either a rising or falling in the scale of moral and intellectual worth, and, consequently, a growing in excellence, or a sinking in worthlessness.—But I have said that without education there can be no progress in science. Without it, where would be our literati; our sons of science and art, our philosophers, whose names form a wreath of honour around our own and other nations? Without it where would be the associations for the promotion of social and general science, whose efforts have already done so much in widening man's sphere of knowledge, improving his condition and elevating his character? And how much it has done to help on the cause of religion, let the millions, deriving its benefits, and enjoying its light, tell.—Now, say we not truly, that he whose work it is thus to tutor and moralize man; that he whose vocation it is, so to mould the human intellect, and work out of its feebleness and darkness a creation of light and power—preparing each member of society for his vocation—the man of science and the man of art, each for his work, is one of the most valuable, and most to be encouraged and supported members of society? Will not every cultivated mind say so? Do not the effects of his labors say so? And have we not a right to claim from every one who can read a book, use a pen, or numerate figures as well as from the erudite a positive assent to the avowal,—that the educator, whether of a common or a model school, of an academy or of a college, is one of the most valuable members of society? But if we thus value him and the excellence of his work, is it not our duty, the duty of society to help him to buckle on his armour,—to nerve his mind and back his every effort in fighting his battles and beating down every enemy?—He, whose every duty is to file off from the mind the corrosions of ignorance,—to form sound moral habits,—to give clearness to the fountain of thought in our youth and richness to its character, has claims on society which few others have.

How many things that we say and do pass away like a dream or night vision? But the sayings and doings of the teacher, wisely worked into the expanding mind, become one with itself, exerting an influence healthy and nerving and difficult to destroy. For every truth he lodges there and works into the understanding, is adding to the capital of the mind, and every successful effort he makes in training its immortal powers, is adding to their energy and tending symmetry of character. Gate of pearl, or column of jasper, or chamber radiant with the gold of Ophir, never lighted up the gloom of a shrine with so rich a splendour as is made to stream on the minds of our youth from the treasures of education and religion. If so, has not the true educator a high claim on society,—on its encouragement, and support? He needs preparation for his work, he needs encouragement in his work, and suitable remuneration for it. And each of these demands of the public earnest consideration.

We have thus adverted to the teacher and his work; and to say more, is perhaps, here unnecessary. It is the great problem of the age, and forms the subject of sermons and lectures, of legislative discussions and enactments.

There is no want of conviction that education is important. Even among the ignorant few are found who admit not that it is necessary to enjoyment and usefulness. And, I believe that all who admit its immense value are agreed that it is the sacred duty of every government,—of every community, and of every one, worthy to be a member of society, to encourage and support it. The first concern of a people should be their own education. But there can be no education without educators. This is a subject of which the public should never lose sight. For just as our educational institutions are filled with ill or well qualified educators so will education languish or thrive. And since it is one of the great moral engines which God hath put into the hands of man for ameliorating and elevating his condition, his duty is to see that this engine is rightly worked. An effectively worked and well directed system for teaching youth is a moral power co-operating with the Divine influence,—it is carrying out the very laws which the Creator hath established for the moral renovation of the species; and the more this mighty engine is perfected and worked, the more will it bring down to earth that intellectual radiance which emanates from the Father of light; and open up to man the fountain of a Father's goodness and love. Is it our earnest desire to see and to enjoy with our fellow men more of this goodness and

love, more of the hallowed radiations of the Infinite One?—then we must be up and doing—shoulder to shoulder—heart to heart—effort to effort. Just look abroad—look also near and within too, and see how much of mind, of intellectual energy—of skill and mental effort—of the spirit of beneficence and philanthropy, is lost! and just because of the yet low and very imperfectly diffused state of education. How different would it be with families, were all highly educated—with communities and nations, were the whole body—communal and politic—thoroughly educated, intellectually and religiously, from what it is? And in all this see we not the vast amount of the educator's work, and the many difficulties too, with which he has to contend?—difficulties in the school and out of the school—difficulties with himself, and difficulties with the public—difficulties with the child and difficulties with the parent—the difficulties also of inveterate habits,—formed and rooted ere the child enters the school, and quite antagonistic to a healthy mental development; and the ever recurring difficulties arising from the want of required means and due support to keep and cheer him on with his work. Now these are things which, certainly, deeply concern every one; for they involve mighty matters,—matters which reach from the cradled infant to manhood, and from manhood to eternity!—Matters which lie at the very root of society, and man's being. For society, to be intelligent, energetic, and morally healthy must have education; to be just the reverse it has only to neglect it. If the latter state be our choice, we have only to stand still, but if the former we must be up and at it—all and always—professor and teacher—inspector and parent. Educating a people, is the work of a whole people,—not of the few but of the many; for it is the work of all classes and grades,—all ranks and professions,—of the laity and the clergy,—of the humble mechanic and cultivator of the soil, as well as of the erudite and trained mentor.

Educating the mind is no easy task. Consider the complexity of this mental machine, on and by which the teacher works. Has it not wonders which the most profound thinkers understand not? Has it not a complexity in working, most difficult to trace out? And when disordered, or in a state of inaction, what difficulties attend its correction, or giving it a hale action. Just consider a mind steeped in ignorance,—looking abroad from its dismal recesses, as ignorant of itself as of the world around it, and so content with its own state as to repudiate the very idea of civilization. Is there no difficulty attending rousing such a mind to action, to think for itself and willingly help on its own culture? no difficulty in throwing around it a pure and healing atmosphere, from which it may derive life and vigor, a power of healthy action and working skill?—Of all the states of mind with which the teacher has to contend that appears to be the most difficult to encounter, and the most intensely provoking, in which it is altogether inert, and its faculties unmoved and unaffected by anything that can be addressed to them. Nor is the difficulty in drawing out, training and energizing the feeble, vacant and volatile mind of the child, much less. But to the teacher,—the latter especially. For youth form the flower and hope of every nation. What then must be his qualifications, effectively to do his work?—To succeed well, and to be an honour to his profession, teaching should be his universe the very element in which, as an educator, he should live, move and have his being. To any one, the choice of this profession, therefore, without much and serious consideration, we cannot recommend. The schoolmaster's office is too important to be thoughtlessly filled. Think what is committed to him who fills it: a people's richest treasure.—the souls of those to whom we are committing what of intellectual and moral treasures past generations have committed to us, with all the improvements and discoveries of our own days. And the more indifferent we are in training and choosing teachers, the more faithless will we be found in transmitting this trust. Nay are we not bound as we value civilization, as we value every thing which tends to improve and enoble man, and as we value heaven's trust to us, to do our utmost to make our own generation a distinguished and much improved link of transmission in the world's history? It behoves us as men in our position—our place in the history of our race, to act faithfully and wisely in this matter. Never let us forget that for what we may do or not do in advancing education—filling our educational institutions with educators, we are amenable to a higher power than man.

But let us advert farther and more minutely to the office of the teacher. This office affords a singular opportunity of usefulness, and in which consist the blessing and greatness of life. It cannot, then, be one for the careless, nor for the proud—for the self-indulgent nor for the incompetent. It should never be filled by any one whose character and example would ever have a tendency to

break down or even weaken the barriers of virtue.—It is an office most honourable; and should be honourably filled. It is an office of trust, most precious and sacred. Who would ever think of committing this trust to the unworthy? Is the whole civilized world now awake to the manifest advantages of education, and bestirring itself to brighten its day? And can this be done through an incompetent, ill-trained agency?

He who fills the office of teacher should be a true man,—true to his vocation,—to his trust. And he who makes choice of this office from just motives, and with a high purpose will find in it much to meet his expectation.—To diffuse his own spirit of earnestness and love, to improve daily the working of the delicate machinery which is under his direction, may well engage his whole heart. It is an interest which grows deeper as he better understands how far it reaches. The children entrusted to him are the living materials out of which the fabric of society, for the next age is to be formed. So far as he succeeds in training them for a life of usefulness and duty, he makes an important,—a very valuable and precious contribution to the common stock of happiness, and largely shares in moulding the hearts of a people. He is, indeed, the chief benefactor who does most for the increase of wisdom, goodness and piety: for these constitute the true riches of a people; just as ignorance and vice constitute its degradation, and hinder the effective working of all useful institutions.

There are few better reformers than the intelligent, right-hearted educator. Let him have free scope, with ability and heart to use his opportunity, and he will remedy a thousand evils,—safely and certainly, without exasperation and without noise. Something like what the missionary is among the heathen is the teacher among our young and ignorant,—the encourager, expounder and instiller of truth, piety, and knowledge to those who sit in darkness, and under the shadow of undeveloped intellects. But if his work is of such vast importance to society, should not his knowledge, his experience, and his professional skill bear some correspondence to the work? To make even an elementary education any thing better than shallow and formal, a considerable amount of preparation is indispensable. He requires far more information than that which his daily duties would seem to imply. To meet the daily demands made upon his mental store, and on his skill in training and illustrating, he needs be far a-head of his scholars. If he has nothing laid up, and is not able to communicate from the fulness of his own mind and with an ample skill of experience, what can the day's lesson be but the routine of a dry and barren recitation?—Every thing taught, however simple or elemental, should be full and familiar—reaching to its root; and, if not so, how can he teach with thoroughness; how can he teach the understandings of his pupils, so as there to give an intelligent judgement, and become a working principle, giving the mind energy—expansion—and grasp? Another requisite not to be dispensed with is the constant renewal and enlargement of his information. The range of his knowledge must be always widening. Otherwise, how can he keep progress with the times? How can he keep up with the rising standard of education? The standard of education is constantly on the ascendant. It is much higher now than it was thirty years ago; and thirty years to come will find it higher than now. What is the legitimate level of a school if it be not that of the age? Nay, is it not out of the school that every advance should spring? Should the school not be a leader and true pioneer of improvement?

The power of communicating truth profitably and effectively is another high requisite in teaching. To speak with clearness and effect is a great attainment,—valuable to all, absolutely necessary to the educator. One person expresses his ideas with clearness and energy by a few pointed, well chosen words; another accumulates sentences in vain and only complicates his purpose. One by a few simple words—impressively expressed lightens up his subject to a demonstration. Another by a redundant verbiage mystifies it.

The former sends home the truth with a living effect; the latter darkens his meaning by his own explanations, and actually shuts the pupil's mind against it. Against these defects every teacher should guard. Another needful qualification is self-discipline. No treatises on education, no normal or college training, nor any system, however good, will alone suffice without this; great helps these are,—helps which cannot be dispensed with, and which should be thankfully used; but the teacher must, in a certain sense, be formed by teaching. In teaching he must consider himself every day in school schooling himself, testing his own plans and methods of instructing;—correcting what he finds wrong, supernatural or defective, or adding what is wanting. Thus every day will find him making progress, and every year a stage in

advance. And can any thing tend to give more grace and beauty to his aims, more dignity to his labours, value to his vocation, or success to his efforts?

But this is a part of my subject which requires much closer views, and more searching enquiry. It is an idea erroneous and deceptive, too much generally acted upon—that the acquisition of knowledge, a certain amount of scholarship, a readiness in answering questions, are equivalent to the power of interestingly and successfully communicating instruction, and evidences of that skill and aptness to educate and train the mind, which give energy and expansion to its powers. It is true that learning is a prerequisite; but it is just as true that educating and teaching have very marked distinctions. Learning alone cannot make an efficient educator. To be such, he must possess educative requisites. He must have and well understand that great fundamental principle the guide and regulator of all school work—method. Without it all in us and about us as teachers, is a chaos. Without it every thing we do tends to confusion. There can be no convenient and suitable arrangement; there can be no natural and orderly disposition of parts; then can be no just unity of principle in carrying out any educational principle in system, and, therefore, little true progress in teaching efforts. The true educator commences with the simplest elements, advances by consecutive and relative gradations, notes as he advances the results of every gradation on the pupil's mind, and guides himself accordingly; and as he passes from one subdivision to another, takes care that a proper and dependent connexion exists throughout—so as to form one harmonious whole.

Lessons, to make them profitable, require reasoning, description, illustration and application; and to do this efficiently his own mind should be made up how each point, and each truth is to be methodically reasoned out, described, illustrated, and its application placed in the clearest light. Method and order, however, should not be confounded. They are obviously distinct. The latter regards the arrangement of information or knowledge,—the raw material of lessons; the former has to do with the moulding and fashioning, which it receives from the hand of the teacher, to prepare it to be presented to the pupils, so as to exercise their mental powers at the right time, in the right way and in due proportion. But is it possible thus to conduct the business of school training without suitable preparation,—without earnest devotion,—without concentrating and systematising the results of his experience, and knowledge of what he teaches? But system implies more than this. It takes in that important part of professional skill—*self-education*, as this respects the scholar. The scholar's mind has to be set in motion, it has to be awakened up and set a working,—and in a methodic way too. And unless this is done, and its developing power called forth, exercised and directed in a combined and contemporaneous action with the machinery of the school,—the teacher's success must be doubtful and precarious. Self-education is an element mixing itself up with the labours of every instructor,—a power co-working with him in the discharge of every duty; and which can no more be wanting than his own attainments and teaching skill. The very guarantee of his success hangs on the willing, persevering self-efforts of his pupil. Without these he is powerless. Wherever his efforts are counteracted, and thwarted, neither system nor scholarship, teaching power nor devotedness to his work, will secure success. He may encourage and stimulate, direct and advise, but he cannot think for him. He may simplify what is abstruse, and explain what is obscure, he may lay open and make plain, what is intricate or complex, but he cannot relieve his scholar from personal application, or perform in his stead the various mental operations which enrich the mind, and constitute the very essence of education. These the learner must perform for himself. All disciplining and learning must be his own work. He can no more reap improvement by employing another than he can see with another man's eyes. One part of the art of teaching, and its grandest—from its highest to its lowest departments, from the seminary for infants to the college and the university,—is to get the learner to work for himself, to use his own powers, to become his own instructor—a *self-educator*. The teacher who aims not at this falls short of his duty, and is excluding from his system that which alone can give it life and efficiency—the self-educating process.

(To be continued.)

## School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our June Number.)

### SIR WALTER SCOTT—HIS SCHOOLS AND READINGS.

This amiable poet and novelist, whose genius has gladdened many lands, and almost every country of the civilized world, was born at Edinburgh, in 1771, in a house at the head of the College Wynd. His father was a writer to the Signet; and his mother, the eldest daughter of Dr. Ruthorford, was a well-educated gentlewoman, mixed in literary society, and from her superintendence of the early tuition of her son Walter, there is reason to infer that such advantages influenced his habits and taste. In an autobiographical fragment discovered in an old cabinet at Abbotsford, after Sir Walter's death, he says he was an uncommonly healthy child, but had nearly died in consequence of his first nurse being ill of a consumption. The woman was dismissed, and he was consigned to a healthy peasant, who used to boast of her *laddie* being what she called a *grand gentleman*.

When about eighteen months old, after a fever, he lost the power of his right leg, and was over after lame. Yet, he was a remarkably active boy, dauntless, and full of fun and mischief, or, as he calls himself, in *Marmion*,

"A self will'd imp; a grandamo's child."

He was then sent to the farm-house of Sandy-Knowe, the residence of Scott's paternal grandfather. One Tibbie Hunter remembered the lame child coming to Sandy-Knowe—and that he was "a sweet-tempered bairn, a darling with all about the house." The young ewe-milkers delighted to carry him abroad on their backs among the crags; and he was very gleg (quick) at the uptake, and kenned every sheep and lamb by headmark as well as any of them. But his great favourite was Auld Sandy Ormiston, the cow-bailie; if the child saw him in the morning, he could not be satisfied unless the old man would set him astride on his shoulder, and take him to keep him company as he lay watching his charge:

"Here was poetic impulse given  
By the green hill, and clear, blue heaven"

The cow-bailie blew a particular note on his whistle, which signified to the maid-servants in the house when the little boy wished to be carried home again. Scott told a friend, when spending a day in his old age among these well-remembered crags, that he delighted to roll about on the grass all day long in the midst of the flock, and that the sort of fellowship he thus formed with the sheep and lambs had impressed his mind with a degree of affectionate feeling towards them which had lasted through life. There is a story of his having been forgotten one day among the knolls when a thunderstorm came on; and his aunt, suddenly recollecting his situation, and running out to bring him home, is said to have found him lying on his back, clapping his hands at the lightning, and crying out, "Bonny! Bonny!" at every flash.

In his fourth year, Scott was taken by his aunt to Bath, in expectation that the waters might prove of some advantage to his lameness, but to little purpose. At Bath, he learned to read at a dame-school, and had an occasional lesson from his aunt. Afterwards, when grown a big boy, he had a few lessons at Edinburgh, but never acquired a just pronunciation, nor could he read with much propriety. At Bath, Scott saw the venerable John Home, author of *Douglas*; and his uncle, Captain Robert Scott, introduced him to the little amusements which suited his age, and to the theatre. One evening, when the play was *As You Like It*, Scott was so scandalized at the quarrel between Orlando and his brother, that he screamed out, "A'n't they brothers?"

Scott now returned to Edinburgh.

"In 1779 (he says), I was sent to the second class of the Grammar School, or High School of Edinburgh, then taught by Mr. Luke Fraser, a good Latin scholar, and a very worthy man. Our class contained some very excellent scholars. The first *Dux* was James Buchan, who retained his honoured place almost without a day's interval all the while we were at the High School. . . . The next best scholars (*sed longo intervallo*) were my friend David Douglas, the heir and *élève* of the celebrated Adam Smith, and James Hope, now a writer to the Signet. As for myself I glanced like a meteor from one end of the class to the other, and commonly disgusted my kind master as much by my negligence and frivolity, as I occasionally pleased him by flashes of intellect and talent. Among my companions, my good nature and a flow of ready imagination rendered me very popular. Boys are uncommonly just in their feelings,

and at least equally generous. My lameness, and the efforts which I made to supply that disadvantage, by making up in address what I wanted in activity, engaged the latter principle in my favour; and in the winter play-hours, when hard exercise was impossible, my tales used to assemble an admiring audience round Lukie Brown's fireside, and happy was he that could sit next to the inexhaustible narrator. I was also, though often negligent at my own task, always ready to assist my friends; and hence I had a little party of staunch partisans and adherents, stout of hand and heart, though somewhat dull of head, the very tools for raising a hero to eminence. So on the whole, I made a brighter figure in the yard than in the class."

Mr. Lockhart notes upon these reminiscences, that a school-fellow, Mr. Claud Russell, remembers Scott to have once made a great leap in his class, through the stupidity of some laggard on the duff's (dolt's) bench, who being asked, on bogging at *cum*, "what part of speech is *with*?" answered, "a substantive." The rector, after a moment's pause, thought it worth while to ask his *dun*—"Is *with* ever a substantive?" but all were silent till the query reached Scott, then near the bottom of the class, who instantly responded by quoting a verse from the book of Judges: "And Sampson said unto Delilah, if they bind me with seven green *wilts* that were never dried, thou shall I be weak, and as another man." Another upward movement, accomplished in a less laudable manner, Scott thus related to Mr. Rogers, the poet:

"There was a boy in my class at school, who stood always at the top, nor could I with all my efforts supplant him. Day came after day, and still he kept his place, do what I would; till at length I observed that when a question was asked him, he always fumbled with his fingers at a particular button on the lower part of his waistcoat. To remove it, therefore, became expedient in my eyes; and in an evil moment it was removed with a knife. Great was my anxiety to know the success of my measure; and it succeeded too well. When the boy was again questioned, his fingers sought again for the button, but it was not to be found. In his distress, he looked down for it; it was to be seen no more than to be felt. He stood confounded, and I took possession of his place; nor did he ever recover it or, ever, I believe, suspect who was the author of his wrong. Often in after-life has the sight of him smote me as I passed by him; and often have I resolved to make him some reparation; but it ended in good resolutions."

The autobiography tells us that Scott's translations in verse from Horace and Virgil were often approved by Dr. Adam. One of these little pieces, written in a weak, boyish scrawl, within pencil-marks still visible, had been carefully preserved by his mother; and was found folded up in a cover inscribed by the old lady—"My Walter's first lines, 1782."

At Kelso, at the age of thirteen, he first read Percy's *Reliques*, in an antique garden, under the shade of a huge plane-tree. This work had as great an effect in making him a poet as Spenser had on Cowley, but with Scott the seeds were long in germinating. Previous to this he had, indeed, tried his hand at verse. The following, among other lines, were discovered wrapped up in a cover inscribed by Dr. Adam, of the High School, "Walter Scott, July, 1783:—"

#### ON THE SETTING SUN.

Those evening clouds, that setting ray,  
And beauteous tints serve to display  
Their great Creator's praise:  
Then let the short-lived thing called man,  
Whose life's comprised within a span,  
To him his homage raise.  
We often praise the evening clouds,  
And tints so gay and bold,  
But seldom think upon our God,  
Who tinged these clouds with gold.

In 1783, Scott was placed at the University of Edinburgh, where his studies were as irregular as at the High School.

Mr. Lockhart considers Scott to have underrated his own academic attainments. He had no pretensions to the claim of an extensive, far less of an accurate, Latin scholar; but he could read any Latin author, of any age, so as to catch without difficulty his meaning: and although his favourite Latin poet, as well as historian in later days, was Buchanan, he had preserved, or subsequently acquired, a strong tenish for some others of more ancient date—particularly Lucian and Claudian. Of Greek he had forgotten even the alphabet; and, in 1830, having occasion to introduce from some authority on his table two Greek words into his *Introduction to Popular Poetry*, he sent for Mr. Lockhart, who was in the house, to insert the words in the MS. At an early period, Scott enjoyed the real Tasso and Ariosto; and read Gil Blas in the original: and not much later, he acquired as much Spanish as served for the *Guerras Civiles de Granada*, *Lazarillo de Tormes*, and above all,

Don Quixote. He read all these languages in after-life with about the same facility. Somewhat later he acquired German. In those languages he sought for incidents and images; but for the treasures of diction he was content to dig on British soil.

At the age of seventeen, Scott saw Robert Burns. The poet, while at Professor Ferguson's one day, was struck by some lines attached to a print of a soldier digging in the snow, and inquired who was the author; none of the old or the learned spoke, when Scott answered, "They are by Langhorne." Burns, fixing his large bright eyes on the boy, and striding up to him, said, "it is no common course of reading taught you this." "This lad," said he to the company, "will be heard of yet."

Scott's early love of reading was, doubtless, fostered by the circumstance of his lameness. He had just given over the amusements of boyhood, when, to use his own words, "a long illness threw him back on the kingdom of fiction, as it were by a species of fatality." He had ruptured a blood-vessel, and motion and speech for a long time were pronounced to be dangerous. For several weeks he was confined to his bed, and almost his sole amusement was reading.

Being somewhat satiated with fiction, Scott found in histories, memoirs, voyages and travels, events nearly as wonderful as those in the works of imagination, with the additional advantage, that they were at least in a great measure true. Thus Scott passed nearly two years, when he removed into the country, and would have felt very lonely but for the amusement which he derived from a good though old-fashioned library. He has well described these solitary and desultory studies in the first chapter of *Waverley*, where the hero is represented as "driving through the sea of books, like a vessel without pilot or rudder." "He had read, and stored in a memory of uncommon tenacity, much curious, though ill-arranged miscellaneous information. In English literature, he was master of Shakspeare and Milton, of our earlier dramatic authors, of many picturesque and interesting passages from our old historical chronicles, and was particularly well acquainted with Spenser, Drayton, and other poets, whose subjects have been on romantic fiction—of all themes the most fascinating to a youthful imagination, before the passions have roused themselves, and demand poetry of a more sentimental description." Other favourites were Pulci, the Decameron, and the chivalrous and romantic lore of Spain.

Upon his recovery, Scott returned to Edinburgh, and resumed his studies in the law, which had been interrupted by illness. In 1791, he was admitted a member of the Speculative Society for training in elocution and debate. On the first night he met there Mr. Jeffrey, who visited Scott next day, "in a small den on the sunk floor of his father's house, in George's-square, surrounded with dingy books," and thus commenced a friendship between the two most distinguished men of letters which Edinburgh produced in their time. In the den, Scott had collected out-of-the-way things of all sorts "He had more books than shelves: a small painted cabinet, with Scotch and Roman coins in it, and so forth. A claymore and Lochabar axe, given him by old Invermahyle, mounted guard on a little print of Prince Charlie; and *Broughton's Saucer* was hooked up against the wall below it." Such was the germ of the magnificent library and museum which Scott, in after-life, assembled in the castellated mansion which he built for himself at Abbotsford.

Scott succeeded so far in his lucubrations as to be called to the bar as an advocate in 1792. He established himself in good style at Edinburgh, but had little practice. He rarely attempted literary composition; nor have any fugitive pieces of Scott's youth been found in any publication of the day. But in Dr. Anderson's *See* for May 9, 1792, the following notice is thought to refer to a contribution from Scott: "The Editor regrets that the verses of W. S. are too defective for publication."

About this time Scott employed his leisure in collecting the ballad poetry of Scotland; and in this class of composition he made his first attempt at originality. Thus may be said to have commenced his literary life of six-and-thirty years. He breathed his last at Abbotsford in 1832; his mind never appearing to wander in its delirium towards those works which had filled all Europe with his fame. This fact is of interest in literary history; and it accords with the observation of honest Allan Cunningham, that "Scott, although the most accomplished author of his day, yet had none of the airs of authorship."

Sir Walter Scott received his baronetcy from George IV, in 1820.

## Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

(Concluded from our June number.)

Increased experience has proved, that the better the labouring classes are educated, the better they will become in all the social relations of life, and that no great improvement can be effected in the manners of the people but by the education of the rising generation.

"It is difficult, if not impossible, to change the habits of men whose characters are formed and settled. The prejudices of ignorance that have grown up with them will not yield to new impressions, whilst youth and innocence may be moulded into any form you may choose to give them."

There is one class of men in our rural districts, and no doubt a similar class in towns, to whom schools of this kind are the greatest possible boon, the tradesmen and smaller farmers. Hitherto they never have had an education for their children within their reach, but when it is so they show themselves willing and anxious to profit from it.

With respect to the more wealthy farmers, and also professional men living in the country, many of them will, as they do here, send their children to these schools, if well conducted, when they see it is an advantage to them to do so. It would be folly to suppose that any prudent parent would hesitate to send his children when a good education is to be had at them, at a comparatively small expense, merely because their primary object was the education of the poor, and when he sees clearly that the interests of both classes may be advanced by his doing so.

The gradual improvement of the labouring classes will be such, and also of the class immediately above them, that each will see their true interest in a better light than they have hitherto done, and there will be no longer that fear of coming in contact with each other in early life which there has been, and which has been productive of anything but good.

I feel, from my own experience, how much the classes above the labourer and mechanic are interested in a good and efficient system of education in our parish schools, and I wish to open their eyes to the importance of them, and to the good results which would arise, if all would unite in trying to establish schools with a view to meet the educational wants of the age in which we live.

The farmer, and those of the same class in our rural districts, may rest assured, that until it is brought home to them in their own parishes or neighbourhood, they never will, as a class of men, get that education it is desirable they should have; and, that by standing aloof, and feeling no interest in that of the labourer, they only augment the evil which the dread—the one is advancing in intelligence, and it is time it should—the other is standing still; and I cannot but think, that in a very few years, the employers of labour will be the class which, of all others, will take the greatest interest in those very schools of which they now think so little.

It is a remark sometimes made, that the Physical Condition of the Labouring Classes, particularly as regards the crowded state of their cottages, is such as to render attempts to educate almost fruitless, or at all events to be a very great hindrance to it.

In this there is no doubt much truth, for it will generally be found, that when families are crowded together into a small space—all ages and sexes sleeping in the same—that they lose all sense of decency and respectability, and that education, in such cases, has great difficulties to contend with.

The remedy for this, with regard to the cottages in our rural districts, rests with the landlords rather than any one else—the farmer is indifferent to it—one sleeping-room for a family, however large, satisfies him.

The system of letting cottages in a wholesale way with farms, beyond what is necessary for farm-servants, and of letting out leasehold and lifehold cottages for the purposes of subletting, is one very much to be condemned, and which calls for the consideration of the landlords of this country. They have it in their power to do much good in this, and the mischief has arisen from want of attention on their part, and not in any feelings of indifference as to the welfare of the poor.

There is also another mischief in letting cottages to a greater extent than is absolutely necessary with the farms, it introduces a sort of truck-system, and is very often a means of oppressing the labourer; the employer deducting more than a reasonable weekly rent from his wages on a Saturday night. The difficulty of getting



cottages sometimes obliges the labourer to submit to this, although he may have work offered to him on better terms elsewhere.

On this subject of crowded cottages, and the immorality it leads to, I will quote the following words of Mr. Justice Coleridge, addressed to a Labourers' Friends Association in Devonshire, and which I read in the public journals some time ago. Coming from such authority and experience, they are deserving of the highest attention.

"I beg to impress upon you the importance of improving the moral and social condition of the labouring classes, with whose well-being your own interest is very closely identified. Many amongst them are wretchedly lodged. From my own experience as a judge, the painful conviction has been forced upon my mind, that very much of the crime which disgraces our country is mainly attributable to the mixture of sexes and of ages in the dwellings of the poor: a practice that debases and demoralizes the human mind, and which, unless counteracted, must effectually neutralize every effort made towards the elevation or improvement of the people."

This is a very strong opinion: but it is the opinion of one who has had the best opportunity of inquiring into crime, and he speaks of it as being forced upon him, and it is one to which every inquiring man must come that has witnessed the low and degrading habits to which such practices lead. It is the duty of owners of property to do all they can to remedy it, as it is no less the duty of the poor to second their efforts in doing so; but such is the force of habit, that in many cases where the landlord has attempted a remedy, the cottagers themselves have taken in lodgers; or when a son or daughter marries, let them have a part of their cottage,—a proof that any great improvement in this way must be a work of time, and can only be accomplished by degrees, as the rising generation become better educated, and more alive to social comforts, and feel that such habits lead to vice and misery, and make them every way as a class less respectable, not only in their own eyes, but in the eyes of their employers.

The present generation of children of the labouring class, now leaving school, have great difficulties and temptations to contend with; they are immediately thrown with companions who have not had the same advantages in this respect as themselves—having confirmed habits of a kind which education is intended to correct—jealous of those who have had any education whatever, and anxious to bring them in every way to a level with themselves—so that they have, in fact, more than ordinary temptations to resist.

Nor does this apply merely to their companions and fellow-labourers, working in the same occupation with themselves, but to a very great number of others—the jeerers and scoffers, who are continually saying, "What do we want with this or with that? a little reading and writing is all that the labouring man can want;" so that, for the present, the better educated can only be looked upon as a heaven to heaven the mass, and that from the numerous temptations they meet with, there may, and no doubt will be, some who fall into the low and degrading habits of those about them; but every succeeding year will, in this respect, bring a brighter prospect with it, and education will in the end lead to that improvement in society at large which its friends have reason to expect: every one now leaving our schools at all educated as a pioneer among these rough samples of humanity, smoothing the way for a better order of things, and gradually making it smoother with each succeeding year.

The ignorance of some in the labouring classes can scarcely be understood by those who have not examined into it; and I have met with instances myself, particularly of lads just growing into manhood, whose ignorance is greater than I could have imagined possible. The parents, after the age of twelve, or even before that, lose all control over them; they have nothing to guide them beyond mere animal impulse, and of course this guides them wrong—to improve them at this age and with such habits is almost hopeless, and in whatever light you view them, it must be with feelings of pity and commiseration. Characters of this kind are in such a state, and their minds are become so completely inactive, that they work wickedness mechanically and from habit, having no idea whatever of the light in which it appears to the respectable part of society about them.

In extending education, and introducing it into our schools in such a way as to reach the classes above the labourer, we might hope that more of intelligence would be brought to bear on parochial management—in those things of a civic kind, which regard our living together in small separate communities—the parts of a whole, and working together for the general good, and having to carry into effect those internal arrangements among ourselves which the law requires for the happiness of the whole—things in which society at large is deeply interested; but notwithstanding this,

they are too generally transacted in a way which loses sight of every business-principle, as well as of every principle of common sense.

In matters of this kind, it is painful to see the low standard of moral feeling which prevails in the agricultural districts, and the little regard which is paid that the public-houses, beer-houses, etc., and those places to which the labouring-man resorts, should be kept within the bounds of decency, so that from the character of those who keep them, the poor man may in some measure be protected from falling into the degraded and mischievous courses, into which many of them have been led by frequenting ill-conducted places of the kind. It has been thought somewhat of a safeguard to the morals of a parish, that the keeper of a beer-house should, in order to get a license from the excise, produce a certificate signed by six inhabitant rate-payers, rated above £6 per annum, and in theory this might seem to read well, but in practice it is found to be no protection whatever, as to regulating the number of beer-houses, and proportioning them to the population, or as to the respectability of the party to be licensed; and I can state, from my own experience, as well as from the evidence of others, that there is no character however bad, where six rate-payers in a moderate-sized parish may not be found to sign such certificate—either from what they please to term good-nature—or from a thorough indifference as to the mischief which may arise from it—or from a kind of bribery among the parties. I know instances annually occurring, where one might have supposed scarcely six men could be found in a whole county to sign such a recommendation, much less in a parish. The mischief which this leads to and the demoralizing effect which such practices have upon the more ignorant class of labourers, and particularly among the young men, is most deplorable, and a better state of things can only arise by the class immediately above the labourer, as well as the labourer himself, being from education brought to feel that such conduct is discredit to themselves, and is looked upon as such by the respectable classes immediately above them, and by thus being made to see their own conduct, in somewhat the same light as others see it; in the words of the poet of Scotland—

Oh, wad some power the giftie gie'em  
To see themselves as others see'em!

In general, the rule of conduct in such matters seems to be—if a man can get a living, that he is justified in doing anything which puts a penny into his pocket, no matter how much his doing so may bring into temptation and into mischief those about him. The poor labourers are many of them, in the winter, led to the beer-house by the warmth which it affords, and the result is, a starving wife—ragged and uneducated children—a brutalized peasantry—and many other evils, which might at all events be materially mitigated by a different conduct on the part of their employers, and by their taking a proper interest in the moral well-being and respectability of those around them, and towards whom they are, as beings, responsible to a higher power, and from a duty both to God and man, called upon to act in a very different way from that in which the generality of them do.

Now if the object of religion be (what I think every one must confess it is) to make men practically good, then I think it must be allowed by all that its teachers are by no means exceeding their duty, in endeavouring to give clearer and better views in those matters nominally of a civil kind having so intimate a relation and so direct an influence on the morals of a people, and in the healthy administration of which, almost all the links in our social chain are equally interested.

The following passage from Mrs. Marcet's "Conversations on Political Economy," well expresses what ought to be the tendency of the education given to the labouring classes: she says:—

"I would endeavour to give the rising generation such an education as would render them not only moral and religious, but industrious, frugal, and provident. In proportion as the mind is informed, we are able to calculate the consequences of our actions; it is the infant and the savage who live only for the present moment; those whom instruction has taught to think, reflect upon the past and look forward to the future. Education gives rise to prudence, not only by enlarging our understanding, but by softening our feelings, by humanising the heart, and promoting amiable affections. The rude and inconsiderate peasant marries without either foreseeing or caring for the miseries he may entail on his wife and children; but he who has been taught to value the comforts and decencies of life, will not heedlessly involve himself and all that is dear to him in poverty and its long train of miseries."

It certainly appears to me to be the true theory of a healthy state of society, and certainly more consistent with honest, straight-

forward conduct in all parties—(for the other leads to a great deal of low cunning)—more consistent with the rights of industry—that the wages of labour should, in the case of the industrious man, be equal to all the decent wants of his class—house-rent, food, clothing, education; and in all cases of ordinary sickness, medical attendance—that the labourer should feel that it belongs to himself and to his own character, as an honest man, to provide all these things for himself and for his family—to feel happy in providing them every comfort within his reach; but then it is equally necessary that the employer of labour should view the matter in the same light. And although it may be difficult to arrive at this, yet it is to be hoped the tendency of education will be to point in this direction, and to enlighten both as to their true interests—that the one will respect the rights of honest industry—that the other will no less duly estimate what is owing to the employer who acts on this straightforward, manly, and honest principle (and which ought to be the commercial principle); which, although making the labourer earn his living by the sweat of his brow, would place him in a situation of decent comfort—happy in himself and in his family around him—happy in the blessings which this life affords him, and equally happy in looking forward to leave it, when it shall please God to call him.

### Education in England.

#### *The Views of Government with respect to the Report of the Royal Education Commission.*

Mr. Lowe, the Vice-President of the Committee of Council on Education, in the debate on the vote of £613,794 for Public Education in Great Britain, made the following statement respecting the changes about to be introduced by Government:—Passing over the economies which we mean to effect, I come to the question—in what manner are we to deal with the defects which have been pointed out by the Commissioners? There are three faults found:—first, that we teach superficially, ambitiously, and imperfectly; secondly, that we do not spread our schools as widely over the country as we should; and, thirdly, that our system is full of complications. It seems to me that it is quite possible to suggest a system which may in a great degree do something towards remedying these defects. What we propose to do will be embodied in a minute which will be laid on the table as soon as possible. I will merely state the outline of the minute, prefacing it with the assurance that the committee need not be afraid that we contemplate any *coup d'état*, because the nature of the grant is such that we cannot make any innovations until the end of the next financial year. It appears to me that the complexity resolves itself into this, that not content with giving the grants on the performance of particular conditions, which I think a right principle, we have also insisted on paying those grants to the persons for whom they were designed. It might be necessary before the schools were organized to do this. But now we have been in communication with between 6,000 and 7,000 managers of schools, and on no occasion has there been any doubt that money paid for a particular purpose has found its way to its destination. If the payments are made direct to the managers, that will be an enormous advantage, even if the payments remain the same as now. This is a recommendation of the Commissioners, and it is also a recommendation of the Commissioners that these payments shall be discontinued, and that, instead of graduated payments of the complicated nature which I have described, augmentation allowances to teachers, varying from £15 to £30, and augmentation allowances to pupil-teachers, varying from £12 to £30—payments in the nature of capitation grants—shall be substituted. We think it will give great simplicity to the system and much facilitate its working. But then comes the question, on what conditions shall the capitation grants be given? We think that at present the capitation grant is not given on sufficiently stringent conditions. We think we ought to be satisfied not only that the children have attended a proper number of times and that they have been taught by properly qualified teachers, but that something has been done worthy of the attendance and of the teaching powers of the masters. At the same time we must not be understood as proposing to base our payments upon results simply and by themselves. We think it would be rash and imprudent to sweep away a machinery which has been constructed with great labour, care, and dexterity,—which, although it may be complicated and difficult to work, has answered many of the purposes for which it was designed,—in order to substitute the new and untried plan of trusting merely to the results of examinations. What we mean to do is to take care that the capitation grant, when paid, shall be paid only upon our being rea-

sonably satisfied that the desired results have been attained. We propose, therefore, to give the capitation grant on the number of attendances of a child above a certain number, provided always that the school is certified by the inspector to be in a fit state, and provided also that there is a certified master. These are the conditions necessary for the payment of the capitation grant; but, in order to spread the system more widely, we propose to create a fourth kind of certificate, which will be lower than the present certificates, which may be taken by a younger person, and which will probably be more available for the purposes of rural schools. Having thus secured attendances we propose to go a step further. We propose that an inspector shall examine the children in reading, writing, and arithmetic. If a child should pass in the whole the full capitation grant will be given; but if he fail in writing, for instance, one-third of the grant will be withdrawn; if he fail in both reading and writing two-thirds will be withheld; while if he fail in reading, writing, and arithmetic, no portion of the grant will be paid. Thus, the House will see that we shall never pay anything for a child unless we have been satisfied—first, that he has attended above a certain number of times; secondly, that he has attended a school which is under a certified master; and, thirdly, that he has satisfied an inspector of his capacity in reading, writing, and arithmetic. I hope the change we propose may have some effect in correcting the evils in the teaching which have been complained of. Our object is to secure, as far as possible, that the attention of the master shall not be confined to the upper class of his school, but shall be given to the whole, and we endeavour to effect that object by making the payment of the capitation grant depend upon the manner in which he has instructed each child. I may add that we do not intend to break in upon the system of pupil teachers as now existing. I can hardly hope that I have made myself intelligible. The matter is one of considerable complexity, and I may be allowed to recapitulate the main features of our plan. We propose to give capitation grants on so many attendances above a certain number—say above 100—the object being that we shall not be paying money for a child who has been taught by another master, and who comes to school merely for the purpose of getting the grant. We also require that there shall be a certified master, in order to secure good order, discipline, morality, and competent teaching. Lastly, the grants will be subject to reduction upon failure in reading, writing, or arithmetic. It will be seen, therefore, that when a grant is paid, we shall have secured, as far as we can, not only the presence of a competent teacher, not only the attendance of the child, but also some knowledge of the actual results of the teaching.

Sir J. Pakington.—Will the capitation grants be given in all cases on a smaller number of attendances than at present.

Mr. Lowe.—I have not committed myself upon that point, but my impression is that the grants will be paid on a smaller number of attendances than at present, because there are other conditions which must be complied with. I shall now briefly state some of the advantages which I think will arise from our plan. It leaves the whole system of the Privy Council intact. It merely substitutes one kind of payment for another, and that a much more simple and convenient one. It will be attended by a considerable diminution of trouble. It leaves to the managers of schools greater freedom of management than they have at present, and it has always appeared to me that, so long as certain indispensable conditions are complied with, you ought to minimize your interference with the management of schools. Heretofore we have endeavoured to provide the means. We are now extending our view, so as not only to provide the means, but also to see that those means when provided are used to the best advantage. That I think is a decided step in advance, because what is the good of attendances and of teachers unless they lead to real instruction and knowledge in the children? We also give the master a much stronger motive for exertion than he has at present. If his children do not pass the examination he will fall into disgrace with his managers; while if they do pass he will naturally be highly esteemed, and will have an opportunity of rising in his profession. Our plan, in short, will give an impulse to the profession of schoolmasters, and to the laudable ambition of men who wish to raise themselves in life. At present our schoolmasters are treated upon the principle which Mr. George Potter and his friends desire to apply to the case of all workmen. We first ascertain the capacity of a teacher, and then we pay him a certain sum whether he works or not, just as Mr. Potter contends that a man who is lazy and inefficient should be paid as much as a man who is active, industrious, and skilled in his trade. For that system we propose to substitute the wholesome stimulus which must be afforded by an inquiry into the actual results of the teaching in a school, testing the exertion which



the master has used in teaching, not the upper class only, but all the children under his charge. Hitherto we have been living under a system of bounties and protection; now we propose to have a free trade. Our plan carries out the idea of the Report, though free, I trust, from many of its objections. The Report suggests the propriety of our being satisfied that the children possess the elementary accomplishments of reading and writing. I think that suggestion is a valuable one, and we have acted upon it. What we propose to do is built upon the present system of the Privy Council. No attempt has been made to introduce any change. The schools will continue to be denominational, and religious teaching must be the foundation of all. The inspectors will still conduct a religious examination; in short, there is no proposal to make any change in the religious character of the schools. It only remains that I should point out the evils of the system. As the system spreads we must increase the number of inspectors. I am afraid that is unavoidable. We have considered the recommendation of the Commissioners that we should employ schoolmasters instead of inspectors; but it appears to us that, considering the delicate and difficult duties which inspectors have to discharge, we ought to retain as inspectors persons of the same class as we have them now. We believe the work will be more efficiently done by them than it would be by any schoolmasters. They will, as I have said, increase with the extension of the system, but I hope not very rapidly. We must recollect that inspection and the increase of inspectors are evils inseparable from a central system. We grant money; it is necessary we should ascertain that it has been properly applied, and we know not how we can get that information except through persons appointed to examine and report. But let me say, that if the number of inspectors should become too large, Government and the House have the remedy in their own hands. The number of inspectors is far larger than it need be at this moment, because each denomination has its own inspectors, and it often happens that three or four gentlemen are sent to the same town to inspect the schools in it. That, of course, involves an enormous waste of time and money, and some good might be effected by making the same gentlemen inspect all classes of schools, with the exception, perhaps, of those belonging to the Roman Catholics. However, we propose nothing of that kind; I merely point out what might be done. Another evil is that we shall pay over the money to the manager of a school, instead of to the person who is to receive it; and therefore we are not quite so sure that the money will reach the hands for which it is designed. That, however, is more a theoretical than a practical objection, and I have no doubt that the charitable and religious persons who manage schools will be found in every respect qualified to discharge this trust. I have now laid before the House, I am afraid at too great length, the views and intentions of the Government with respect to the report of the Education Commission. I hope that, whatever hon. gentlemen may think of our proposition—upon which, of course, I cannot expect them to deliver a judgment until they have seen the details—they will, at least, believe that we have honestly endeavoured to do our best, under circumstances of great difficulty. We have endeavoured to meet the case as we could; and we hope, by the kind assistance of the House, to succeed in giving greater efficiency to the present system. The House must not expect from us impossibilities. We cannot combine in the same system the advantages of the voluntary principle with those of the system of public grants. We want to carry out the best system under present circumstances as far as we can. So far as we can elevate it—so far as we can make it more comprehensive, more efficient, and more economical, we are most anxious to do so.—*English Journal of Education.*

### The Study of Natural History.

Shall the study of natural history be introduced into our Public Schools, together with that of chemistry, both organic and inorganic? The subjects of this inquiry are now exciting considerable interest among the friends of public school education. It is maintained by some, that botany and zoology should be introduced into all our District Schools, and studied by the children as are the arts of spelling, orthoëpy, and reading. Others claim that not only botany and zoology, but agricultural chemistry, geology, and mineralogy, should also be studied in our Common Schools. The latter reason, that because many of the children that attend the Public Schools never enjoy any other advantages for education, they should be taught in these schools what is essential to their future pursuits in life; and as many of them will be farmers, they should, therefore, be taught agricultural chemistry, botany, and zoology. This

sounds plausible enough; but have not those children in the Public Schools that are to be fishermen, merchants, mechanics, bankers, shoemakers, and so on to the end of the list of industrial employments, equal claims? If one pursuit is to be thus favored, then must all be alike favored, else our schools will cease to be Common Schools, in the sense they now bear that significant distinction.

It is not my purpose now, however, to consider the objections brought against the course of study suggested above, but rather to throw out some hints to teachers concerning a method of awakening and deepening an interest in children attached to them for instruction and training in natural history. Mr. Mann, the first Secretary of the Board of Education, was once interrogated as to what is the best book for a teacher to use in instructing the children of his charge in moral philosophy. "THE TEACHER," replied the great pioneer of educational reform and improvement, with deep earnestness. So would I say to one who should ask me what is the best book for a teacher to use in teaching natural history in a Common School, *The Teacher*.

Thus the inference is plain, that I would not have natural history introduced into our Public Schools as a formal study with the use of text-books; and I would have this remark apply to chemistry, organic or inorganic, and most of the other departments of the natural sciences. It should be required of all the teachers of our Public Schools, and I doubt not it soon will be, and especially of the graduates of all our Normal Schools, that they shall be acquainted with the elements of geology, mineralogy, botany, and zoology, both in a scientific and an economical point of view, sufficiently to enable them to give instruction to children. For illustration: Let the teachers of this Commonwealth become acquainted with its geology, mineralogy, botany, and zoology, so that the common rocks, minerals, plants, and animals, can be named, their uses, habits, etc., discourse upon intelligibly in the presence of the children assembled in all the school-houses of the Bay State, from the lowest grade of schools to the highest; then, instead of introducing text-books, which bristle with hard, unintelligible words, used as the names of rocks and plants and animals, I would have the teacher daily, and oftener if circumstances will allow, instruct the whole school, or at least all that occupy the same room, concerning some object, creature, or thing, with the sight of which they are all quite familiar, and of which they already know many facts, some of which may be of interest even to the teacher.

It is recorded of Jonathan Edwards, the greatest metaphysician of the American world, that when a boy, scarcely ten years of age, he was so delighted in watching a spider, that he wrote an essay, detailing therein the habits of the creature, which so pleased his father, that he sent it to a friend in Scotland, who wrote back to the father, informing him that his son had recorded many original observations concerning the spider, not contained in any work on natural history. Judging from the habits of Jonathan when a boy, as found in the biography of President Edwards, there is little room to doubt, that had he turned his attention to physics instead of passing on to metaphysics, a higher department of knowledge, he would have been a Cuvier or a Linneus.

I would call such exercises as I have indicated, when introduced into schools, object lessons. The objects about any school-house in the rural districts are so numerous, that it would be hard to go amiss. A boy e. g. on the way to school picks up the fragment of a rock and hands it to his teacher about the time for opening school, and asks for its name. The teacher takes it and thanks the little inquirer, and says, I will tell you immediately after opening the school. When the time arrives, the teacher holds up the object before the school, and asks, How many of you, scholars, can tell me what I have in my hand? Perhaps nearly every child signifies his ability and readiness to answer. Permission is given to speak. One says "a stone," another "a rock," "a piece of a rock," "a mineral," etc., etc. After having exercised the children and given them an opportunity to tell all they know about it, then the teacher invites their attention while he shall tell them many things about it that he knows, which they do not know. His remarks lead him, in conclusion, to speak of its connection with the soil, which gave birth, as it were, to the vegetable kingdom, the link between the mineral kingdom and the animal kingdom.

The next morning a little girl picks a flower on her way to school, and presents it to her teacher on arriving there, asking him to name it. He replies to her as he did on the preceding day to the little boy who brought the fragment of a rock, and when the time comes, he holds it up before the school, as he did the piece of a rock on the former occasion. In discoursing of this specific flower, he is led to speak of the plant producing it, its habits, uses, etc. It may have had upon it insects, or indications of their

ravages, which may have led him to speak incidentally of insects.

The next morning a boy brings a plant with caterpillars upon it. Then follows, in due time, a familiar lesson on insects, their depredations, their habits, transformations, etc. An opportunity is afforded to speak of insectivorous birds, quadrupeds, reptiles, etc. In this way the names and the habits of birds, quadrupeds and reptiles come up, as object lessons, all of which are considered in their order and season. In this way children who have not yet reached their teens may be able to impart information, as they return from school, to their older brothers and sisters who have left school; also to their parents and grand-parents. In this way the fame and glory of the teacher becomes the theme of wonder and conversation. Everybody honors and respects him. The children love him and have ceased to be tardy, and no longer ask to stay away from school; for, say they, "We are so interested and delighted every day, that we know not how to forego the pleasure we feel in being promptly at school, to say nothing of the invaluable instruction we are daily receiving."

Think you that this mode of conducting a school will tend to divert the minds of the children from the routine studies of the school-room? I tell you, nay! It will rather serve to quicken the mind to greater and more vigorous effort. But if there should occasionally be a boy that would rather chase butterflies than study the accidents of grammar, be not discouraged. For it is said of Linnæus, when a boy in school, that his passion for butterflies and flowers was such, that his "routine" master found great difficulty in teaching him, so much that he finally recommended that the boy be put out to learn a trade, which was done. But the same difficulty that the schoolmaster found was met by the boy's new master. And, notwithstanding the early difficulties which the first master of Linnæus found in his way of teaching him, to-day the fame of the immortal botanist of Northern Europe is sounded in all civilized lands. And where would be the name of his schoolmaster, but for its ignoble connection with the name of the great Swedish Naturalist?

Children educated and trained as I have indicated, will not grow up to manhood and womanhood ignorant of the names, and the habits and the uses of plants, and insects, and reptiles, and quadrupeds, and birds, but will become as familiar with the names of these several objects of the natural world, as they now are with the names and the habits of their school-fellows, neighbors and townsmen. How few persons, in any neighborhood or community, can name the summer birds, insects, and flowers, seen and heard in every garden, and grove, and field, and meadow that is looked out upon of a summer day. If knowledge should be sought because it gives power, so should it be sought because it gives pleasure, which no rhetorician can portray in words.—*Massachusetts Teacher.*

### The Power of one Good Boy.

"When I took the school," said a gentleman, speaking of a certain school he once taught, "I soon saw there was one good boy in it. I saw it in his face. I saw it by many unmistakable marks. If I stepped out and came suddenly back, that boy was always studying, just as if I had been there, while a general buzz and the roguish looks of the rest showed there was mischief in the wind. I learned he was a religious boy and a member of the church. Come what would, he would be for the right.

"There were two other boys who wanted to behave well, but were sometimes led astray. These two began to look up to Alfred, and, I saw, were much strengthened by his example. Alfred was as lovely in disposition as firm in principle. These three boys began now to create a sort of public opinion on the side of good order and the master. One boy, and then gradually another, sided with them. The foolish pranks of idle and wicked boys began to lose their popularity. They did not win the laugh which they used to. A general obedience and attention to study prevailed. At last, the public opinion of the school was fairly revolutionized; from being a school of ill-name, it became one of the best-behaved schools anywhere about, and it was that boy Alfred who had the largest share in making the change. Only four or five boys held out, and these were finally expelled. Yes," said the teacher, "it is in the power of one right-minded, right-hearted boy to do that. He stuck to his principles like a man, and they stuck to him, and made a strong and splendid fellow of him."—*Rhode Island Schoolmaster.*

### The Post of Duty.

The excavations that have been made in the ruined cities at the foot of Mount Vesuvius, have disclosed many strange and suggestive memorials of that "elder day" when the Roman government was still in the vigor of its life and power. The traveller who treads those red pavements and wanders among those long buried, but now exhumed Romans, feels as though he were looking upon the very skeleton of a by-gone world. Curious relics of a life and a civilization that have passed away, appear on every side. Although the museums of the world have been enriched by contributions from this fertile field, yet numbers of curious mementoes still remain.

But among all the strange discoveries which the spade of the excavator has laid bare, there is none more suggestive than that which discloses the discipline of the Roman army. While the remains of the inhabitants of the doomed city of Pompeii were found in such a posture as to indicate that they were overtaken by destruction in the very act of fleeing from the threatened danger, there was found to this one notable exception. That was in the case of a Roman sentinel. There he stood at the city gate with his hand still grasping his sword. He, too, might have fled. But he was at the post of duty. To remain at that post unflinchingly was to obey the order of his superior in power. Obedience was the one thing which the discipline of the Roman law so sternly taught. And so in the very presence of destruction, when the earth rocked to its foundations and the heavens were black with volcanic euders and smoke—when the fiery lava-stream was already descending upon the doomed city, and the frightened inhabitants were fleeing in helpless terror from the impending destruction, there that brave Roman sentinel stood unmoved at his post, fixed by the single thought of duty, and there, buried in that living grave after centuries had passed over him, the click of the spade discovered his still standing skeleton—a proud memorial for all coming ages, of the noble fidelity of this humble Roman sentinel to the simple idea of obedience to duty and law.—*New York Chronicle.*

### Dainty and Discontented.

One of the first and most important principles to be instilled into children is, that they should like everything that is good. They should never be permitted or encouraged to say, "I don't like this or that"—but should be taught a liberal, universal acceptance of all the good things God has made. We should abhor the dainty, narrow spirit that can be satisfied only with certain things, and is always picking and choosing. The first manifestation of this spirit is generally in reference to food. Children if allowed will take an aversion quite unreasonably to some kinds of food that common use pronounces good and acceptable. This dainty habit will grow upon them—and follow them through life, and extend from things to persons, so that at last discontent is sure to become a chronic thing with them. Their sources of happiness become exceedingly small—they require continual change or special arrangement of circumstances to give them satisfaction. Whereas, if the contrary spirit is encouraged and prevails, a universe of good will be found right around us, untold sources of enjoyment will be seen in common things—in everything indeed which God has made. We shall not need to travel or change about to find happiness; this interior perception of good will give us contentment just where we are. We should begin with our children, and abhor the first beginnings of daintiness and discontent in them.—*R. I. Schoolmaster.*

### Thoughts on Education from various Authors. (1)

(Continued from May, 1861.)

#### III.

#### PHYSICAL EDUCATION.

Education should be commenced with the first appearance of the child's mind, by the mother and the nurse; in order that the child may already be receiving useful training.

CHRYSIPPUS.

Education must proceed by developing this impulse, [of imitation] which man feels by nature, and must endeavor to lead him by this road to virtue and happiness.

ARISTOTLE.

As there are some exercises to which the body can only be trained in

(1) Abridged from Barrard's American Journal of Education.

youth, so the first elements of education must bring out its principal points. They will be more easily comprehended at that age.

Those parents whose own education was defective, must bestow the more care upon the education of their children.

Although scarcely so much can be taught in the first three years as in one of those which follow next after, still it is in them, that the foundation is laid.

The children should every day carry home with them some useful instruction from the mouth of the teacher; for the living voice gives richer nourishment than reading.

The more thoroughly trained the teacher, the better he is.

QUINTILIAN.

Those cities which have bestowed most care upon gymnastics, bring their youth, it is true, to the apparent strength of an athlete; but they destroy the proper beauty and growth of the body.

ARISTOTLE.

It is much better to row and dig, mow and throw the spear, run and jump and ride, hunt, fence, cut wood, carry burdens and cultivate the fields, in short to do whatever nature requires, than to practise gymnastics in palaces

GALEN.

A child has within its mind little or nothing; it therefore learns more easily during childhood; just as we can much more speedily remember the experiences of the morning, than those which happened at a later period.

In after years, accordingly, man does much more by means of his understanding and the developed powers of it.

Man is as it were endowed with two instruments; the hand for the body, and the understanding for the soul.

Both these need development and discipline.

The love of parents for their children is greater than that of the children for their parents, because the former is much increased by recollections and by hopes.

Especially unselfish is the love of a mother; who desires her children to live, not for her sake, but for their own, and who has a strong affection for her children although they have no corresponding one for her.

But parents should be cautioned lest this love be carried to excess.

ARISTOTLE.

Spiced food and heating drinks are poison to children.

When the understanding of children awakens, the first foundation must be laid in everything which they will have to learn in after life; in physics, by beginning to learn to know stones, plants, trees, &c.; in optics, by distinguishing light, darkness, colors, &c.; in astronomy, by observing the sun, moon and stars, and their movements; in geography, by proceeding from the knowledge of the cradle to that of the room, the home, the street, fields, and so on.

COMENIUS.

As good bodily health in youth is the necessary condition of a healthy old age, the bodily exercises of children should not be neglected, and care should at the same time be taken that they are not made to lose their strength; which, according to Plato, is produced by sleep, and hard work.

As we prepare in good weather whatever will be needed in a storm, so in youth must we lay up orderly habits and moderation, as savings against time of age.

Children should be led to industry in useful learning by persuasion and admonition; but never by blows and disgraceful treatment.

But such things only make them disinclined to effort and disgust them with their labor.

Blame and praise should be used alternately; but care should constantly be taken that the former does not discourage, and that the latter does not render over-confident and careless.

As a plant is nourished by moderate watering, but is drowned by too much, so are the mental powers of children strengthened by labors judiciously imposed, but are destroyed by excessive tasks.

Children should never be refused their necessary recreation; it should be remembered that nature has divided our whole lives into labor and recreation.

Thus we slacken the strings of the bow and the lyre, that we may be able to tighten them again.

Children must also be accustomed not to live effeminately, to restrain their tongues, and to overcome their anger.

Yet fathers should remember their own youth, and should not judge too harshly the transgressions of their sons.

As physicians mingle bitter drugs with sweet confections, and thus make what is agreeable a means of administering to the patient what is healthful, so should fathers unite the severity of their punishments with kindness; should sometimes give the reins to the impulses of their sons, and sometimes check them; should be forbearing to a mere error, and even if they suffer themselves to become angry, should recover again from it.

It is often well to pretend not to have observed some action of children.

Children should be taught to be communicative and open; to avoid all that savors of secrecy, which tends to lead them away from uprightness, and to accustom them to wrong.

The understanding is not a vessel, that needs filling; it is fuel, that needs kindling. It is kindled to truth by the faculty of acquiring knowledge, and by love.

He who listens to the speech of another without kindling his understanding at it, as at a light, but contents himself with merely hearing, is like one who goes to a neighbor for fire, but only sits still there and warms himself.

He only receives an appearance of wisdom, like the red color from the shining of a flame; but the inner rust of his soul is not heated; nor is its darkness driven away.

PLUTARCH.

He who disciplines his body is healthy and strong, and many persons have thus rescued their lives from danger, served their friends, been useful to their country, gained fame and glory, and lived a happy life.

The body becomes accustomed to whatever occupation is pursued; and accordingly it should be trained to the best exercises.

Forgetfulness, despondency, ill temper and even frenzy, often assail the mind, in consequence of neglect of bodily discipline, with so much power, as even to cause the loss of what knowledge is already gained.

SOCRATES.

Mother's milk is the best nourishment for the child, both food and drink; for it nourishes it well.

Mother's milk is best and healthiest for the child, because it is accustomed to it from birth upwards.

Children who have low nurses turn out like them, as experience shows.

It was a thing very well imagined and enacted by the ancients, that they caused all persons to have and practise some useful and honorable occupation, so that they might not fall into habits of drunkenness, vice, gormandizing, guzzling, and gaming.

Poor people's children, who have only bread and water to eat, are handsomer and more perfect and strong in body, than those of the rich, who have every day their full of all manner of delicacies to eat and drink, and yet are meagre, bony and yellow.

LUTHER.

## LITERATURE.

### POETRY.

#### PROCRASTINATIONS.

BY CHARLES MACKAY.

If fortune with a smiling face  
Strews roses on your way,  
When shall we stoop to pick them up?  
*To-day, my love, to-day.*  
But should she frown with face of care,  
And talk of coming sorrow,  
When shall we grieve, if grieve we must?  
*To-morrow, love, to-morrow.*

If those who've wronged us own their faults,  
And kindly pity pray,  
When shall we listen and forgive?  
*To-day, my love, to-day.*  
But if stern justice urge rebuke,  
And warmth from memory borrow,  
When shall we chide, if chide we dare?  
*To-morrow, love, to-morrow.*

If those to whom we owe a debt  
Are harmed unless we pay,  
When shall we struggle to be just?  
*To-day, my love, to-day.*  
But if our debtor fail our hope,  
And plead his ruin thorough,  
When shall we weigh his breach of faith?  
*To-morrow, love, to-morrow.*

For virtuous acts and harmless joys,  
The minutes will not stay;  
We've always time to welcome them  
*To-day, my love, to-day.*  
But care, resentment, angry words,  
And unavailing sorrow,  
Come far too soon if they appear  
*To-morrow, love, to-morrow.*

## THE OLD FAMILY CRADLE.

Laid in the garret, where darkness and dust  
Are the sole warden of many a trust,  
Silently standing amid its compeers,  
Mottled mementoes of many score years,  
Shapeless and homely, a cast-aside thing,  
Thus the old family cradle I sing.

Once with vermilion its coating was gay,  
Now all its brightness is faded away;  
Worn is the paint from the sides and the head,  
There no soft coverlid longer is spread,  
And the stiff rockers creak over the floor  
Like a rheumatic, limb-weary and sore.  
Yet there are thoughts full of goodness and grace  
Brightening with beauty the homeliest face;—  
Speak to us now of the years that are fled,  
Changed are the living and peaceful the dead;  
What are thy memories mournful and glad,  
Family histories, mirthful or sad?

Once a young mother bent over thy side,  
Fair as a maiden, and blest, as a bride,  
There were warm kisses and tears of delight,  
And the kind angels looked pleased at the sight.  
While the old cradle rocked gently away  
Seeming in musical murmurs to say,  
"To and fro, to and fro, little one, sleep,—  
Angels their watch o'er thy cradle shall keep:  
To and fro, to and fro, thus as we rock,  
Softly and solemnly ticketh the clock,  
And the swift moments, while hurrying by,  
Lullaby, lullaby, sing as they fly."

But the light moments bear years on their wings,—  
Summer and Autumn and Winter and Spring  
Quickly succeeding, pass quickly away,  
And the young parents are care-worn and gray.  
Children are gathered by table and fire,  
Blessing and honor to mother and sire.

Still the old cradle rocks steadily there,  
Still there are treasures to trust to its care.  
He who its pillow in infancy prest,  
Soothed by the song of a mother, to rest.  
Now in his manhood stands proud at its side  
Watching the sleeper with fatherly pride.  
And the old cradle as lovingly still  
Guards like a casket its jewel from ill.

Gone are the aged ones now to repose,  
Sleep which nor dreaming nor weariness knows,—  
Gone are the children who grew by their side  
Far from the home of their childhood and wide.  
And the old cradle, forsaken, forlorn,  
To its long rest in the garret is borne.

Yet not forever its usefulness o'er,  
In age it is summoned to service once more.  
Another new-comer, bewildered, astray,  
Would sleep in thy bosom its troubles away.  
But alas for the love that its sorrows would share,  
Alas! for the ceaseless and weariless care,  
A guardian sterner is sought in thy room,  
And the sleep of the cradle exchanged for the tomb.

Rest, then, old friend, in a quiet profound,  
Startled not or startled by movement or sound.  
Or if the wind, with its deep, mournful sigh,  
Bring to thee memories long since gone by,  
Softly as one who may murmur in sleep,  
Rock in thy dreams, and thy solitude keep.

J. K. L.

—Massachusetts Teacher.

## SCIENCE.

## The Metals in Canada. (1)

## LEAD.

The Geological Survey report the occurrence of lead in many localities in Canada. The following extracts from Sir William

(1) Abridged from Messrs. Wilson and Robb's work, "The Metals in Canada," (Montreal, 1861), by the *Journal of the Board of Arts and Manufactures for Upper Canada*.

Logan's Reports of Progress will conclusively show to any one at all acquainted with the subject, that rich and persistent deposits of lead may be looked for in the townships of Bedford and Lansdowne, counties of Frontenac and Leeds.

In the Report for 1856, pp. 48-50, he says under the head:

"Galena.—This ore of lead is another of the minerals that are to be looked for in connection with the limestones of the Laurentian series, but it is not yet determined whether it specially characterises one or more of the bands. None of it was met with in the calcareous exposures in the district of the Rouge; but I have been informed that several veins holding galena have recently been discovered in the township of Bedford, not very far removed from those lodes which have already been discovered by Mr. Murray, in the twenty-first lot; and near the line between the eighteen and nineteen lots of the eight range of the township."

In the Report for 1851-52, Mr. Murray makes mention of the occurrence, in the second lot of the eighth range of Lansdowne, of a vein of heavy-spar and calc-spar cutting rocks of the Laurentian series, and holding disseminated crystals of galena, which had been unsuccessfully tried as a lead mine. Subsequently to his visit to the locality, a lode was discovered on the third lot of the same range, from which specimens were obtained in 1855 for the Paris Exhibition.

A trial shaft was sunk on it to the depth, it was said, of fifty feet, and a sufficient quantity of ore obtained to pay the expenses of sinking. The specimens showed a thickness of between two and three inches of pure galena, associated with calc-spar. It was said that other lodes existed in the neighbourhood, but their position was kept secret.

"The bearings given by Mr. Murray to the three lodes examined by him in Bedford are N. 15 W., N. 32 W., and N. 85 W., the last being the course of the lode traced and tested farthest. The distance between the Bedford and Lansdowne lodes is not much over twenty miles; and considering the differences that may be allowed for the gentle windings which usually exist in the courses of metalliferous veins, it appears not at all improbable that the lodes of the two localities may be identical or belong to one group, the bearing of the two positions being about N. 68 W. and S. 68 E. of one another. If a line from the Bedford to the Lansdowne lodes were continued twenty-five miles farther, it would cross the St. Lawrence and strike Rossie in Lawrence County New York: where a group of well known veins of lead ore exists, some of which, though just now abandoned, are not supposed to be exhausted, and two of which are known at one period to have yielded a great quantity of ore.

"The rock cut by the lodes at Rossie is of the Laurentian series; but a line between Rossie and Lansdowne would intersect the outcrop of the Potsdam sandstone, which lies between Rossie and the St. Lawrence. It has been ascertained that a vein of lead ore cuts through this sandstone at Redwood, which would not be far from the position of the line to Lansdowne. It is thus not improbable that there is a group of lead ores running from Rossie to Bedford, and this metalliferous line appears well worthy the attention of explorers in search of lead ores. The dislocations in which the lodes exist are of course thus proved to be of more recent age than the Potsdam sandstone, but this by no means establishes that the older rock may not be the source of the metal."

*Ramsay Lead Mine.*—In 1853, Mr. Richardson ascertained the existence of a vein of galena on the third lot of the sixth range of Ramsay, in the county of Lanark. The rock which the vein intersects is an arenaceous limestone, the fossils of which prove it to belong to that division of the Lower Silurian series known as the Calciferous sandrock. Mining operations have been prosecuted with some success, and have established beyond a doubt the important facts that the galena occurs in true veins which may be depended on for persistence in depth, and that its quality is most excellent, producing eighty per cent. of metallic lead. "There appear," says Sir William Logan, "to be indications of other lodes with nearly the same bearing as the one opened at Ramsay, not far removed from it, and it may belong to a group which, running parallel with the Bedford and Rossie group, would be about forty miles from it to the north-east." (1)

Sir William in 1848 discovered traces of galena at Bay St. Paul, on the north bank of the St. Lawrence, about 90 miles below Quebec. Although in unworkable quantity, the mode of occurrence of the ore gave unmistakable evidence of its being in a true vein; and, from the well known valuable characteristics of such deposits, this circumstance invests the discovery with some importance.

(1) Report of Progress for 1853, page 51.

Galena of an excellent quality is known to exist at several points in the Quebec group of rocks, stretching from Lake Champlain to Gaspé, but the facts have not yet been accurately ascertained by the compilers.

## GOLD.

Discoveries of gold have been made at several localities, and in fair quantity in Eastern Canada, chiefly in the valleys of the rivers Chaudière and Du Loup, and their tributaries, and on the St. Francis, all in the Eastern Townships. In all cases it has been obtained by a laborious process of washing or *stream-work*, the material subjected to this process consisting of drift clay and gravel, the debris of the rocks, on which they repose. These rocks consist of clay-slates, and interstratified grey sandstones associated with conglomerates, talcose slate and serpentine, and with various ores of iron; and it seems probable from recent observations, that the gold producing regions will have the same geographical limits as those assigned to the Quebec group of rocks (1). The gold has nowhere been found in place, with the exception of a mere trace discovered in a quartz vein near Sherbrooke. The size of the largest nuggets varies from two to four ounces.

The result of the washings on the Du Loup and Chaudière in 1851-52, when the process was vigorously and systematically pursued during a whole season, was about 1900 dwts.; and the proceeds shewed a yield of about double wages. The quantity obtained was not so great, nor the results, as far as regards profitable working, so satisfactory as to give much encouragement to the gold seeker in Canada; but it is fair to infer that since the rocks of the country are now ascertained to be identical with those which, in the neighbouring States, have yielded a considerable amount of the precious metal, explorations will be undertaken and prosecuted with greater vigor and greater prospects of success. On the whole, however, it may not be considered out of place to repeat the caution given by Sir William Logan, that in all probability, "the deposit will not in general remunerate unskilled labour, and that agriculturists and others engaged in the ordinary occupations of the country, would only lose their labour, by turning gold hunters."

## SILVER.

With reference to the occurrence of this metal in Canada, we are not aware of the existence of any silver ores proper; and the lead ores which have been hitherto discovered are for the most part exceedingly poor in silver. Mr. Ham however, in the Report for 1853, page 370, gives details of assays made by him upon samples of galena from Meredith's location (Maimansee) on Lake Superior, and from the Rapids of the Chaudière in Lower Canada, the former yielding thirty ounces, and the latter twenty-five ounces per ton of metallic lead. This result affords the strongest encouragement to the prosecution of the search for argentiferous lead ores in these districts, which, although widely separated geographically, have been lately ascertained to belong to the same geological epoch.

On the north shore of Lake Superior, and the Michipicoten Island, considerable amounts of native silver have been obtained associated with copper veins and native copper.

At Prince's location, towards the western extremity of the Lake, 15 miles west of Sturgeon bay, a bunch of four cwt. of ore containing about four per cent. of silver, with traces of gold, has been found. On the south shore in Michigan, which is considered to be in the same geological formation, a considerable amount of native silver is frequently met with, in workings for copper; but in most instances it is stoen, or deemed a perquisite by the miners; one nugget is mentioned by Whitney which weighed 96.8 oz.

## COPPER.

Although iron ores are most extensively distributed, and lead veins have been detected in the Laurentian rocks, we are not aware of any discoveries of copper in the region occupied by the great mass of this formation. This region has, however, been so little explored that it would be altogether premature to assert the

absence of this metal. At various points along the lines of junction or contact between the Laurentian and the next succeeding formations, namely the Huronian in the west and Lower Silurian in the east, important discoveries of copper have been made.

*Lake Region.*—In the lake region the disturbances are so great, and the amount of exploration hitherto accomplished so limited, that it is impossible to indicate accurately the geographical boundaries of the formations; but the recent observations of Mr. Murray seem to point to this geological horizon as a promising field. In his Report for 1856, he says, referring to districts overlying this point in the series, "The existence of the ores of copper and iron, which are known to be more or less characteristic of the Huronian series of rocks, invests the geographical distribution of the formation with much economic importance. These ores were repeatedly observed in the region explored last season, and although nowhere seen in large amount or to a great extent, the indications were sufficient to establish their pretty general distribution. Small specks and patches of the yellow sulphuret of copper was frequently found in the blackish and dark grey slates on the lower lakes of the Maskinongé; and at the southern turn of these lakes there is a quartz vein of from six to eight feet wide, with copper pyrites cutting slate conglomerates, and an intrusive mass of compact flesh-red feldspar. In the feldspathic dyke, small narrow veins of specular iron ore occur, which appear to run parallel with the dyke or slightly oblique to it, and the quartz veins and its subordinate *droppers* cut across both. Were this vein as conveniently situated as those of somewhat similar character on Lake Huron, it is fully as well worthy of trial as many that were selected by explorers there some years ago upon which to found claims for mining locations."

In the Report for 1857, he says, "Copper pyrites is very generally disseminated through masses of greenstone wherever they were examined, and it occasionally appears in quartz veins in sufficient abundance to constitute metalliferous lodes. The most favorable indication known of this description is the area on the south side of Echo Lake, and in the hills north of the mouth of Root River, both of which localities have been taken up for the purpose of mining, but have not hitherto been worked to advantage."

Again, in the Report for 1858, Mr. Murray gives a list of all the localities where copper ores were found on the River Mississagui; and in reference to it states that "though the quantity of the ore does not in the case of any of the veins appear very encouraging, they may become the means leading to the discovery of veins of a more promising character in the neighbourhood."—A useful hint to the explorer will be found embodied in a further statement made by Mr. Murray in reference to the same locality, "The examination of the area connected with the Mississagui has not yet been sufficiently extended to determine the relations between the copper-bearing veins of the Grand Portage and the physical form to which they are subordinate. The veins of the lower part of the river are evidently related to the anticlinal existing there. Those of the south part of Echo Lake also belong to an anticlinal: so do those of the Bruce and Wellington mines; and it would almost appear as if the importance of the metalliferous indications rose with the sharpness of the fold. But whatever be the cause of the dislocations in which metalliferous minerals are secreted, it would seem to be a probable supposition that in a metalliferous district the greater the dislocations, the greater the chances of valuable metalliferous lodes."

The Huronian system itself occupies the whole northern flank of Lake Huron and parts of Lake Superior, and constitutes the lower copper-bearing rocks of the Lake region,—consisting of white and often vitreous sandstone or quartzite, passing into a jasper conglomerate and interstratified with heavy masses of trap. The deposits exist in the form of true veins, although it is said that some of the lodes have become rather poor and thin on penetrating to a comparatively small depth. The ores are entirely sulphurets,—yellow, variegated and vitreous,—no native copper being found in this region. The Wallace, Bruce and Wellington mines have been worked in this formation for many years: of these the Bruce mines are the most important, and have been worked by the Montreal Mining Company with tolerable success; and had proper skill and discretion been exercised from the first in their management, they would undoubtedly have proved an excellent investment. These are truly valuable mines, and should produce largely.

The important copper deposits at Maimansee, Michipicoten Island, and the more Western localities of the north shore of Lake Superior, in all probability belong to the upper copper-bearing rocks; being the same as are exposed on the south shore, and have produced such extraordinary results.

(1) The Quebec group consists of altered and highly dislocated and disturbed limestone and sandstone strata, belonging to the Lower Silurian system; and extends in a belt varying from twenty to sixty miles wide, from the borders of Lake Champlain eastward to nearly the extreme point of Gaspé. This band of rock is pronounced by Sir William Logan, J. D. Whitney and other eminent geologists, to be a portion of the great metalliferous formation of North America; to which belongs not only the rich ores of Lake Superior, but the gold, silver, lead, zinc, copper, cobalt, nickel, chrome and titanium, found along the Appalachian chain from Canada to Georgia, as also in Missouri and Tennessee.



The promontory of Maitmance consists of thick masses of quartzose sandstone and conglomerate, associated with amygdaloid trap and volcanic ash or tufa. The copper occurs in the amygdaloid trap both in the native state and as ore, the vein stones being principally calc-spar and quartz; the deposits seem to partake of the character of segregated veins, and are both very thin and do not hold out in depth, though exceedingly rich in some places. In 1855, at the depth of eighteen feet, a mass of native copper weighing 630 lbs. was extracted, and the whole yield of a shaft twenty-seven feet deep and without galleries was about three tons of metallic copper.

On Michipicoten Island, where copper mining has been carried on for many years, the metal is deposited in the native state in beds of amygdaloid trap and volcanic ash, overlaid by compact trap and underlain by a coarse red quartzose sandstone; the cupriferous bed proper being from one to two feet thick, and sufficiently rich to pay for working. The metal also pervades to some extent the rocks lying above and below the copper-bearing belt, being distributed through the former in bunches, and through the latter disseminated in grains. It occurs also in veins traversing the beds at nearly right angles. It seems that when a metalliferous belt has been broken up by the intrusion of igneous rocks and re-arranged under metamorphic action, rich deposits of ore may be expected.

At the western locations on Lake Superior, the rocks consist of argillaceous shales or slates overlaid by a flow of trap; both formations being cut by numerous parallel trap dykes, and by transverse veins of quartz, barytes and calc-spar, carrying ores of copper and native copper. We are not aware of the extent to which these veins have proved productive. The amazing development reached by the copper workings on the south shore, situated in corresponding positions, will be best judged by the fact that in 1850 the aggregate value of exports was \$265,000, while in 1860 it had attained the sum of \$3,000,000. Masses of nearly pure native copper have been there discovered weighing from 300 to 400 tons.

**Copper in Lower Canada.**—We have already remarked that the Quebec group of rocks are the equivalents of the upper copper-bearing rocks of Lake Superior; and accordingly we find them characterised by similar features, as regards their metallic contents. Towards the line of junction between the Laurentian rocks and the Quebec group of the Lower Silurian system a few discoveries of copper ore have been made and recorded by the Provincial Geologists. In the Report for 1852-53, Sir William Logan states that in the seigniory of La Norraye, in the county of Berthier, on the north side of the St. Lawrence, a point situated in the above geological horizon, a vein of calc-spar and pearl-spar occurs carrying copper pyrites, though in small quantity. He remarks that "though the vein does not appear by any means a promising one, it yet bears too many of the characteristics of a regular lode to be passed over without notice." Recently a report, which however wants confirmation, has been made of an important discovery of copper ore at St. Irénée de Malbaie, which as will be seen by reference to the Report for 1849-50, is also situated at this point in the geological series.

In this connection also we have shortly to notice the discovery as related by Mr. Murray, (Report 1851-52) of a small quantity of copper pyrites occurring in a vein of calc-spar which is found penetrating the Laurentian limestone and Potsdam sandstone, in the township of Bastard, county of Leeds. The vein was tried by sinking a shaft to the depth of twenty feet on it, but the amount of ore found was not sufficient to justify the expectation of a favorable result. The trial seems to have been made in consequence of the previous discovery, on Gananoque Lake near the same locality, of some loose masses of very fine and rich copper pyrites of considerable size, and containing upwards of thirty per cent of copper. The source of these masses has not yet been discovered.

In the same neighbourhood in the township of Escott, and still upon the borders of the Laurentian rocks, there occurs a bed of magnetic oxide of iron, holding a considerable quantity of copper pyrites so strongly resembling the detached masses found on Gananoque Lake as to induce the belief that they have originated in similar deposits (1). The cupriferous portion of the bed varied from six to ten inches in thickness over a length of about twelve feet extending in the direction of the stratification. Sir William remarks: "I understand that between eighteen and twenty tons of the copper ore were obtained, but after this bunch became exhausted I believe no excavation was made through the dead ground in search of a further quantity. On testing the iron pyrites, Mr. Hunt has detected in it traces of cobalt, and as cobalt and

nickel very generally accompany one another, the latter may very reasonably be expected in this deposit."

**Copper in the Eastern Townships.**—But the copper region of Eastern Canada, *par excellence*, will be found to be on the south side of the St. Lawrence in the Quebec group of rocks. So far as hitherto discovered, the deposits occur most abundantly and in greatest richness, as might be expected, in the highly altered and disturbed strata constituting the mountainous and picturesque region of the Eastern Townships. Throughout this region and extending as far as the extremity of Gaspé, the rocks are distributed in long narrow synclinal forms, with many sharp plications or folds, and in some cases overturn dips. The ores, consisting of the pyritous and variegated sulphurets of copper, are found usually in the vicinity of certain bands of dolomite, serpentine, soapstone and other magnesian rocks; and the deposits, in every instance yet discovered, preserve a direct coincidence with the stratification.

**Upton.**—In a trial excavation in the township of Upton, Drummond county, the ore, consisting of pure pyrites, in a matrix of calc-spar, occurred in the form of reticulating veins of from a quarter of an inch to an inch in thickness, enclosed in a partially crystalline limestone, the veins constituting bunches, several of which could be traced in the strike of the limestone. Sir William Logan regards them as veins of segregation, filling up fissures which do not pass beyond the limits of the limestone.

The same calcareous band is traceable through several townships in a north-easterly direction parallel with the mountain ranges; and transversely to this course, a series of ridges nearly parallel to the first, are produced by repeated folding of the strata into synclinal and anticlinal forms; at many points in this series copper ore has been found under the same circumstances as at Upton. "The ore is very irregularly distributed in bunches, some of which might produce five, and others two to three hundred weights of between twenty and thirty per cent. to a fathom of ground; but the irregularities appear to be so great as to make it questionable if the ore is capable of being profitably mined."

**Acton.**—A very remarkable exception however occurs in the rich deposit forming the well known "Acton Mine" in Bagot county, an admirable description of which will be found in Sir William Logan's Report for 1858, to which we must refer our readers; as well as to an interesting and lively sketch of the same locality in the "Canadian Naturalist and Geologist," Vol. V.

In this case the greater proportion of the ore is deposited in brecciated masses or conglomerate beds, the pebbles being limestone, partly angular and partly rounded, and the paste consisting of the variegated and vitreous sulphurets of copper; the beds in question being subordinate to the stratification of the limestone rocks of the country. Many examples of similar brecciated bunches occur in the true veins of Cornwall and Devonshire, in England, as related by De La Beche, and Sir William Logan states that the whole conditions of the case bear a striking resemblance to those of the copper deposits of the Ural Mountains, as described by Sir Roderick Murchison.

Referring to the Acton deposits, Sir William Logan says: "There is no doubt the mass of ore is a very important one; already after but nine weeks working not far from 300 tons have been hoisted, supposed to contain about 30 per cent of pure metal. The value of this quantity would be about \$45,000; while inclusive of lordship, the mining expenses and those necessary to carry the ore to a market will be comparatively small. The quantity of ore excavated seems to have produced but a moderate impression on the total mass in sight." Since the above was written additional masses of ore are said to have been discovered at the same locality, and the working has been equally successful.

**Leeds, &c.**—In the townships of Inverness and Leeds, Megantic county, copper ore has been discovered at several points, in a different form from any we have hitherto noticed, and mining operations are there carried on with much vigour and skill. The ore occurs in rocks of an aluminous and micaceous nature, most appropriately named by Mr. Hunt "nacreous" (or pearly) slates; it is of the same description as that found at Acton, but is distributed in a succession of slate bed coinciding with the stratification, and also in quartz courses or veins crossing the strata at various angles. "The mode" says Sir William Logan "in which the copper ore is distributed in the nacreous slates of Leeds precisely resemble that in which it occurs in the bituminous slates of Germany; and it is only the circumstance that the facts known in connection with the Canadian deposits are yet too few to give entire confidence in the persistence of similar conditions over a great area, which should moderate expectation of an important result."

Sir William estimates the average yield of metallic copper from the Leeds beds at about four per cent. The copper-bearing slates

(1) See Report of Progress for 1858, page 52.

of Mansfeldt in Germany, above referred to, are profitably worked on a yield of only two per cent. ; and the following remarks by Mr. Whitney in reference to somewhat similar circumstances are deserving of attention. Speaking of one of the workings on Keewanaw Point, Lake Superior, he says, "Here a bed of sandstone has been lately examined, carrying enough copper to be excellent stamp-work. By some it is believed that it carries *one per cent.* of copper, but by others it is thought to be richer. It is perfectly clear from what can now be seen of it that many thousand tons of mixed rock and copper will be taken up from it in opening the mines. It will require no calcining to stamp and wash easily, and can be cheaply excavated. So little has been done in testing the value of the bed in question that great caution should be observed in giving an opinion in regard to it ; but metalliferous beds have been and are now mined in the Ontonagon districts with some success, and on Portage Lake with prospects decidedly flattering."

## OFFICIAL NOTICES.



### ERUCTION, SEPARATION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 19th. August:—

1. To separate from the School Municipality of Côteau St. Louis the Village of St. Jean Baptiste, in the County of Hochelaga, and to erect it into a Separate School Municipality, with the following limits—Bounded North, by the Municipality of Côteau St. Louis, or the road which leads from Mile-End to the Tanneries in a straight line from the Mountain to Papineau Road ; South, by the City of Montreal ; East, by the Montreal Mountain ; and West, by Papineau Road.

2. To erect into a Separate School Municipality the Village of Côteau St. Louis, in the County of Hochelaga ; with the following limits—Bounded North, by the Parish of St. Laurent ; South, by the Municipality of the Village of St. Jean Baptiste ; West, by the Montreal Mountain ; and East, by Papineau Road.

3. To separate from the School Municipality of St. Antoine Abbé, in the County of Châteauguay, lots numbers 17, 18, 19, 20 and 21, in the second range of the Township of Franklin, and lots numbers 17, 18 and 19, in the third range of said township ; and to annex the same to the School Municipality of Franklin, in the County of Huntingdon.

4. To annex to the School Municipality of St. Aubert the following portion of that of St. Jean Port Joli, in the County of L'Islet, viz.—That portion of the upper end of the second range running along the frontage of the third line and included in the boundaries of St. Aubert, from François Fortin's to Elie Chouinard's, inclusive ; together with the inhabitants thereon.

5. To annex to St. Marc the following portion of Belœil, in the County of Verchères, already forming part of the former municipality for other civil and religious purposes, viz.—Concession of the River Richelieu, on the South-west, from the road known as the Belœil Seigniorial Mill Road ; in the Third Concession, from Joseph Hébert's, inclusive ; in the Fourth Concession, at one end from Joseph Gurtin's, inclusive, and Augustin Pigeon's, also inclusive, at the other end ; in the Fifth Concession, from Calixte Préfontaine's, inclusive ; in the Sixth Concession, from Madame de Monteuach's, inclusive ;—for the other Concessions, from the line of separation between the parishes of Belœil and Ste. Julie ; and in depth, on the West, from the line (*trait-carré*) of the Parish of Verchères.

His Excellency the Governor General in Council was pleased, on the 22nd August:—

1. To erect into a School Municipality the Islands of *Cap-aux-Meules*, of *la Magdeleine*, and of *Grosse-Isle*, in the County of Gaspé, under the name of the School Municipality of *la Magdeleine*.

2. To erect into a Separate School Municipality the Islands of *Amherst* and *Entrée*, in the County of Gaspé, under the name of the School Municipality of *Aubert*.

3. To assign to the School Municipality of Notre-Dame de la Victoire, in the County of Lévis, the same limits, on the River St. Lawrence, as the Town of Lévis.

His Excellency the Governor General in Council was pleased, on the 6th September, to erect the new Parish of *St. Louise*, in the County of *l'Islet*, into a School Municipality, including the third and fourth ranges of the Parish of *St. Roch des Aulnets*, together with that portion of

the second range in this Parish known under the name of *Haute-Ville*, and the lots of *Frédéric Roy dit Lauzier*, *Jean Baptiste Caron*, *Edouard Thiboutot*, *Henri Souci*, *Louis Pelletier*, *Louis Caron*, *Joseph Aimond*, *Sr.*, and *Pierre Lorre* ; also, all the other lots in the said second range of *St. Roch des Aulnets* having a way to, and an opening upon, the road of the third range of the Seigniorie of *Grande-Anse*.

His Excellency the Governor General in Council was pleased, on the 13th September, to erect the Township of *Shenley*, in the County of *Beauce*, into a Municipality for school purposes ; the limits whereof to be the same as the said Township's.

His Excellency the Governor General in Council was pleased, September 21, to separate from the School Municipality of *St. Marie*, in the County of *Rouville*, that portion of the range *du Cardon* extending from *Pierre Vient's* land to that of *Léon Lanier*, including the inhabitants of the *Petite Descente* from *J. B. Végeard dit Raymond*, inclusive ; and to annex the same to the School Municipality of *St. Mathias*.

## APPOINTMENTS:

### SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 19th. August, to make the following appointments of School Commissioners:—

County of *Rimouski*.—*St. Flavie de Lepage* : Messrs. *Gédéon Dumais*, and *Moïse Beaulieu*.

County of *Rimouski*.—*Rimouski* : Messrs. *François Coutu*, and *Olivier Pinault*.

County of *Rimouski*.—*Village of Rimouski* : Rev. *Michel Forgues*, Priest and *Curé* ; *Joseph Magloire Hudon*, *André Elzéar Gauvreau*, *Edouard Martin*, Esquires ; and *M. Pierre Ringuet*.—*Joseph Théophile Conillard*, Esq., Secretary-Treasurer.

County of *Hochelaga*.—*Village of St. Jean Baptiste* : Messrs. *André Roy*, *Frédéric Tessier*, *F. X. Caron*, *Jos. Paris*, and *Pierre Cérat*.

County of *Hochelaga*.—*Côteau St. Louis* : Messrs. *Joseph Bêlanger*, *Dominique Dupré, Jr.*, and *Césaire Leclerc*.

His Excellency the Governor General in Council was pleased, on the 22nd August, to make the following appointments of School Commissioners:—

County of *Iberville*.—*St. Athanase* : *M. Pierre Landry*.

County of *Gaspé*.—*Magdeleine* : Messrs. *Louis Thériault*, *Nelson Arsenau*, *Guillaume Leblanc*, *James McCallum*, and *Dick Delany*.—*M. Edouard Pâquet*, Secretary-Treasurer.

County of *Gaspé*.—*Aubert* : Rev. *Charles N. Boudreault*, Priest ; Messrs. *Isidore Vigneau*, *Edmond Chevrier*, *Charles Ed. Chénasson*, and *Évée Bourgeois*.—*Alexandre Cornier*, Esquire, Secretary-Treasurer.

County of *Arthabaska*.—*Arthabaskaville* : Rev. *P. H. Suzor*, Priest ; *A. Stein*, *N. A. Beaudette*, Esquires ; and Messrs. *Louis Dion*, and *Isaïe Pouliotte*.

County of *Arthabaska*.—*Stanford* ; Messrs. *Joseph Poisson* and *Louis Prince, fils d'Hubert*.

His Excellency the Governor General in Council was pleased, on the 6th September, to make the following appointments of School Commissioners:—

County of *Beauce*.—*Forsyth* : *Mr. Norbert Robert*.

County of *Beauce*.—*St. François* : Messrs. *Pierre Poulin, fils de Jean*, and *Charles Bolduc*.

County of *Mégantic*.—*Inverness* : *Mr. Donald McKillop*

County of *Chicoutimi*.—*Chicoutimi* : Messrs. *Honoré Savard*, and *Desiré Savard*.

County of *Lévis*.—*St. Etienne*, a new School Municipality : Messrs. *Louis Lambert*, *Olivier Croteau*, *François-Xavier Bolduc*, *Isidore Malouin*, and *Joseph Guay*.

County of *Lévis*.—*St. Nicholas* : *Mr. Laurent Lemieux*.

County of *l'Islet*.—*St. Louise*, a new School Municipality : Messrs. *Jules Dion*, *Michel Pelletier*, *Jean Marie Jalbert, Jr.*, *Charles Fournier*, and *Honoré Pelletier, fils de Joseph*.

County of *Vaudreuil*.—*Newton* : *John McCuaig, Esq.*

County of *Ottawa*.—*Wakefield* : Messrs. *Patrick Roney* and *William Collins*.

County of *Shefford*.—*Rly South* : Messrs. *Flavien R. Blanchard*, *Narcisse Bissonnet*, *Jean Boulardic*, *Jean Bte. Cousineau*, and *Eusébe Charbonneau*.

His Excellency the Governor General in Council was pleased, the 21st. September, to make the following appointments of School Trustees:—

County of *two Mountains*.—*St. Joseph* : Messrs. *Alexander McCole*, *Hugh McCole*, and *James Walker*.

### LAVAL NORMAL SCHOOL.

*M. David Plante* has obtained a diploma authorizing him to teach in Academics.

Messrs. *Prudent Houde*, *Philius Lessard*, *Joseph Michel Aherm*, *Charles Têtu*, *J. Bte. Audet dit Lapointe* ; and Misses *Elizabeth Bacon*, *Alvine*

Turgeon, Julie Auger, Paméla Fournier, Anne Enright, Marie McManus, Julien Boulé, Elizabeth Cote, Céline Lefebvre, Anne McDonald, Olympe Forgues, and Marie Anne Couture have obtained diplomas authorizing them to teach in Model Schools.

Messrs. Edouard Hector Rouleau, Narcisse Trachy, Frs.-Xavier Pagé, and Frs. Didier Couture; Misses Vitaline Morin, Philomène Couture, Zélie Desharnais, Virginie Coelette, Laure Dumais, Hélène McGolrick, Hélène Guay, Philomène Bélanger, and Délima Guénard have obtained diplomas authorizing them to teach in Elementary Schools.

2nd. and 5th. July, 1861.

BOARD OF EXAMINERS FOR THE DISTRICT OF SHEBROOKE.

Messrs. William War<sup>d</sup> Bailey and John H. Cook, and Misses Maria Augusta Bailey and Susan Cook obtained, on the 3rd September, 1861, diplomas authorizing them to teach Elementary Schools.

S. A. Hump,  
Secretary.

OTTAWA BOARD OF EXAMINERS.

Mr. Jeremiah Gallivan, on the 3rd. September, 1861 obtained a diploma authorizing him to teach in Model Schools.

Miss Mary O'Keefe obtained, September 10, 1861, a diploma authorizing her to teach in Elementary Schools.

JOHN R. WOODS,  
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Miss Sarah Jane Vosberg, and Mr. Edward McManus have obtained diplomas authorizing them to teach in Model Schools.

Misses Elizabeth McCrea, Margaret Campbell, Jane Coburn, Mary Jones, Elizabeth Davis, Lydia Ainsworth, Mary Jane Burbridge, Letitia Codd, Sophronia Page, Annie Davie, Hannah Shaw, Mary Hyde, Margaret Donaldson, Ann Hume, and Messrs. Alexander Williamson, Thomas Brayden, and Charles Doudiet have obtained diplomas authorizing them to teach in Elementary Schools.

3rd. Sept., 1861.

A. N. RENNIE,  
Secretary.

SITUATIONS WANTED.

Mr. Alfred Shaw is desirous of a situation as Teacher in an Academy or a Grammar School. Inquire at the Education Office.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges with thanks the following donations:—

From His Excellency the Governor General—"Flora Hongkongensis: A Description of the Flowering Plants and Ferns of the Island of Hongkong, by George Bentham, V. P. L. S.; with a Map of the Island. Published under the authority of Her Majesty's Secretary of State for the Colonies." 1 vol.

From Inspector Bruce—A Grammar of the English Tongue, for Self-teaching and for Schools, by Hyde Clark. 1 vol.—Grammar made Intelligible to Children, by George Darnell. 1 vol.—English Grammar, and Analysis of Sentences. Constable's Educational Series. 1 vol.—Cassell's Lessons in English, by J. R. Beard, D. D. 1 vol.—A Guide for all who wish to Speak and Write Correctly. 1 vol.—The Child's Grammar, by Rev. Edward Thring, M. A. 1 vol.—An Abridgement of Hiley's English Grammar. 1 vol.—The Child's Rational Grammar. 1 vol.—Grammaire Abrégée de la Langue Française, by Lucien Leclerc. 2 vol.—Grammaire (Eléments) de la Langue Française, by the same. 2 vol.—Grammaire Complète, by the same. 2 vol.

From Messrs. Dawson & Son, Montreal—Carthage and her Remains; by Dr. N. Davis, F. R. G. S., etc. 1 vol.—History of Margaret of Anjou; by Jacob Abbott. 1 vol.—Primary Object Lessons for a Graduated Course of Development; by N. A. Calkins. 1 vol.—The First English Reading Book. 1 vol.—Second English Reading Book. 1 vol.—Harper's Greek and Latin Texts: C. Julii Cesaris Commentarii. 1 vol.—T. Lucreti Cari de Rerum Natura. 1 vol.—Cicero, de Senectute, de Amicitia. 1 vol.

From Mr. Lawlor, Professor at the Protestant Academy of Three Rivers—The Dramatic Works and Poems of William Shakspeare; with Life, and Historical, Critical, and Explanatory Notices. By A. Cunningham, Esq.

From Rev. J. Rézé, of the St. Laurent Academy, near Montreal—Cours de Tenue des Livres en partie double et en partie simple, divisé en trois parties. 1 vol.

From Messrs. Edward Dunning and Brother, New York—A General History of Modern Europe, by John G. Shea. 1 vol.—My Trip to France; by Rev. P. Donelan. 1 vol. 8vo.—The Convert: or Leaves

from my Experience; by O. A. Brownson. 1 vol. 8vo.—The End of Religious Controversy; by the Rt. Rev. John Milner, D. D. 1 vol. 8vo.—Jubilee at Mount St. Mary's, October 6, 1858. 1 vol. 8vo.—Aspirations of Nature; by I. T. Hecker. 1 vol. 8vo.—Italian Legends and Sketches, by J. W. Cummings, D. D., of New York. 1 vol. 8vo.—The Prophet of the Ruined Abbey, or a Glance of the Future of Ireland; by the author of "The Cross and the Shamrock". 1 vol. 8vo.—Conscience; or, the Trials of May Brooke; by Mrs. Anna H. Dorsey. 2 vols. 12mo.—Lizzie Maitland; edited by O. A. Brownson. 1 vol. 12mo.—The Three Eleanor's; by the authoress of "The Hamiltons". 1 vol. 12mo.—Eternal Truths, St. Liguori; edited by Rev. Robert A. Coffin. 1 vol. 12mo.—The Christian Virtues; edited by the same. 1 vol. 12mo.—The Spirit of Christianity; by the Rev. Father Francis Neveu. Translated from the French; by Charles B. Farbanks. 1 vol. 12mo.—The Clifton Tracts. By the Brotherhood of St. Vincent of Paul. 4 vols. 12mo.

## JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) AUGUST & SEPTEMBER, 1861.

### Public Examinations and Distribution of Prizes at the Colleges, Academies and other Educational Establishments.—Visits of the Superintendent.

Every year, on the recurrence of school vacations the daily newspapers publish long lists of prizes awarded, and accounts of public exercises gone through at all the educational institutions in the country, from the University and College to the simple Elementary School; but our limits not admitting of such details, we are constrained to omit much that would interest our readers.

In accordance with the promise made while concluding our account of the proceedings at the Normal Schools in our last, we will now notice those which have since taken place at other institutions for superior education, beginning with the oldest.

The Seminary of Quebec and the Laval University jointly ushered in the vacation by a distribution of prizes to students of the first institution, which took place in the hall of the University. Immediately afterwards, the Rector, attended by the Professors and Doctors of the University, attired in their robes, conferred on the following competitors the degrees they had severally won for themselves: Mr. Lachaine, Licentiate of Medicine (with honorable mention); Messrs. Régis Gosselin, Narcisse Hamel, Charles Lindsay, Félix Rainville, and Alexander Seers, Bachelor of Law; Mr. Apollinaire Grenier, Bachelor of Medicine; Mr. François Thénen, Bachelor of Arts.

An address was afterwards delivered by Dr. Landry, in which he discoursed ably on the importance and responsibility of the medical profession.

The Ursulines Ladies' academy of Quebec held their public examinations on the 8th. and 9th. July. Prizes were distributed as usual, and the examination proved that this ancient institution continues to maintain the high reputation it has so long enjoyed.

Of the three large colleges possessed by the city of Montreal it may be remarked that they vie in standing with the best institutions of the kind in other countries. Among the students of the Montreal College who bore a conspicuous part in this year's examination, we may mention Mr. A. Hébert, an essay on the influence which Providence exerts on the destinies of nations and individuals; Mr. B. Seymour, for an eloquent discourse (in English) on education, and Messrs. Prunevault, Charbonneau, and Beaubien, for ability displayed in a literary discussion on the respective merits of Demosthenes, Cicero, and Bossuet.

At the St. Mary's College the distribution of prizes was preceded by discourses on *Society, Authority, Family rights, and Education*, composed and delivered by four of the students, Messrs. Charles Falardeau, Mercier, De Lorimier, and Paradis, who acquitted themselves of their tasks in a very creditable manner. As at the former college, the exercises were attended by a distinguished and numerous audience.

No public examination took place this year at the Boarding Schools of the Nuns of the Congregation in this city; but brilliant examinations were held at a great many institutions of the same kind,—including the Boarding Schools of the Nuns of the *Sacré Cœur*, Sault-aux-Récollets, and of the *SS. Noms de Jésus et de Marie*, Longueuil and Point-Levi.

Bishop's College, Lennoxville, has recently received extensive

improvements and additions, including a High School established two years ago. The site of the college is very picturesque; and the library and other collections are rapidly increasing. Much attention has been given of late to the French course, and a special examination in this branch took place under the direction of Mr. Devismes, Professor of Jacques-Cartier Normal School, delegated by the Superintendent of Education at the request of the University Council.

A touching ceremony preceded the examination at the College of St. Hyacinthe; the mortal remains of its founder, Rev. Mr. Girouard, were removed with due respect from the Parish Church, where they had been deposited, to the Seminary, in the presence of a numerous assemblage.

Examinations also took place at the Colleges of Ste. Thérèse de Blainville, L'Assomption, Ste. Anne la Pocatière, and of Notre-Dame de Lévis, the new college of Three Rivers, the Industrial Colleges of St. Michael of Bellechasse, Terrebonne, Rigaud, Laval, the Industrial Academy of St. Laurent, &c.

As all these examinations occur about the same time the Superintendent of Education, while endeavouring to visit all the institutions successively, can only be present at a very limited number each year; not having had an opportunity to attend any examination at the College of Nicolet, one of the largest and oldest in the country, it was with great pleasure that he accepted the usual invitation; the site of this college, on the bank of a pretty, winding river, is very beautiful. Two fine gardens attached to the building afford the pupils the means of becoming practically familiar with botany and horticulture. In one of these gardens a planetarium is erected on pedestals placed at graduated distances; a globe, several feet in diameter, stands for the sun, while the representative of the planet Mercury is not larger than a pea—this ingenious contrivance represents the entire solar system and forms a valuable auxiliary in teaching astronomy. In the rear of the building is a delightful grove in which the students can find a shelter from the sun's rays while enjoying out-door exercise. The interior of the college is thoroughly lighted and well laid out in large and commodious apartments, halls, and corridors. The cabinet of natural philosophy is well stocked, and the library contains a good selection of scientific and literary works. The meeting for the distribution of prizes was presided over by Mgr. the Bishop of Three Rivers, and in the assemblage many former pupils of the institution and a goodly number of the local clergy were noticed. Mr. Prendergast opened the proceedings with a few appropriate words; then followed a declamatory contest, in which this gentleman bore off the palm, and a dramatic representation. The distribution of prizes came next in order; after which the Superintendent of Education and the Superior of the college addressed the audience, and with this the proceedings terminated.

The Superintendent next visited the model school at the new village of St. Thomas de Pierreville, and remarked that the children went through the exercises in a very satisfactory manner. The school of agriculture and the large college of St. Ann were also visited, although the public examination had taken place the same day as at Nicolet. A model farm is connected with the school of agriculture; which, strange to say, has not been very well attended, though it is well provided with the means of teaching, among other things, all the recent improvements in managing and selecting farm stock, drainage, fencing, &c. The college is installed in a very fine building, which bears some resemblance to the St. Mary's College in Montreal; the interior is well laid out, and care has been taken to secure an efficient system of ventilation. The model school of the parish occupies a good building, in part of which the teachers are provided with a convenient dwelling.

The Superintendent took this occasion to visit a number of academies, and model and elementary schools in the parishes of Rivière Ouelle, St. Pascal, St. Louis de Kamouraska, River du Loup, and Cacoua. The new boarding-schools of the Ladies of the Congrégation at Rivière Ouelle and Kamouraska, of the Sisters of Charity at Cacoua, and of the Ladies of the Good Shepherd at River du Loup, are installed in recently erected buildings, and are kept with that cleanliness and order which everywhere distinguish this class of institutions; the model schools for boys at Rivière Ouelle and St. Pascal are successfully conducted by former pupils of the Laval Normal School.

The public examinations at the Schools of the Christian Brothers in Montreal, Quebec and Three Rivers came off very successfully as usual. The Superintendent was also enabled to attend the English and French exercises in the first named place, and addressed the numerous auditory, as did also Rev. Mr. Billandelle, Rev. Mr. Dowd, and Mr. Dougherty, Advocate.

### Meeting of Bedford District Teachers' Association.

According to announcement the meeting of this Association took place, on Friday last, in the Academy, in this village. The attendance was not as large as could have been desired, indicating that the teachers of this District need a little stirring up. Among those present were—R. W. Lang, Esq., Frost Village Academy; H. Baker, Esq., Missisquoi High School; J. H. McLaughlin, Esq., Dunham High School; H. Butler, Esq., Stanbridge Academy; J. W. Marsh, Esq., Knowlton High School; Dr. Parmelee, Inspector of Schools, J. B. Lay, Esq., Waterloo; P. Mahedy, Esq., Knowlton Falls; Rev. Mr. Pearl, delegate from St. Francis District Association; together with Revs. Bucher, Jones, Ingalls, Messrs. Lyman, Miner, Kay, Whitcomb, McIndoe, Nicol, and other residents of our village. We were pleased also to notice a number of elementary school teachers (young ladies) present, who appeared to take considerable interest in the proceedings of the Association. We trust its future meetings will be more numerously attended by this class of teachers, as it is for their benefit chiefly the Association was formed.

The President having taken the chair, and the routine business got through with, the first question for discussion was called up, viz., "Should rhetorical or scientific instruction be the main object in books of reading?"

Mr. Marsh said the object of reading books was to teach the pupil how to read. The first thing was to teach the child to articulate properly. In elementary and second class schools, rhetorical instruction, he thought, should be the primary object, until the pupil became thoroughly acquainted and practised in the art of reading. Afterwards, and as the pupil advanced in his studies, the rhetorical might give place, in some measure, to the scientific.

Dr. Parmelee thought both extremes should be avoided. Reading books should contain a variety, and not be confined to one subject. Children should be first taught to understand, and then to articulate properly; this could be done to a certain extent by oral instruction, the child imitating the teacher. Tone, manner, and inflection must be understood before the child could become a good reader, and for this purpose rhetorical books, containing short essays on a variety of subjects, were the best. He did not approve of the Upper Canada series of school books, for this very reason. On the whole he thought that rhetorical excellence was the principal object in learning to read.

H. Baker agreed with Dr. Parmelee. Rhetorical instruction should be the primary object. The U. C. series was good as text books but for learning to read.

R. W. Lang agreed with the sentiments already expressed.

Rev. Mr. Pearl said that trying to make reading books teach science defeated its own object. Reading books should teach reading. The manner of the teacher was mainly important. Short and diversified exercises were the best.

J. H. McLaughlin thought that reading was the main object, and how to read well. Teachers themselves were often unable to teach the science of reading, because they did not understand it. The objection to scientific subjects was that they did not furnish scope for rhetorical display. The U. C. series of books were got up to convey instruction, but in this they failed. They were not thorough, there being no proper course of study laid down. The art of reading was no mean accomplishment, and should be taught for itself.

R. Nicol thought children should learn something at the same time and in addition to learning to read; and for this reason he liked the U. C. books, because they imparted some useful information. Scientific principles were not sufficiently taught in our schools.

The question was then put by the President, when it was decided by a large majority that rhetorical instruction should be the primary object in learning to read.

The Rev. Mr. Bucher then delivered a very able and interesting address on School Government, in which the necessity and importance of maintaining discipline and obedience in Schools was set forth and enforced.

A vote of thanks to the Rev. gentleman was moved by Rev. Mr. Ingalls, seconded by Dr. Parmelee, and carried unanimously.

The election of officers was then proceeded with, and resulted as follows:—

President—H. McLaughlin,

Vice-President—H. Butler,

Sec.-Treas.—H. Baker,

Ex-Committee—J. W. Marsh and G. E. McIndoe.

A discussion then took place as to whether the present system of boarding round was or was not injurious to the Schools.

J. W. Marsh thought it was extremely injurious. A teacher was intended to teach, and should attend to that alone. But under the system of boarding round that could not be done. The time out of school was mainly taken up in forming new acquaintances at the different families, and no time was left for preparation or study. In many cases, too, the necessary conveniences for the successful prosecution of studies could not be obtained, such as retirement, a comfortable room, &c. The want of such preparation was felt in the school next day.

Dr. Parnelee said the last speaker had exhibited only the edge of the subject, but he would go a little deeper. He approved of the system of boarding round. It afforded facilities for getting acquainted with the parents as well as the pupils, and in this way much good might be done. He looked back with pleasure to the time when he boarded round; and people now often thanked him for what he had done for them while boarding with them. Then the expense of a school under that system was very much less than it would be under any other, and this was an important consideration, if not for the teacher at least for the rate-payers. He always found that he could live on what other people could, and put up with the same accommodation. But the main argument he would use in favor of the present system was the opportunities it presented the teacher of doing good both to the parent and pupil, and of course being thereby benefited, mentally and morally himself. Elementary school teachers did not need to prepare themselves while teaching; they should be prepared beforehand.

J. B. Lay said the question was an important one. It affected teacher, parent and pupil. The little experience he had had would lead him to pronounce against the boarding round plan. It was inconvenient both to the teacher and the parents, while the former was deprived of the necessary time and facilities for preparation and improvement.

R. W. Lang had boarded round three months, and they were the most uncomfortable of his whole life. Teachers did require some preparation, but under the boarding round plan, they had neither time nor opportunity for that purpose.

H. Baker also condemned the system as unjust to the teacher.

H. Butler was in favor of the present system. A permanent boarding place he thought injurious. It was well known that a person without exercise was generally sleepy and dull in the afternoon, and why? Simply because they had eaten a hearty meal, and had taken no exercise to assist digestion. The best hour in a school was from 11 to 12, for the reason that then the minds and intellects of the pupils and teacher were clearest and most active. Now the walk of the teacher to and from his boarding place, a mile or so distant, obviated in a great measure, this evil. This idea was supported by medical authority. Then many persons desired to get acquainted with the teacher themselves, to see what kind of a person he was, and if suitable to be entrusted with the education of their children, and boarding round enabled them to do so; in addition to which you obtained the good will of the parent, or had an opportunity of so doing.

The question being put by the President it was decided by a large majority that the system was injurious.

Convention then adjourned till half past six o'clock.

On re-assembling, Mr. Lang delivered an address on the cultivation and development of the moral relations and faculties between teacher and pupil. We purpose next week laying portions of this address before our readers.

A vote of thanks to Mr. Lang was moved by the Rev. Mr. Bucher, seconded by Mr. McIndoe, and unanimously adopted.

Rev. Mr. Pearl was then asked to address the meeting, which he did, tendering the sympathy and co-operation of the St. Francis District Association, and giving a brief outline of the work now being done there.

H. Butler brought forward the question of County Boards of Examiners, and the necessity of taking some action in the matter. It was finally resolved that petitions praying for the establishment of such boards should be circulated, and when signed forwarded to the Superintendent of Education.

The next meeting of the Association was fixed for Friday, the 14th of February, 1862, the place to be decided by the Executive Committee.

The Secretary was directed to send copies of the proceedings to the *E. T. Gazette*, *Waterloo Advertiser* and *Journal of Education*.

The proceedings then terminated.

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

A full report of this conference, held at Quebec on the 25th May last, has been published in the last number of the French journal. We give a summary as usual. Among the members present on this occasion were the Rev. M. Jean Langevin, Principal of the Laval Normal School; M. Pabbé Fortier, Inspector Juneau, and M. Dalaire as delegate of the Jacques-Cartier Association.

The minutes of the preceding conference having been read and adopted, the President, M. Lafrance, continued his dissertation upon the History of Canada from the Conquest; when several speakers addressed the meeting.

It was then moved by M. N. Thibault, seconded by M. N. Lacasse, and

*Resolved*,—That this association dismiss for the present the discussion of the question of the *minimum* salaries of teachers; also that the Superintendent of Education be asked to withhold the special grant from schools whose teachers are not sufficiently remunerated.

A Resolution passed by the council of the association in the morning, to the effect, that all essays read at these conferences be collected and preserved in a record, was also adopted on motion of Mr. James Donnelly, seconded by M. N. Thibault.

M. F. X. Toussaint having informed the meeting that in consequence of unforeseen circumstances he would be unable to proceed to Montreal as delegate to the Jacques-Cartier Association, M. Lafrance was appointed in his stead, on motion of M. N. Thibault, seconded by M. Jos. Letourneau.

It was moved by M. Lacasse, seconded by M. Thibault, and

*Resolved*,—That this Association has learned with deep regret of the premature decease of Joseph Lenoir, Esq., Assistant Editor of the *Journal de l'Instruction Publique*, and Librarian to the Department of Education; and shares in the profound sorrow now experienced by the friends to the cause of education and literature.

The delegate from the Jacques-Cartier Association then spoke and was answered by the President.

After several other addresses, and some farther discussion, the adoption of a resolution very complimentary to the Montreal delegate and other business of a secondary importance, the meeting adjourned.

### Report of the Superintendent of Education for Lower Canada, for the year 1860.

EDUCATION OFFICE, MONTREAL, APRIL 17 1861

To the Honorable

THE PROVINCIAL SECRETARY,

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

The Council of Public Instruction has given its attention, during the year which has elapsed since its appointment, to all the questions which the law had entrusted to its care; and the degree of progress attained in all of them has been as great as could have been hoped for, in view of their importance.

On the important question of the selection of the books to be exclusively used in the schools; in view of the fact that there are certain series of works, which, notwithstanding the care taken in compiling and editing them, cannot, owing to the difficulties presented by the subjects of which they treat, be adopted indiscriminately for Catholic children and for Protestant children, the Council decided, that the Committee entrusted with the examination might report, that certain books have been examined by the whole Committee and received the approval of the whole Committee, and that others have been approved of by the Catholic members of the Committee only, or by the Protestant members only; and that notice of the fact should be given, at the same time with the approval of the Council. It was due to parents and to the school authorities, that this distinction should be made for their guidance, and the means adopted by the Council for the attainment of that object, was the only one which the law left at its disposal. The Council proceeded at once to examine a large number of works which had been submitted to it, and approved of some of them. The by-law passed by the Council relative to this subject, forms part of the appendix to this report.

The Council further decided to publish a series of French reading books, and entrusted to me the duty, which I accepted with



pleasure, of executing the work. I was authorized to secure assistance in the undertaking, and though my services are bestowed gratuitously, the Government has been pleased to place at my disposal a sum of \$600, for the remuneration of my fellow-labourers.

So soon as these resolutions had been sanctioned by His Excellency the Administrator of the Province, I applied myself to the task, and communicated with Mr. Joseph Lenoir, assistant editor of the "Journal de l'Instruction Publique" M. Perrault, formerly secretary of the Board of Agriculture for Lower Canada, and Principal of the Agricultural School at Varannes; and M. Ossayo, professor of Agriculture at the Jacques-Cartier normal school. The two latter kindly consented to undertake the agricultural portion, and their work has been for some time in my possession.

The illness by which Mr. Lenoir has been so unexpectedly cut off, has put a stop to his labours and interrupted mine; and the increase of business which will devolve upon me, until the appointment of a successor to that important officer of this Department, will not allow me to accomplish my task as promptly as I should have desired.

The death of Mr. Lenoir is not only an event highly painful for this department; it is also felt to be a heavy loss to the literature of the country, and has been recorded by the French press of Lower Canada in terms highly honorable to his memory. His excellent qualities had gained him universal esteem, the friendship of all his colleagues, and the sympathies of all those with whom his duties brought him in contact.

Several works submitted for approval are still in the hands of the members of the Council appointed to examine them; and until a sufficient number for every branch of instruction shall have been approved, the Council cannot appoint the period after which none but approved books shall be allowed to be used.

The Council has had under its consideration draughts of by-laws submitted by one of its Committees, for the organization of new Boards of Examiners of Candidates for Teachers' Certificates, and also for the government of all such Boards; but, inasmuch as the amendments embodied in the Consolidated Statutes respecting Public Instruction, have changed the nature of its powers in that respect, the adoption of any definite measure has of necessity been deferred to the next meeting.

Charges affecting three teachers have been laid before the Council, under the provision of the law, which invests it with the power of revoking diplomas, for bad conduct. In one case the Council found it impossible to proceed against the party accused, as he had left the country, before the service of the notice summoning him to appear could be effected; the law making no provision for any other mode of summoning.

The investigations which have taken place in the other two cases, have produced different results, one of the teachers accused retaining his diploma, while the other's has been revoked and notice of the fact given in the two official journals of the Department. This example will, I have no doubt, produce its effect; and the disciplinary power vested in the Council will tend to impart a higher value to diplomas, and to increase the high respect already entertained for members of the body of teachers.

I had the pleasure of laying before the Council a letter from His Excellency the Governor General, informing me that His Royal Highness the Prince of Wales had made a gift of the handsome sum of \$800, for distribution in prizes in the normal schools of Lower Canada, and the following resolutions were immediately adopted:—

1. *Resolved*, "That the Council receives with lively gratitude, the announcement of the liberality which His Royal Highness the Prince of Wales has kindly exhibited towards the normal schools of Lower Canada, by placing in the hands of His Excellency the Governor General a sum of two hundred pounds, to be distributed in prizes in the said schools."

2. *Resolved*, "That, in the opinion of the Council, the money should be placed at interest, so as to found a prize in each of the schools, to be called 'The Prince of Wales' Prize.'"

3. *Resolved*, "That the prize for each school, shall be one-third of the interest of the said sum, to be paid to the pupil who shall have passed the best examination for a model school diploma; provided always that such pupil shall have obtained, in the two half-yearly bulletins, the mark *Excellent* in the following branches: Religious Instruction, Writing, Analytical Reading, Grammar and Orthography in his mother tongue, Arithmetic, Book-keeping, Geography, History of Canada, the art of teaching, and in giving instruction in the model school; and the mark *good* for all other branches, with the exception of the following: Gymnastics, Draw-

ing, Vocal and Instrumental Music, in which a good mark will not be necessary."

4. *Resolved*, "That if no pupil should fulfil the conditions laid down, the sum accruing for that year to the school, shall be lodged by the Superintendent in a savings' bank, and so soon as it shall amount to one hundred pounds, it shall be placed at interest with the original capital sum, so as to increase the annual prize."

5. *Resolved*, "That the Superintendent be authorized to cause bronze medals to be struck, to serve as certificates to the pupils obtaining the prize."

The insufficiency of the grants to the Laval and Jacques-Cartier normal schools, has compelled the Council to recommend an increase of 15 per cent, in the tuition fees paid by the pupils of those schools, and an increase of 50 per cent, in the monthly fees to be paid by pupils attending the model schools in connection therewith. The first of these changes cannot be fully carried out before the coming scholastic year, as the present year had already commenced when the amendment to the by-law relating to the normal schools was sanctioned by His Excellency the Administrator of the Government; but the change proposed as regards the model schools was effected at once; and it would appear that the parents of the pupils at Quebec and Montreal, submitted thereto with a good will.

It is to be hoped that neither of these changes will impede the development of the two institutions in question, inasmuch as the tuition and monthly fees are still lower than in almost any of the other institutions, independently of the half-bursaries granted in both schools.

Appended to this report will be found the reports of the Directors of the three normal schools for Lower Canada.

I can testify with pleasure to the eagerness with which our youth avail themselves of these excellent institutions, and respond to the appeal made to them by generously devoting themselves to the education of the rising generation.

If the school municipalities, on their part, were to do their duty, by striving to secure good teachers and offering them suitable salaries, there would be no difficulty in increasing the number of pupils in the normal schools. At present the number is sufficient to meet the demand, and a certain number of pupils prepared to teach, have been unable as yet to find places.

As regards male student teachers, the McGill school is an exception in this respect.

The Jacques-Cartier school has had in the course of the scholastic year ending in July last, 53 male pupil teachers; the McGill school, 9 male pupil teachers and 72 female pupil teachers,—in all 81; and the Laval school 40 male pupil teachers and 54 female pupil teachers,—in all 94; making for the three schools 228 pupils, of whom 202 are males and 126 females. The following table of the number of pupils that have attended these schools since their establishment, exhibits a steady increase:—

The Jacques-Cartier Normal School had, during the session for 1859-60, 31 new students and 22 old students continuing their course. Of these 53 students, 46 were from the former district of Montreal, 6 from the former district of Three Rivers, and 1 a native of France. Nineteen of these students received diplomas, namely: 7 for model schools and 12 for elementary schools. With the exception of two, of whom one has left the country and the other is incapacitated by illness, all of them are now engaged in teaching, or pursuing their studies with a view to obtain a diploma of a higher order. The total number of students from this school who have engaged in teaching, which was 25 at the date of my last report, is now 40, distributed as follows: One is a professor in the normal school; one is a professor in the agricultural school at *St. Anne de la Pocatière*; one is a professor at the college of *Rigaud*; 3 are teaching or have taught in academies, 15 in model schools, and 19 in elementary schools.

The course taught at the Jacques Cartier school has been pretty much the same as that of previous years.

The Principal has himself undertaken to give instruction in the Art of Teaching, a branch hitherto entrusted to Professor Regnault, who is now exclusively occupied with Mathematics. I beg to call your attention in a special manner to the excellent programme for instruction in the Art of Teaching, which you will find in Mr. Verreault's report.

The gymnastic exercises have been conducted with more regularity, by one of the students, formerly a non-commissioned officer; and the benefit reaped by the students, as well in the development of their physical strength as in improved health, has been of a marked character, and thoroughly appreciated by them.

Natural history has been taught in a more complete manner; in addition to the beautiful Atlas accompanying the reprint of Cu-

viet's works, the interesting Canadian ornithological collection, and the nuclei of several other collections belonging to the museum of the school, it now possesses a very fine mineralogical and geological collection, comprising above 800 specimens.

School Years.	Jacques-Gardier School.		McGill School.			Laval School.			Total Male Pupil teachers.	Total Female Pupil teachers.	Grand total.
	Male Pupil teachers.	Female Pupil teachers.	Male Pupil teachers.	Female Pupil teachers.	Total.	Male Pupil teachers.	Female Pupil teachers.	Total.			
1st session, 1857.....	13	5	25	30	22	.....	.....	47	25	70	
1857 & 1858..	46	7	63	70	36	40	76	89	103	192	
1859 & 1860..	50	1	76	83	34	32	66	91	128	219	
1859 & 1860..	53	9	72	81	40	34	74	102	126	228	

The course of theoretical agriculture, by Mr. Oxsaye, has been continued with the same zeal and the same liberality on the part of the professor, and also with a like success on the part of the students.

The public Courses for the year 1859 and 1860, consisted of the course of Canadian History by Mr. Verreau, the Principal, and the course of general literature continued by myself.

The model school has been attended by 121 pupils, of whom 41 are of British and 80 of French descent. The teachers connected with this school, Messrs. Delany and Boudrias, assisted by the pupil-teachers, continue to effect excellent results; and such is the reputation of the instruction imparted in this school, that although the monthly contribution to be paid by pupils has been increased for this year, it has been found necessary, as in previous years, to refuse a large number of pupils for want of room.

During the new scholastic year now current, and which is not included in the report of the Principal, two pupils holding model-school diplomas have been allowed to continue their studies for a third year, in order to obtain academy diplomas; their names are Messrs. Schmoudt and Lamarche. The former has since accepted the post of professor in the agricultural school at Ste. Anne de la Pocatière.

Mr. Dostaler, an ex-pupil of the school, holding a model-school diploma, and who subsequently followed the courses of the Faculty of Art at the Laval University, has been appointed an assistant-professor, and entrusted with the teaching of certain branches of mathematics, physics, and chemistry, and has also been enabled to take the place of other professors during illness or absence.

At the close of the scholastic year 1859-60, 17 pupils of the McGill Normal School received model-school diplomas, and 37 received elementary diplomas.

The course of studies has been the same as heretofore: and from

what I saw of the examinations, both public and private, it has been pursued with the same success. Professor Froteau having tendered his resignation, in order to return to France, Mr. Daroy has been appointed in his stead. Mr. Froteau has rendered important service to this institution, and I myself witnessed the zeal and ability with which the study of the French language, a matter of daily increasing importance on this Continent, was understood and conducted by that excellent professor. The Principal, Mr. Dawson bears testimony in his report to the ability of the new professor, and I have no doubt but the result will confirm the truth of that testimony.

The model-school and the infant school have had their maximum number of pupils—300, and many applications have been refused for want of room.

Of the 54 pupils who have obtained diplomas, 8 were male pupil-teachers and 46 female pupil-teachers; 29 were from Montreal, and 25 from other places; 23 continue their studies this year, and 28 are engaged in tuition.

In a more recent report, which I append to mine, though it relates to the current scholastic year, Mr. Dawson, the Principal, mentions a somewhat notable decrease in the number of pupils for the new year, which he attributes, however, to the increased severity of the examination for admission. He states, in fact, that in former years a good many students withdrew of themselves, or had to be dismissed before the end of the course, being unable to keep pace with the others and retarding them by their lack of capacity.

This year, under an arrangement made with the McGill University, and sanctioned by this department, pupils holding a model-school diploma follow a classical course, which will enable them to obtain an academy diploma.

Mr. Dawson also refers to the small number of male pupils who have followed the course of the school since its commencement, while he has received numerous applications for male teachers competent to teach in academies or in model schools. I have no doubt but the number of male pupil-teachers will greatly increase, when once it is made known throughout the country, that young men holding a diploma from this school, can find, in the academies and model schools of the Eastern Townships, salaries sufficiently high and an occupation worthy of their intellect.

The female pupil-teachers of this school have formed among themselves a literary society, of which I have been enabled to attend the meetings; they exhibited, on these occasions, evidence of high intellectual culture, and a commendable degree of talent and literary taste.

In the scholastic year 1859-60, the Laval Normal School has had, in the male pupil-teachers' department, 23 new pupils and 17 old. They were divided into three classes: 4 already holding model-school diplomas, studied in order to obtain academy diplomas; 11 in the second class studied for model school diplomas, and 25 others were in the first division. There were granted, 1 elementary school, 7 model-school, and 4 academy diplomas.

The female pupil-teachers' department consisted of 19 old pupils and 25 new, of whom 4 left before the end of the year. One died of consumption in the course of the year. There were, at the end of the year, 14 pupils in the second division and 35 in the first, 15 elementary and 12 model-school diplomas were granted.

The very full report of the Rev. Mr. Langevin, the Principal, gives the course of studies and the distribution of time; it will be therein seen how assiduous must be the labors of the professors, and how great the exertions required of them. I am happy to state, that, for the current year, I have obtained the appointment of a new assistant-professor, Mr. Norbert Thibault, an ex-pupil of the school, holding an academy diploma, who has been entrusted with a portion of the work of instruction in the male pupil-teachers' department. I am highly gratified to see that two of our normal schools have already found, in the ranks of their pupils, able professors, who will one day prove themselves to be in no respect inferior to those of any other institution of the kind. By the appointment of Mr. Thibault, the all but superhuman task undertaken by the Principal and Professors is somewhat lightened.

The Ursuline Ladies, as will be seen from the fully detailed programme contained in the Rev. Principal's report, continue to take part in the teaching of the female pupil-teachers, and it is needless to state that they do it with the same zeal and success which have ever distinguished their ancient and venerable institution.

The model schools for boys has had 110 pupils, classed in two divisions. The model school for girls has had 175 pupils, classed in three divisions.

The Rev. Principal's report contains highly interesting statistics,

relative to the normal school since its organization, of which I here give a summary.

From the commencement up to the 1st July, 1860, the school has been attended by 84 male pupil-teachers and by 107 female pupil-teachers,—in all 191. Of that number 22 boys and 26 girls—in all 48—left without diplomas; 22 boys and 18 girls—in all 40—are still at the school continuing their studies. Of the pupils who have left the school, 29 male and 53 female teachers, have engaged in tuition,—in all 82. The others were either rendered unable to do so through illness, or could not find employment. Of the number who engaged in teaching, 3 have abandoned it: 2 of them female teachers, who married. Among the pupils (male) who finished their course, 1 has been appointed a school inspector, 1 a teacher in the model-school (annexed), 1 professor in a college, 4 in academies, 13 are teaching in the model schools, and 6 in the elementary schools; 2 female pupil-teachers are teaching in academies, 17 in model schools, and 28 in elementary schools.

I may be permitted to recall, in connection with these results and what I have stated with reference to the other two schools, what I said in my first report in recommending the establishment of the normal schools. I expressed a hope of establishing, throughout the whole department of Public Instruction, a system of promotion,—of opening by that means a wider field to the body of teachers, and thus, of affording to the pupils of the normal schools advantages more in keeping with the studies and sacrifices required of them.

I pointed out at the same time the school inspectorships, professorships in the normal schools, colleges, academies, and model-schools, and the various offices under the department of Public Instruction, as so many resources and objects of emulation calculated to induce young persons of talent, having a vocation for teaching, to persevere therein, despite whatever obstacle or repugnance they may have to overcome.

In the following table will be found the number of diplomas granted by each institution since its establishment. It amounts on the whole to 4 for academies, 134 for model schools, and 181 for elementary schools.

Kind of diploma granted.	Jacques Cartier.		McGill.		Laval.	
	Male Pupil-teachers.	Total.	Male Pupil-teachers.	Total.	Male Pupil-teachers.	Total.
Academy	.....	4	.....	4	.....	4
Model School	.....	134	.....	134	.....	134
Elementary School	.....	181	.....	181	.....	181
Total	.....	319	.....	319	.....	319

DIPLOMAS granted to pupils of the Normal Schools since their establishment:

It is right to mention, however, that the number of diplomas far exceeds the number of pupils who have received them, one and the same pupil, in following the courses for three years, having, in many instances, obtained the three diplomas successively. The total number of pupils who have attended the normal schools, and who have since engaged in tuition, was 140 at the date of my last report; it is now 212, namely: 41 for the Jacques Cartier school, 89 for the McGill school, and 82 for the Laval school.

Besides the pupils of the McGill School teaching in Upper Canada, and two pupils of the Jacques Cartier School teaching in Prince Edward's Island, another of the pupils of the latter institution has this year taken charge of a foreign school, with my consent, and consequently without incurring the fine imposed by the regulations on those who fail to teach during three years in one of the public schools of Lower Canada. The person referred to is Mr. Buteau, one of the ablest teachers trained at Montreal, who is now teaching at Bourbonnais, in the State of Illinois.

It would be more gratifying, no doubt, to see all the young persons who hold these diplomas engage in tuition in Lower Canada; but it is the business of the local school municipalities to secure their services by offering them suitable terms, and those who find such advantages in the Provinces, or neighbouring States, cannot be blamed for wishing to avail themselves of them.

I have reason to believe that fresh applications will be made to the Directors of the Normal Schools by the Acadian parishes of Nova Scotia, New Brunswick and Cape Breton, as well as by the Franco-Canadian parishes of Upper Canada. The eagerness thus displayed by these distant localities, having so many and such great obstacles to overcome in the education of their children, ought to engage the serious attention of the School Commissioners and ratopayers of certain parishes which are situated in far closer proximity to our great centres of population, and which are far from displaying the same zeal or the same liberality.

The Committee of the Legislative Assembly appointed to superintend the printing of Sessional documents, decided, last year, to publish the statistics accompanying my Report only once in three years, and in the two intervening years only those tables which I pointed out as being the most important. Although this curtailment produces hardly any diminution in the labors of the offices of this department, inasmuch as the same information must be gathered, and the same calculations made, in order to arrive at the general results, while the public will be deprived of many details of interest, and even, at times, of great utility; yet I must not complain of a step having for its object to diminish the expenditure of the Province: as it may be, also, that when these details are given only at longer intervals of time, the public will bestow more attention upon them.

In pursuance of the decision of the same Committee, the Inspectors' reports will also be published, hereafter, only once in three years. Extracts therefrom will, nevertheless, appear in the *Journal de l'Instruction Publique* and the *Lower Canada Journal of Education*.

(To be Continued.)

Notices of Books and Publications.

CALKINS: Primary Object Lessons; a Manual for Teachers and Parents, with lessons for the proper training of the faculties of children. Harper & Brothers, New York; 1861.—8vo. 362 pages. Illustrated with numerous diagrams and one colored plate.

This Manual will prove very serviceable to the elementary teacher, being in every sense of the word a *practical* guide in primary teaching by *object lessons*. The importance of this system as a means of imparting instruction to the young is now too generally recognized to need advocacy here. The aim of the author has been to present a plan for progressively developing the minds of children, while awakening in them a legitimate curiosity and keeping alive their interest in the lesson; full directions are given in the mode of proceeding, accompanied by illustrative examples, besides many useful suggestions on divers subjects connected with the school, including physical training. We make the following extracts:—

Lessons on "common things" are quite frequently confounded with "object lessons." Some teachers who are in the habit of giving occasional instruction about the things of every-day life suppose that they are practicing the latter system. This misunderstanding of the true principles of object-teaching is one of the most serious obstacles to its successful introduction into schools. Their predominant use is the development of the perceptive faculties and the cultivation of habits of accurate observation, not an exercise of the memory. The information

which they give is a means of training the mental powers rather than an end to be attained. Development is the end, instruction the means for attaining that end.

This is most emphatically true of the early period of training with object lessons; but, as the habit of observation become established, the end gradually partakes more and more of that of obtaining knowledge, until the lessons assume the form and uses of studies pursued for the end and objects for which knowledge itself is acquired—to fit one for the occupations and duties of life.

With this view of the subject, let us examine the different processes of conducting the exercises in "object lessons." One teacher holds before the pupils some object and describes it, telling its form, color, material, where obtained, uses, etc. Then the pupils are asked to repeat the leading facts which have been thus stated; or, if it is supposed that the children know something about the object from having been previously told, the exercise consists, perhaps, of questions, such as "What is this object? Of what is it made? To what kingdom does it belong? Where is it found?" etc. Neither of these processes develop the perceptive faculties; they merely exercise the memory with words, without cultivating habits of observation. *Telling* the child that which it should be led to observe is not developing its mind. Loading the memory with words to be repeated is not education.

Some teachers limit these object lessons to specimens collected in cabinets of curiosities; the consequence is that such lessons become mechanical and uninteresting as soon as the novelty of the objects themselves has passed. Often these specimens are such as are rarely seen by the children, and they fail to awaken the desire to examine more common objects, and to cultivate those habits of accurate, minute, and ready observation which will make the children familiar with and interested in every thing around them.

These lessons should be so conducted as to embrace a wider range of objects than those generally presented, and to include those of the house, the shop, the garden, the field, the forest, the mine, and the seashore; and they should be continued from childhood up to the investigations of the man of science.

Moreover, it is not a sufficient use of the object for the teacher simply to hold it up before the class, and, on the strength of her own observation, proceed to state its properties, or even to request the children to look at it, and tell what they can see, if it possesses properties which must be felt or heard to be understood. It is the children's own sight, and touch, and hearing that are to be exercised. To do this successfully, the object itself must not only be seen, but handled and heard whenever it is possible.

This is often neglected, because it seems needless with a familiar object; but it is not enough for the teacher to hold up a piece of sponge, and squeeze it, to show that it is soft and elastic, or to show that lead is heavy by handling it herself. All of this should be done by the pupils, and they be led to observe and describe these qualities, the teacher giving the name of such as are not known, after the quality has been perceived; thus the idea justly precedes the name.

Perhaps we can not present the true use of object lessons more clearly and forcibly than by quoting the words of Herbert Spencer on "Intellectual Education."

"It needs but a glance at the daily life of the infant to see that all knowledge of things which is gained before the acquirement of speech is self-gained. . . . In manhood, too, when there are no longer teachers at hand, the observations and inferences required for daily guidance must be made unhelped, and success in life depends upon the accuracy and completeness with which they are made. Is it probable, then, that while the process displayed in the evolution of humanity at large is repeated alike by the infant and the man, a reverse process must be followed during the period between infancy and manhood? and that, too, even in so simple a thing as learning the properties of objects? Is it not obvious, on the contrary, that one method must be pursued throughout? and is not nature perpetually thrusting this method upon us, if we had but wit to see it and the humility to adopt it? . . ."

"Listen to the eager volubility with which every urchin describes any novelty he has been to see, if only he can find some one who will attend with any interest. Does not the induction lie on the surface? Is it not clear that we must conform our course to these intellectual instincts, that we must just systematize the natural process, that we must listen to all the child has to tell us about each object, must induce it to say every thing it can think of about such object, must occasionally draw its attention to facts it has not yet observed, with the view of leading it to notice them itself whenever they recur, and must go on by-and-by to indicate or supply new series of things for a like exhaustive examination? . . ."

"To tell a child this and to show it the other, is not to teach it how to observe, but to make it a mere recipient of another's observations—a proceeding which weakens rather than strengthens its powers of self-instruction, which deprives it of the pleasure resulting from successful activity, which presents this all-attractive knowledge under the aspect of formal tuition, and which thus generates that indifference, and even disgust with which these object lessons are sometimes regarded. On the other hand, to pursue the true course is simply to guide the intellect to its appropriate food, . . . and to habituate the mind from the beginning to that practice of self-help which it must ultimately follow."

"Children should be led to make their own investigations and to

draw their own inferences. They should be told as little as possible, and induced to discover as much as possible. Humanity has progressed solely by self-instruction; and that, to achieve the best results, each mind must progress somewhat after the same fashion, is continually proved by the marked success of self-made men."

A very important point to be attended to is the adaptation of the lessons to the different stages of advancement in the children to whom they are given. A child of five years is quite a different being, intellectually, from one of ten; hence we should not attempt to lead children to the observation of those qualities that require the exercise of faculties which are not developed until the period of youth, nor to consider a subject which requires a previous training to understand, before that training has been given.

To illustrate this idea more clearly, we will indicate the properties of objects that may be presented, in succession, for observation during the first three years of school-life. These divisions will serve as guides to the teacher in adapting lessons to the different stages of development among her pupils, although she may not be able to conform strictly to them.

*The first stage.* During this period the pupil may be required to distinguish objects by their names, to observe and name their parts, to describe their form, size, color, and uses.

However, form, color, and size should not be considered in these lessons until some idea had been previously developed of such properties. Before that has been accomplished, the pupil's attention should be chiefly directed to more general and obvious points. Yet the consideration of these properties need not long be postponed, for the elementary ideas of form, color, and size may be developed by means of these object lessons, if the successive steps be observed as previously indicated under these respective divisions.

*The second stage.* During this period, which may commence at or before the close of the first year of school-life, the lessons should embrace the form, color, size, weight, material, qualities, and uses of objects, and the simple inquiry, where obtained? or, by whom made?

The teacher should here train the pupils to a systematic application of the ideas and principles as previously developed under the several divisions of Form, Color, Number, Size, Weight, etc.

*The third stage.* During this period, which should seldom commence before the beginning of the third year of school-life, the pupils may consider, in addition to those of the previous stages, the points of resemblance in color, materials, formation, and uses, and be led to observe by which sense the different qualities are discovered. By these exercises they learn to commence a natural system of classification in knowledge.

Of course, the early consideration of these several points must be limited to such as are easily perceived by the senses; but, as these habits of systematic observation become more familiar, the attention will gradually be led to consider them more minutely and thoroughly.

In drawing out the following series of lessons for the different periods of object training, we have aimed to select such a variety of objects that our sketches may readily suggest to the teacher how all similar objects should be presented. It would be useless, however, for us to attempt to draw out all the lessons for a course of even one year, much less for a period of two or three years. It would require several volumes to accomplish this; besides, it is far better for the teachers to acquire the habit of drawing out their own lessons. Those who learn to do this with skill will be far more successful than those who confine themselves to the sketches prepared by others.

The first series of object lessons, from having for their aim habits of observation and description, should embrace chiefly those objects with which the children are already familiar.

#### Naming and describing objects.

*Properties to be considered.* In the lessons of this series, the object and its properties may be considered as follows, viz.: *Observe and name the object and its parts; describe its form, size, color, and uses.*

A WATCH: Holding a watch before the children, the teacher asks, "What is this?" "A watch." Now observe its parts, and tell me what you can see.

Florence. "I see the face." Delia. "The hands." Where are the hands? "On the face." Olivia. "The face is white." John. "It has figures on it." Willie. "It is circular." Very well. What else do you see? Edward. "There is a glass over the face." Walter. "There is a rim around the face." What is the use of this rim? "To hold the glass."

What else can you say about the watch? "It has a case." Henry. "The case will open." Joseph. "It has a stem." Porter. "There is a ring in the stem." What is the use of the ring? "To take hold of when pulling the watch from the pocket, and to fasten the chain to the watch."

Is there any part of the watch which you do not see? "Yes, we can not see the wheels on the inside." What do those wheels do? "Move round." Does any part of the watch which you can see move round? "Yes, the hands." Who can tell me what these hands are for? Ella. "To point out the time of day." How many hands are there? "Two." Are they both alike? "No; one is longer than the other."

You have told me several parts that you could see, now is there any way by which you could tell that there is a watch in my hand without seeing it? "We could hear it if it was near to our ears." When you hear the watch, what do you say that it does? "It ticks."

Now what is the use of a watch? "To show us what time it is." Is there any thing else that tells us the time? "Yes, a clock." Which is the largest, a watch or a clock? About how large is a watch? "About two inches in diameter, and half an inch thick."

Now repeat the names of all the parts that have been mentioned "Face, hands, figures, glass, rim, case, stem, ring, wheels."

If the children are familiar with common words when these lessons are introduced, the names of the parts should be printed on the black-board.

REVUE *Maritime et Coloniale*, 1st. number, 2nd. vol. Challamel, Paris; July, 1861. Subscription 15 francs, not including Postage.

This new review is published under the patronage of the French Colonial Minister, and contains several hitherto unpublished memoirs on the French dominion in America, communicated by Mr. Pierre Margry, and accompanied with interesting notes and observations. In the number for May, will be found a memoir of Bougainville, upon the condition of New France, during the Seven Years War (1757) extending over fifty pages. This publication is also illustrated with charts and drawings, and it should have a place in all our public libraries.

ROUQUETTE: *L'Antoniade ou la Solitude avec Dieu*, poem by l'Abbé Adrien Rouquette; 1 vol., 298 pages. New Orleans, 1860-61.

A literary movement seems to have been made these few years past in Louisiana, from whence we have been favored lately with several original publications. The author of the above named poem seems to have transferred to the French language the style adopted by Longfellow in his *Hawthu*.

THOMASSY: *Géologie Pratique de la Louisiane* R. Thomassy, New Orleans, and Lacroix & Baudry, Paris. 1 vol., 4to; ixvii—264 pages, and 6 maps.

This is a work very interesting to the inquirer after scientific knowledge as well as to the historical reader.

RELATIONS diverses sur la bataille du Malenguelé, gagnée, le 9 juillet 1755, par les Français, sous M. de Beaujeu, Commandant du Fort Duquesne, sur les Anglais, sous M. Braddock, Général en Chef des troupes anglaises, recueillies par Jean-Marie Shea. Nouvelle-York, de la Presse Granoisy; 51 pages.

RELATION de la Mission du Mississipi du Séminaire de Québec, en 1700, par MM. de Montigny, de St. Cosme et Thaumur de LaSource. Same publisher; 66 pages.

The first of these publications, printed on fine wove-paper, and of which only 100 copies were drawn from the press, is embellished with a portrait on steel of M. de Beaujeu who commanded at the Monongahela. The works issued from this press are doing good service to early Canadian history, and archeology; and are accomplishing portion of a task which, we believe, weighed entirely upon our government.

CASGRAIN: *Légendes Canadiennes*, par l'Abbé Casgrain. Brousseau Québec; 1861.—1 vol. 12mo. 420 pages.

This pretty volume contains three tales,—two were published already in the *Courrier du Canada*, and reprinted in Europe, and the other first appeared in the *Soirées Canadiennes*. The adventures narrated are supposed to have taken place in the earliest days of the colony, and are charmingly poetical; the style is highly colored, yet pleasing.

FERLAND: *Cours d'Histoire du Canada*, by the Rev. J. B. A. Ferland, Professor of History at the Laval University. Part 1st. 1834—1153. 1 vol. 8vo. xi—322 pages.—Gâté, Quebec. \$1, or with two vignettes \$1.08.

The lectures contained in this book are replete with interesting details on the early settlement of the colony, many of which, as they do not properly belong to history, are not to be found in works of historians. The author has been at great pains in making researches, and the information he has thus been enabled to procure supplies a want long felt by all who wish to become more intimately acquainted with the social condition and manner of life of the colonists under the French rule.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—The French Central School of Arts and Manufactures is a remarkable one, and deserves a notice at length. It is under the direction and patronage of the State, and requires three years attendance from each pupil. The conditions under which a youth is admitted are strict enough, and occupy four columns of the *Moniteur*. We imagine there is not a professor in the best of our colleges who could pass the requisite examination to enter this school, so extensive, minute and difficult is the programme. None but a most skillful algebraist, geometrician, (descriptive, analytic, &c.) architect, mathematician, draughtsman, physiologist, physician, chemist, anatomist, understanding all the divisions of each branch of these sciences, (more than four hundred in number,)

must write on these various subjects, and also L. examined orally to the satisfaction of the examiners. The whole expence of tuition is seven hundred and seventy-five francs per annum, and foreigners as well as natives are admissible. The questions in chemistry alone would puzzle our best instructors, and as to physiology, we think a good many clever men would find it difficult to explain clearly and promptly the questions. Division of functions, absorption and exhalation, digestive apparatus, the chemistry and mechanism of digestion; apparatus of circulation, its mechanism; the lymphatics, the respiratory apparatus, its mechanism and chemistry, its phenomena, animal heat, (the theory of this not yet settled,) structure and functions of the principal glands, structure and functions of the nervous system, structure and functions of the organs of sense, the vocal apparatus, osteology, structure and chemical composition of the bones, their articulation; the skeleton, the muscular system, structure and functions; classification of the animal kingdom, divisions, special characters of mammals, birds, reptiles, fishes, insects, annalides and accephala; botany, roots, branches, leaves, flowers and fruits, and elucidations of the natural method of Jussieu, are some of the divisions of one branch of inquiry. And yet young men as low in years as seventeen are expected to afford the greatest number of applicants for admission to this very school. This subject is suggestive—very.—*N. Y. Evening Post*.

—About 9½ o'clock on Friday night, says the *Witness*, 50 students of McGill College paid a hearty tribute to the beneficence of Mr. Wm. Molson, the founder of the Wm. Molson Hall. They marched in force, accompanied by drum and fife, from the college buildings through Sherbrooke, St. Denis and St. Mary Streets, to Mr. Molson's residence, and after three cheers thrice repeated, and singing "God Save the Queen," returned through the principal streets. The demonstration was of the most impromptu description.

—The scholastic year was marked by the opening of several new schools in our two large towns. The *Pères Oblats*, who are doing much for the cause of education in the suburb called St. Sauveur or Boisseauville, Quebec, have just inaugurated a handsome building intended for a boys' school. In St. James Ward, Montreal, two female schools have been opened; one, situated in St. Denis Street, is conducted by the Sisters of the *Congrégation*, and the other in St. Hubert Street, by the Ladies of the *Sacred Heart*. The St. Mary's Academy, for boys, established in this city last Spring, under the direction of Mr. Desplaines, pupil of the Jacques-Cartier Normal School, was reopened after the holidays with a good attendance.

—The total number of children in France under instruction in 1857, was 3,858,000, or about 10 per cent of the population. The total number of primary schools was 65,100. These are divided into public communal (parochial) boys' schools, numbering in all 36,200 (or a little more than one school for every commune in France); private boys' schools, of which there are 3,400; public girls' schools 13,900; private girls' schools 11,600. Of the public (communal) boys' schools 17,000 are mixed, that is, they admit girls as well as boys.

The great majority of the 36,200 communal schools are taught by lay teachers, certificated by the Government; but of the 3,400 private schools, about 3,000 are in the hands of the "Christian Brothers." Of the 25,000 girls' schools, 13,500 are taught by nuns, including a certain proportion of communal schools, for which it is often difficult to find female lay teachers in sufficient numbers.—*Report of the Royal Commissioners on Popular Education in France*.

—We learn from the *Allgemeine Deutsche Lehrzeitung*, that the exclusive use of the Russian language in girls' schools in Poland has been abolished. The law passed under a former Government, permitting the landed proprietors and others interested in an elementary school to close it at pleasure has, however, not been repealed, and in consequence of this law, 150 elementary schools have been closed in one year. It is in contemplation to establish at Helsingfors, a Normal school (*Musterschule*) for Finland. Natives of Finland are to be sent to Germany, England, and France to study the educational systems of those countries, after which they will be appointed to take charge of the new institution.

### SCIENTIFIC INTELLIGENCE.

—In needle manufactories, the workmen who point needles are constantly exposed to the minute particles of steel and dust which fly from the grindstones, and are inhaled with their breath. These will produce constitutional irritation, and sure to end in pulmonary consumption, inasmuch that persons employed in this kind of work scarcely ever attain the age of forty years. Many attempts were made to purify the air before its entry into the lungs, by gauze or linen guards, but the dust was too fine and penetrating to be obstructed by such coarse expedients, until some ingenious person bethought himself of the motions and arrangements of a few steel filings on a sheet of paper held over a magnet. Masks of magnetized steel are now constructed, and adapted to the faces of the workmen. By these the air is not merely strained, but searched in its passage through them, and each obnoxious atom of steel is arrested.



— On the 12th August, a halo somewhat resembling that which accompanied the remarkable parhelia observed at Montreal on the 9th, April and 9th, May 1860, astonished the inhabitants of the same town by its brilliancy and prolonged appearance. It was also observed at Dr Smallwood's Observatory at St Martin, Isle Jeans. It began at 10h 38m. a. m., and did not cease until about 12h 40m.; but it was at 10h. 54m that the grandeur of the spectacle was fully manifest, though, unlike the phenomena which occurred in 1860, no mock suns were visible. A circle whose circumference appeared to pass through the sun's disc intersected the halo or principal circle, while a smaller, ill-defined circle was also intersected by the last. The frequent intersections of these rings offered some resemblance to a huge armillary sphere resting against the body of the sun. The prevailing color of the halo was a pale orange, with occasionally a tinge of red or blue; its interior space being of a decidedly dark shade. The circle passing through the sun's disc was much larger than the last, and of a dazzling white light. Around the halo, and at a certain distance from the horizon, were arcs exhibiting prismatic colors and resembling segments of a rainbow. The clouds at the time were of the formation known as *cirrus*. The halo, or ring having the sun for its centre, was 44 degrees in diameter, and its lower limb was at an elevation of 37 degrees above the horizon. Some journals have asserted that a phenomenon of this nature had not been seen in Canada for many years, yet two parhelia, as stated above, occurred here in 1860, and we gave, from the French of M. Larochelle, then a student at the Jesuits' College, Montreal, a description which will be found in this journal for April of that year, together with a diagram prepared by the same gentleman; a more extended description appeared in the *Journal de l'Instruction Publique* for May, with extracts from the *Relations des Jésuites* relative to similar parhelia observed in Canada on the 7th and 14th, January 1663. This account of the phenomena was copied into *L'Ami des Sciences*, published in Paris.

On the 13th, August (1861), the day following that on which the halo first appeared this year, a similar one was very apparent at Montreal about the same hour. It is worthy of remark that in the years 1667, 1860 and 1861 the phenomenon reappeared; in the first instance, after seven days, in the second, after thirty days, and the following day in the last. Immediately before the 12th, instant, a severe hailstorm passed over the city.

## MISCELLANEOUS INTELLIGENCE.

**Red Ink for Writing** — Boil over a slow fire 4 ounces of Brazil wood, in small raspings or chips, in a quart of water, till a third part of the water is evaporated. Add during the boiling 2 drachms of alum in powder. When the ink is cold strain it through a fine cloth. Vinegar or stale urine is often used instead of water. In case of using water adding a very small quantity of sal-ammoniac would improve this ink. — *Journal of the Board of Arts U. C.*

**Fine Black Writing Ink.** — Take 2 gallons of a strong decoction of log wood, well strained, and then add 14 pounds blue galls in coarse powder; 6 ounces sulphate of iron; 1 ounce acetate of copper, 6 ounces of well ground sugar; and 12 ounces of gum arabic. Set the above on the fire until it begins to boil, then set it away until it has acquired the desired black. — *Id.*

**Black Ink Improved** — To 1 pint of common black Ink add 1 drachm of impure carbonate of potassa, and in a few minutes it will be a jet black. Be careful that the ink does not run over, during the effervescence caused by the potassa. — *Id.*

— A contributor to the January number of the "*Annales Forestières et Métallurgiques*," a Parisian magazine of a semi-official character, writing under the heading of "*Les bois du Canada*," speaks of the decline of the timber exports of Norway, and of the impossibility of obtaining from thence the wood necessary for manufactures in France, and says: "Everybody knows that our former colony is, so to say, a vast forest of four thousand leagues square, possessing as means of transit magnificent lakes and rivers, and in which whole armies of wood-cutters, or 'lumberers,' as they are called cut down every year from eight to ten millions cubic metres of timber, the greatest part of which is exported to the United States, and more particularly to England."

— In the United States, basswood is used to a considerable extent for seats of chairs, insides of drawers, parts of fanning-mills, and many other uses for which it is better adapted than almost any other wood. It is both light and strong, works easily and is not apt to split.

Basswood is one of the most abundant woods in Canada, but it has so far received little or no attention in commerce. The *Quebec Advertiser* urges that efforts be made to promote the export of basswood lumber, and also the manufacture for export of wooden-ware made from basswood.

In England a great business is carried on in the manufacture of white-wood ware, or Turnbridge-ware, and for such purposes, any wood which will "dry white" is used—the principal kinds being "chestnut"—i. e., horse-chestnut, a very different wood from the common chestnut, (*castanea vesca*)—and lime, or, as we call it, basswood. Referring to this, our *Quebec contemporary* considers that a good business might be done in exporting this wood to England.

For use in wooden-ware this wood must not be exported in logs, as in that state it can only be employed for the upper timbers of houses, ships, etc. But it must be exported in the shape of boards, inch, half-inch, and even as thin as the eighth of an inch, for veneering. The great object is to get the wood to dry white, and to secure this, it must be sawn quite fresh, and before the sap has had time to ferment, and thus discolor the wood. The boards are taken from the saw-mill or pit as fast as they can be cut, hung up under shelter from the rain, in an open shed, with a free draught of air, (not in piles,) until so thoroughly dry that there is not the least probability of their becoming mildewed. There would be still more profit to the Canadians if they themselves should convert their basswood into articles of wooden-ware, with which Canada probably could supply the world — *Hunt's Merchants' Magazine.*

**Prince Napoleon's Visit.**—Prince Napoleon arrived in this city on Wednesday, the 11th September. The following notice of the movements of His Imperial Highness in Lower Canada we republish from the *Montreal Gazette* of the 17th:—

"His Imperial Highness Prince Napoleon returned to town last night, he was to leave for Upper Canada to-day on a tour of excursion, but will probably not do so on account of an injury to one of his feet. We have reason to believe that he is in every way delighted with his visit and the condition in which he found the country and the people both of French and British origin. He stated in conversation that he found peace, happiness, prosperity, freedom—the people having nothing to ask, and being protected without any cost to them by the powerful arm of British military and naval power. He said this in substance in reply to the Address of the Canadian Institute, which considering all the circumstances of the situation, was in admirable good taste. He was received well by all parties here. On Thursday evening he arrived late; was met by the Mayor and a number of the citizens and escorted to his hotel. On Friday morning the Commander of the Forces, Sir F. W. Williams, ordered a salute to be fired in respect for him, and during the morning, with his Staff, called on His Imperial Highness and invited him to inspect the 47th regiment and Major Penn's battery of Armstrong guns, H. I. H. accepted the invitation and was present at the Champ de Mars at the hour appointed. He expressed himself in the highest degree pleased with the great precision of movement of the 47th, and examined with particular interest the Armstrong guns, with which he was also highly pleased. He dined in the evening, with his suite, with the Commander of the Forces, and the heads of the military departments in this city. He subsequently, with his suite, made a formal call on the Commander of the Forces to return thanks for the attentions bestowed upon him and bid him farewell. In the evening he departed for Quebec by the Grand Trunk Railway, arriving there the same evening. On Saturday morning, at Quebec, a salute was fired in his honor. At ten o'clock Col. Paynter, with the heads of military departments, invited him to visit the citadel, which he did at eleven o'clock, being upon his arrival there received by a guard of honor of the 60th Rifles. After inspecting the barracks he visited the Officers' Mess. His Excellency the Governor General afterwards called upon him and invited him to dinner with the whole of his suite. The dinner took place in the evening. On Sunday H. I. H. went to visit the residence of the French Consul-General, Baron Gaudré Boileau, at Beauport. Thence he went to visit the Falls of Montmorency, returning in the evening to dine with the 60th Rifles at the Citadel. On Monday there was a field day of all the troops in the Garrison on the Plains of Abraham, which His Imperial Highness attended. He subsequently lunched with the 17th Regiment, and afterwards took his departure for Montreal."

The following is the reply to the address alluded to above:—

"I receive with pleasure, gentlemen, this expression of your sentiments and will willingly transmit them to the Emperor, my cousin.

"I am happy to notice that you retain such deep remembrances of your mother country (*ancienne patrie*), that a separation of one hundred years has not enfeebled them, and I am proud of it in the name of France.

"I also see with satisfaction that you know how to ally your remembrances (*souvenirs*) with the duties which your actual position imposes. (*Je vois surtout avec satisfaction que vous savez allier ces souvenirs avec les devoirs que votre situation actuelle vous impose.*)

"You are free and happy to live in a country where unstifled is the expression of sentiments which do honor to France, which has inspired them, to Canada which has deemed fit to preserve them, and to England who knows how to respect your rights and your religion.

"I know the liberal spirit of your Institute which is eminently useful, and pray you to look upon me as one of yourselves. I will be happy to be your inter-medium at Paris to procure you new donations of books or objects of art. I place myself at your disposal and invite you to apply directly to me for whatever you may desire."

Before taking the train for Quebec, which leaves at 4 o'clock p.m., H. I. H. inspected the Victoria Bridge in company with the Mayor, and was honored by a salute from the Royal Artillery as the cars entered the bridge.

We subjoin the following notice, which we translate from *Vaprean's Contemporains*:—

Napoleon (Napoleon Joseph Charles Paul Bonaparte), Prince of France, General (*de division*), formerly a Representative of the People, was born on the 9th, Sept. 1822, at Trieste (Illyria), and is the second

son of the ex-King Jérôme and Princess Fredericka of Wurtemberg. He was at Rome with Mme Loëtina Bonaparte, his grandmother, when the insurrection in the Romagna, in which two of his cousins were compromised, compelled him (in 1831) to remove to Florence; he went to Switzerland in 1835, where he remained two years, at Geneva, and, in 1837, entered the military school at Ludwigsburg (Wurtemberg). Having, in 1840, completed his education, he declared he would not bear arms for any country but France, and travelled during five years through Germany, England, and Spain; his stay in the latter country, under Espartero's Regency, was of long duration. After several unsuccessful attempts, he obtained leave from the Guizot ministry to visit Paris, which he did in 1845, under the name of Count de Montfort; but his connection with the democratic party, and his liberal opinions, soon made him an object of suspicion to the Government, and after a four months' sojourn, he received an intimation to quit the territory on the instant. Some time after this, the Chamber of Deputies having favorably received a petition from the ex-King Jérôme, he was again permitted temporarily to enter France with his father, in 1847.

On the very day the monarchy of the younger branch of the Bourbon dynasty was overthrown, Feb. 24, Prince Napoleon hastened to the *Hôtel-de-Ville*, and forty-eight hours afterwards, wrote a letter tendering his services to the Provisional Government, in which he declared that "the duty of every good citizen was to join the Republic." He made known his adherence to republican principles in a more explicit manner by his address, or manifesto, to the electors of Corsica, when he presented himself as candidate for a seat in the *Constituante*; in this address he promised a government which would be as revolutionary abroad, as it would be liberal at home. Having been elected by 38,229 votes, he at once joined the moderate republicans in the Constituent Assembly, and voted with the *droites*, in favor of the *impôt proportionnel*, the two Chambers, the institution of the Presidency, the Italian expedition, the proposition known as Râteau's, the maintenance of the death penalty, &c.; he declared himself opposed to the banishment of the Orleans family, and sided with the minority on that occasion.

He was appointed Minister Plenipotentiary to Madrid, on the 10th. Feb. 1849, but was shortly after recalled for having quitted his post without the necessary approbation, and M. de Bourgoing was appointed in his place. This act of severity threw him farther into opposition, and in the Legislative Assembly where he again represented Corsica, he sat with the *gauche*, several of whose propositions he opposed, however, until 1851; at this period he more frequently abstained from taking part in the stormy debates that marked the close of the Assembly, and after the *coup d'Etat* he retired into private life. There he did not remain long. Towards the close of 1852, when the Empire was restored, Prince Napoleon, as one who eventually might be called to the throne, took the title of Prince of France by virtue of the *Senatus-Consultum* of the 23rd December, and became entitled to a seat in the Senate, and in the Council of State; he at the same time received the insignia of the Grand Cross of the Legion of Honor, with the grade of General of Division, although he had not yet served.

When war was declared against Russia, having applied for leave to join the army, he embarked at Marseilles on the 10th. April, and commanded a division at the battles of Alma and Inkermann; shortly after this, he was recalled to France, on account of bad health, and perhaps also of a pamphlet printed in Brussels, which contained a rather bold appreciation of the plan of the campaign in the Crimea. Here an occupation more congenial to his tastes and enlightened views awaited him. Appointed President of the Imperial Commission of the Universal Exhibition of 1855, he performed the duties assigned him with active zeal, and showed himself firm in the determination to do justice, as the testimony both of the foreign umpires and of all the exhibitors has proved. Of this we may judge by the *Visites du Prince Napoléon à l'Exposition universelle* (1856,—1 vol. 18 mo.) Since the birth of an heir to the Imperial Crown, he has kept more aloof from public affairs. In 1857, he undertook a rather long excursion in the Northern seas, which has become the subject of a publication by M. Charles Edmond:—*Voyage dans les mers du Nord à bord de la corvette la Reine Hortense* (1857).—Prince Napoleon has lately been put at the head of the newly created Department of Algeria and the Colonies (24th. June 1858).

—H. N. Faucher Esq., son of M. Narcisse Faucher of Quebec, has won the second prize offered by the Prince Albert Military Debating Club of London, for an Essay on fortifications. The prize consists of a Gold Cross and Clasp of great value, and bears the inscription, "*Ubique fas et gloria decunt.*" Mr. Faucher is Ensign in the Canadian Rifle Brigade, and is only 17 years of age; he is nephew of the late Louis Lagueux Esq., well known by his abilities at the Quebec Bar and in the Legislature.

—It is with deep regret that we are called upon to chronicle the death of Alphonse Poitras Esq., a gentleman who was, during some time, a contributor to the *Revue Canadienne*, published in this city. Several sketches, among which are *L'Avant-lever*, *L'Après-coucher*, *Un Hal au Faubourg de Québec*, &c., reveal great powers of observation and an elegant and facile pen. Mr. Poitras had been called to the Bar in early life; it cannot be said, however, that he had stepped beyond the threshold of a career in which, with perseverance, he doubtless would have distinguished himself.

## SAINT FRANCIS COLLEGE, RICHMOND, C. E.

### CALENDAR FOR 1861-2.

The FALL TERM of sixteen weeks, will begin on THURSDAY, the 29th day of August, 1861.

The WINTER TERM will commence on THURSDAY, the 2d day of January, 1862.

And the SPRING TERM, on THURSDAY, the 17th day of April, 1862.

### EXPENSES FOR TUITION.

#### PREPARATORY DEPARTMENT.

(THREE TERMS PER YEAR.)

Elementary Class, English Studies .....	\$4.00 per term.
Intermediate Class, English Studies .....	\$5.00 "
Highest Class, English Studies (including Latin if desired) .....	\$6.00 "
Latin and Greek, with English Branches .....	\$6.50 to \$7.00.
Scientific Department (Preparatory for Surveying, &c.) .....	\$8.00 per term.

It will be observed that the charge for tuition is unusually low.

#### COLLEGIATE DEPARTMENT.

Tuition, including all the studies of the regular College course, \$32.00 per year.

#### EXPENSES FOR BOARD.

The charge for board in the family of Prof. Graham, who resides in the College building, is from \$2.00 to \$2.25 per week including room, fuel, lights, washing, cabinet furniture, mattress and bedding. Students may furnish their own towels, which they generally prefer. According to the By Laws of the College, the tuition is to be paid each term in advance; or it may be paid during the second week of the term. The Board is to be paid either at the beginning or middle of the term, or both. Rooms for self-boarders may be obtained at a reasonable rate. Books and Stationery can be procured here at common prices.

#### TERMS AND VACATIONS.

"The Collegiate year is divided into three terms. The ANNUAL COMMENCEMENT is held on the THIRD WEDNESDAY in JULY. After a vacation of six weeks the Fall Term begins and continues sixteen weeks. After a Christmas and New-Year's vacation of two weeks, the second or Winter Term begins and continues thirteen weeks. After another vacation of two weeks, the Spring Term follows."

It is very desirable that students should be present at the beginning of each term and attend punctually and constantly till the close. Occasional holidays are given.

#### LETTERS OF INQUIRY.

Respecting tuition, board, sessions, requirements for entering college, etc., may be addressed to Prof. Graham, St. Francis College Richmond, C. E., or to the Rev. D. Falloon, D. D. Principal, Melbourne or for any other information to the following gentlemen who are trustees of the college:—Lord Aylmer, President, Melbourne; Rev. J. Siveright, A. B., Vice President, Melbourne; C. B. Cleveland, Esq., (late Mayor of Cleveland for a series of years) Richmond; W. H. Webb, Esq., Advocate, Melbourne; Thomas Tait, Esq., Merchant, Melbourne; G. K. Foster, Esq., Merchant, Richmond; Thomas Steel, Esq., Cleveland; F. C. Cleve, Esq., Provincial Land Surveyor, Richmond; John Ethrington, Esq., Merchant, Melbourne; Hon. T. L. Terrill, Stanstead; Henry Hubbar, A. M., School Inspector, Danville; Rev. S. S. Wood, A. M., Durham; C. Dunkin, Esq., A. M., Montreal; or W. C. Baynes, A. B., Secretary of the University of McGill College, Montreal.

D. FALLOON, D. D., Principal,  
AYLMER, President,  
JOHN H. GRAHAM, A. M., Secretary.

Richmond, C. E., July, 1861

The terms of subscription to the "*Journal de l'Instruction Publique*," edited by the Superintendent of Education and Mr. Auguste Hébert, will be five dollars per annum, and to the "*Lower Canada Journal of Education*," edited by the Superintendent of Education and Mr. J. J. Phelan, also five dollars per annum.

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

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

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

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

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