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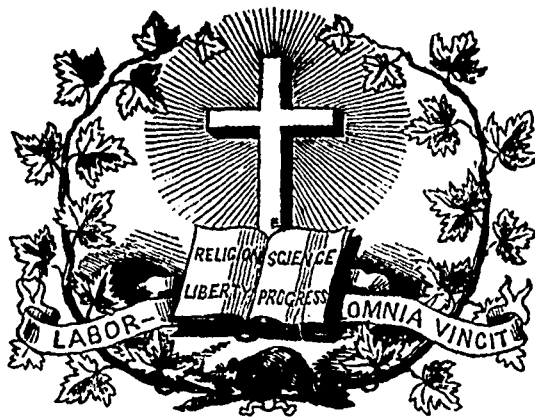
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JOURNAL OF EDUCATION.

Volume III.

Montreal, (Lower-Canada) March, 1859.

No. 3.

SUMMARY.—**EDUCATION:** School days of eminent men in Great Britain, by J. F. Timbs, (continued).—Encourage the little ones.—Auntie's wish.—Substance and show.—The model scholar.—Thoughts on Language, No. 1, by Prof. R. Fitting, Sen., A. M.—**VARIETY**—**LITERATURE:**—Poetry: Children, by Longfellow.—Sunday.—Quebec.—**OFFICIAL NOTICES:** Separation and annexation of school municipalities.—Appointments: Board of Examiners.—School Commissioners.—Board of Examiners for the district of Montreal.—Protestant Board of Examiners for the city of Montreal.—Board of Catholic Examiners for the district of Quebec.—Board of Examiners for the district of Three-Rivers.—Board of Examiners for the district of Kamouraska.—Teacher wanted.—**EDITORIAL:**—Report of the Chief Superintendent of Public Instruction for Lower Canada for 1857, (continued).—Monthly Summary: Educational intelligence.—Scientific intelligence.—Literary intelligence.—**WOOD CUTS:** View of Wolfe and Montcalm's monument.—Palace Gate, outside.—Monastery of the General Hospital.—Entrance to the Seminary of Quebec.—The Ursuline convent.—St. Louis gate outside.—Hope gate, inside.—**ADVERTISEMENTS.**

One of the means which Cardinal Wolsey employed to please the capricious Henry was to converse with him on favourite topics of literature. Cavendish, who was gentleman-usher to Wolsey, and who wrote his life, tells us that "his sentences and witty persuasions in the council-chamber were always so pithy, that they, on occasion moved them, continually assigned him for his filed tongue and excellent eloquence to be expositor unto the King in all their proceedings."

Education had done much for Henry; and of his intellectual ability we need not trust the suspicious panegyrics of his contemporaries. His state papers and letters are as clear and powerful as those of Wolsey or of Cromwell. In addition to this, Henry had a fine musical taste, carefully cultivated; he spoke and wrote in four languages; and he possessed a knowledge of a multitude of subjects. He was among the first physicians of his age; he was his own engineer, inventing improvements in artillery, and new constructions in ship-building. His reading was vast, especially in theology, which could not have been acquired by a boy of twelve years of age, for he was no more when he became Prince of Wales. He must have studied theology with the full maturity of his understanding.

EDUCATION.

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

XXXVII.

EARLY LIFE AND CHARACTER OF HENRY VIII.

Henry VIII., the second son of Henry VII. and Elizabeth of York, was born in 1491, at his palace in his "manor of Pleaunce," at Greenwich.

Henry was from the first destined to the Archbishopric of Canterbury; "that prudent King, his father," observes Lord Herbert, (in the History of his Life and Reign.) "choosing this as the most cheap and glorious way for disposing of a younger son." He received, accordingly, a learned education; "so that," continues this writer, "besides his being an able Latinist, philosopher, and divine, he was (which one might wonder at in a King) a curious musician, as two entire masses, composed by him, and often sung in his chapel, did abundantly witness." But the death of Henry's elder brother, Arthur, in 1502, made him heir to the crown before he had completed his eleventh year, and his clerical education was not further proceeded with. However, he was tutored into the learning of the ancients, and though he was so unfortunate as to be led into the study of the barren controversies of the schools, which were then fashionable, he still discovered, says Hume, "a capacity fitted for more useful and entertaining knowledge." He founded Trinity College, at Cambridge, and amply endowed it; and the countenance given to letters by the King and his ministers rendered learning fashionable. The Venetian Ambassador to England, Sebastian Giustinian, describes Henry at this period, (1515,) as "so gifted and adorned with mental accomplishments of every sort that we believe him to have few equals in the world. He speaks English, French, and Latin; understands Italian well; plays almost on every instrument; sings and composes fairly."

XXXVIII.

ILL-EDUCATED NOBILITY.

Some amongst the highest in rank affected to despise knowledge, especially when the invention of Printing had rendered the ability to read more common than in the days of precious manuscripts. Even as late as the first year of Edward the VI. (1547,) it was not only assumed that a Peer of the Realm might be convicted of felony, but that he might lack the ability to read, so as to claim Benefit of Clergy; for it is directed that any Lord of the Parliament claiming the benefit of this Act, (1st Edward VI.) "though he cannot read, without any writing in the hand, loss of inheritance, or corruption of his blood, shall be judged, taken, and used, for the first time only, to all intents, constructions, and purposes, as a clerk convict."

That the nobility were unfitted, through ignorance, for the discharge of high offices in the State at the time of the Reformation, is shown by a remarkable passage in Latimer's "Sermon of the Plough," preached in 1548:

Why are not the noblemen and young gentlemen of England so brought up in knowledge of God, and in learning, that they may be able to execute offices in the commonwealth? . . . If the nobility be well trained in godly learning, the people would follow the same train; for truly such as the noblemen be, such will the people be. . . Therefore for the love of God appoint teachers and schoolmasters, you that have charge of youth, and give the teachers stipends worthy their pains.

Honest old Latimer thus demanded that "the young gentlemen" of England should be educated, and be "well brought up in the learning and knowledge of God," so that "they would not, when they came to age, so much give themselves to other vanities."

XXXIX.

BOYHOOD AND RISE OF SIR THOMAS MORE.

Among the eminent men of one of the most remarkable periods of English history is Sir Thomas More, the records of whose early life throw some light upon the education of the time. More was born in Milk-street, Cheapside, in 1480, five years before the accession of Henry VII. to the throne. He was taught the first rudiments of education at St. Anthony's Free Grammar-school, in Threadneedle-street, one of the four grammar-schools founded by Henry VI., and at that period the most famous in London. Here More soon outstripped all his young companions, and made great proficiency in Latin, to which his studies were confined, Greek not being taught in schools:

It was the good custom of the age that the sons of the gentry, even of persons of rank, should spend part of their early years in the houses of the nobility, where they might profit by listening to the wisdom of their elders, and become accustomed, by the performance of humble and even menial offices, to stern discipline and implicit obedience. The internal economy of a great man's family, resembling on a smaller scale that of the monarch, was thought to be the proper school for acquiring the manners most conducive to success at court. Persons of good condition were, consequently, eager to place their sons in the families of the great, as the surest road to fortune. In this station it was not accounted degrading to submit even to menial service; while the greatest barons of the realm were proud to officiate as stewards, cup-bearers, and carvers to the monarch, a youth of good family could wait at table, or carry the train of a man of high condition, without any loss of dignity. To profit by such discipline, More, when about fourteen years of age, was removed from school to the palace of Cardinal Morton, archbishop of Canterbury and lord high chancellor. Here he attracted notice among the Cardinal's retinue, and was pointed out by him to the nobility who frequented his house, as a boy of extraordinary promise. "This child waiting at table," he would say, "whosoever shall live to see it, will prove a marvellous man." Listening daily to the conversation, and observing the conduct of such a personage, More naturally acquired more extensive views of men and things than any other course of education could, in that backward age, have supplied. Dean Colet, a visitor at the Cardinal's, used to say, "there is but one wit in England, and that is young Thomas More."

At the age of seventeen, More was sent by his patron to Oxford, where he studied Greek, which was then publicly taught in the University, though not without opposition. While at Oxford, More composed the greater number of his English poems, which Ben Jonson speaks of as some of the best in the English language. More retained his love of learning throughout life; and when he had risen to the highest offices, he frequently complained to his friend Erasmus, of being obliged to leave his friends and his books to discharge what were to him disagreeable commissions.

XL.

THE SCHOOL OF MORE.

We here follow More into his domestic retirement at Chelsea.

More hath built near London, (says Erasmus,) upon the Thames, such a commodious house, and is neither mean, nor subject to envy, yet magnificent enough. There he converseth affably with his family, his wife, his son and daughter, his three daughters and their husbands; with eleven grand-children. . . . You would say that there were in that place Plato's academy; but I do the house injury in comparing it to Plato's academy, wherein were only disputations of numbers and geometrical figures, and sometimes of moral virtues. I would rather call his house a school or university of Christian religion; for there is none therein but readeth or studieth the liberal sciences; their special care is piety and virtue; there is no quarrelling or intemperate words heard; none seem idle; which household discipline that worthy gentleman doth not govern by proud and lofty words, but with all kind and courteous benevolence. Every body performeth his duty, yet is there always alacrity, neither is sober mirth anything wanting.

In the intervals of business, the education of his children formed More's greatest pleasure. His opinions respecting female education differed very widely from what the comparative rudeness of the age might have led us to expect. By nothing he justly thought is female virtue so much endangered as by idleness, and the fancied necessity of amusement; and against these is there any safeguard so effectual as an attachment to literature? Some security is indeed afforded by a diligent application to various sorts of female employments; yet these, while they employ the hands,

give only partial occupation to the mind. But well-chosen books at once engage the thoughts, refine the taste, strengthen the understanding, and confirm the morals. Female virtue, informed by the knowledge which they impart, is placed on the most secure foundations, while all the milder affections of the heart, partaking in the improvement of the taste and fancy, are refined and matured. More was no convert to the notion, that the possession of knowledge renders women less pliant; nothing, in his opinion, was so untractable as ignorance. Although to manage with skill the feeding and clothing of a family is an essential portion in the duties of a wife and a mother, yet to secure the affections of a husband, he judged it no less indispensable to possess the qualities of an intelligent and agreeable companion. Nor ought a husband, if he regards his own happiness, neglect to endeavour to remove the casual defects of female education. Never can he hope to be so truly beloved, esteemed, and respected, as when the wife confides in him as her friend, and looks up to him as her instructor. Such were the opinions, with regard to female education, which More maintained in discourse, and supported by practice. His daughters, rendered proficient in music, and other elegant accomplishments proper for their sex, were also instructed in Latin, in which language they read, wrote, and conversed with the facility and correctness of their father. The results of this assiduous attention soon became conspicuous, and the *School of More*, as it was termed, attracted general admiration. In the meantime, the step-mother of the daughters, a notable economist, by distributing tasks, of which she required a punctual performance, took care that they should not remain unacquainted with female works, and with the management of a family. For all these employments, which together appear so far beyond the ordinary industry of women, their time was found sufficient, because no part of it was wasted in idleness or trifling amusements. If any of More's servants discovered a taste for reading, or an ear for music, he allowed them to cultivate their favourite pursuit. To preclude all improper conversation before children and servants at table, a domestic was accustomed to read aloud certain passages, so selected as to amuse, for the time, and to afford matter for much entertaining conversation.

Margaret Roper, the first-born of More's children, was as celebrated for her learning as beloved for her tender affection to her father in his hour of suffering. Erasmus called her *the ornament of Britain, and the flower of the learned matrons of England*, at a time when education consisted only of the revived study of ancient learning. She composed a touching account of the last hours of her father.

With a few words upon Sir Thomas More's views on Public Education we conclude. That he conceived the education of all classes to be most conducive to happiness, is evident from the following passages in his *Utopia*, professedly written to describe "the best state of a public weal," or in more familiar words, a sort of model nation. More says: "though there be not many in every city which be exempt and discharged of all other labours, and appointed only to learning—that is to say, such in whom, even from their very childhood, they have perceived a singular tenderness, a fine wit, and a mind apt to good learning—yet all in their childhood be instructed in learning. And the better part of the people, both men and women, throughout all their whole life do bestow in learning those spare hours which we say they have vacant from their bodily labours." This was written nearly three centuries and a half since; the people of England have not yet reached this condition, although they are tending towards it by efforts at affording elementary instruction for all children, and inducing the habit of self-culture in all adults.

XLI.

WOLSEY, LATIMER, AND CRANMER.

The boyhood of three great men of this period shows the means of education then obtainable by the middle classes. Wolsey, who was the son of "an honest poor man," not a butcher's son, as commonly supposed, was sent when a boy to the Free Grammar-school at Ipswich; thence he was removed to Magdalene College, Oxford, and was subsequently appointed master of a grammar-school dependent on that college. Part of his ill-acquired wealth, Wolsey, late in life, expended in the advancement of learning. At Oxford, he founded the college of Christchurch; but before his magnificent design was completed, Wolsey had lost the favour of his sovereign, and the King having, immediately on the Cardinal's fall, taken possession of the revenues intended for the support of the college, the design had well nigh fallen to the ground; when Wolsey, in the midst of all his troubles, among his last petitions to the King,

urgently requested that "His Majesty would suffer his college at Oxford to go on." This the King did, but transferred the credit of the measure to himself. Meanwhile, Wolsey had founded at Ipswich, in 1527, a school, as a nursery for his intended college at Oxford; and this school is said for a time to have rivalled the colleges of Eton and Winchester.

Hugh Latimer, the son of a Leicestershire farmer, born in or about 1472, was first sent to a grammar-school, and afterwards to Cambridge. Of his family circumstances, Latimer has left us this interesting record: "My father," he writes, "was a yeoman, and had no lands of his own; only he had a farm of three or four pounds by the year at the uttermost, and hereupon he tilled so much as kept half-a-dozen men. He had walk for a hundred sheep, and my mother milked thirty kine. He was able, and did find the king a harness with himself and his horse. I remember that I buckled on his harness when he went to Bockheath field. *He kept me to school, or else I had not been able to have preached before the king's majesty now.* He married my sisters with five pounds, or twenty nobles, each, having brought them up in godliness and fear of God. He kept hospitality for his poor neighbours, and some alms he gave to the poor; and all that he did of the said farm."

Thomas Cranmer was born at Aslacton, Notts, in 1489, of a family who had been settled in that county for some generations. His first instruction was received from the parish-clerk, at the village school, from which he was removed by his mother, now become a widow, who placed him in 1503 at Jesus College, Cambridge, amongst "the better sort of students," where Greek, Hebrew, and theology were the principal objects of his industry.

(To be continued.)

Encourage the Little Ones.

"There is no principle in education, and in life, more sure than this—To stigmatize is to ruin."

It is a part of our nature to desire the good opinion of others. This is plainly seen in the child; and that teacher best rules the minds and hearts of his pupils, who shows them that he loves them and has confidence in their good intentions.

Few of the reproofs, a teacher is called upon to give, are for *wilful* wrong-doing. The moral strength of the little one is weak; he is easily overcome by temptation, and almost before he is aware of it, he has gone out of the right way. He feels that he is not intentionally wrong, hence, so often the child's excuse: "I didn't mean to," or, "I didn't think." Though this is not a sufficient excuse, yet it is often a true one. He was off his guard, and was overcome. Now it is the duty of the teacher, in these little wanderings, not to stigmatize, but to encourage. We all know—for we have been children—how hard it is for the child to keep its ever active energies exerted in the right direction. "Children of larger growth" are often led away and overcome, after years of experience and knowledge of the enemy's manoeuvres, and the deceitfulness of the heart; and shall the child who has to struggle with an unknown enemy, no experience, and but little strength, be expected never to fail? Never do I hear the despairing words a teacher hears so often, "I do try to be good, but I can't," but my heart aches. They do try, these little ones, God help them, and often put to shame the indifference of older hearts, but the Devil, the evil in their own hearts, and temptations without, are often too strong for them.

It is the teacher's duty and privilege to help them, by removing temptations as much as may be, encouraging them to resist such as necessarily lie in their way, showing the evil effects of wrong-doing on themselves and on others; God's hatred of sin, and what Jesus has suffered because of it, and above all, pointing them for help to Him who has bid them come to him, and teaching them, though they are weak, that Jesus will help them if they ask him. Let them learn to love and trust in Jesus, by feeling that he loves and cares for them. It is by thus bringing into exercise the moral powers, that they are to be educated for a safe-guard in the battle-field of life.

But, if instead of this sympathy with them in their struggles and trials, this encouragement to struggle against the current that seems bearing them irresistibly away, they hear at each failure, "You are a naughty child" "You are always doing wrong," or "You do not try to be good," they are discouraged; the evil in them is aroused, and they are made worse instead of better.

Is not this "offending the little ones," than which, Christ says, "it were better a millstone be put upon the offender's neck, and he be cast into the sea?"

I do not mean that serious offences should not meet with proper

rebuke, and perhaps the withdrawal of confidence for a time, that the child may feel if he follow wrong inclinations wilfully, he is not deserving of the confidence of the good. But let the teacher watch carefully, and make a distinction between the little swervings from the right path, through the force of temptation or weakness of moral powers, and wilful offences.

We can not read the heart, it is true; but many keys will unlock the little bosom and allow us to inform ourselves pretty correctly, of what is going on within. Often the child is more to be pitied than blamed, and "I am sorry you have done wrong," will then have more power to prevent his yielding to temptation the next time, than severe chastisements. An unjust censure often plants a thorn in the little breast, that rankles there unobserved, save by His eye who sees all things, and diseases the moral powers for years to come.

Oh, could teachers know the lasting effects of every word, and action and even of every look, upon the impressible minds of the little ones, how careful they would be to leave right impressions.

Payson says, "What if God should place in your hand a diamond, and tell you to inscribe on it a sentence, which should be read at the last great day, and shown there, as an index of your own thoughts and feelings! What care, what caution would you exercise in the selection! Now this is what God has done. He has placed before you immortal minds, more imperishable than the diamond, on which you are about to inscribe, every day and every hour, by your instructions, by your spirit, or by your example, something which will remain, and be exhibited, for or against you, at the Judgment Day."

Let us then be careful, lest by rebuking instead of encouraging, we offend one of the little ones for whom Christ died. Y.

(Connecticut Common School Journal.)

Annie's Wish.

A nervous headache of a week's duration had left me in a depressed, wretched state, totally unfitted for the duties of the school-room. The feeling was so unusual, that instead of striving against it, I set most industriously to nursing it.

There was a sort of satisfaction in imagining myself to be suffering unheard-of miseries. The children gazed with astonished yet sympathizing faces into my own, wondering "what ailed the teacher." This only increased my gloom, for I was in no mood for sympathy. At last the oppression became intolerable, and I turned for relief to a bright little face which I had never seen un-illuminated by a smile, but the fair brow wore an anxious, troubled look, and the brown eyes were full of tears. As I looked at her, the little hand was raised timidly, yet eagerly, as though some great favor was desired. Without inquiring what she wished, I nodded assent to the mute request, supposing she wished to speak to some of her companions.

Instantly she was at my side, her arms about my neck, her lips pressed to my own, while her frame quivered with emotion.

"What is it, Annie?" I asked; but a burst of passionate sobbing was my only answer; while drawing her more closely to my side, I felt the throbbing of her heart, like that of a frightened bird. "Annie, darling, what is the matter?" and now thoroughly frightened at her emotion, I strove to calm the excited little creature by kisses and endearing words. At last she sobbed out, "I wish"—and again passionate kisses were pressed upon my lips, while my neck was wet with her tears. "What do you wish, my darling? tell me, my precious child." "Oh! I wish I could comfort you!" and completely exhausted by her emotion, she lay almost senseless in my arms. What a rebuke! for a moment I felt crushed to the earth beneath its weight, and then my tears fell like rain on the dear little head, nestled in my bosom. "God bless you, my darling Annie; you have comforted, you do comfort me, more than I can tell you." There was a quivering of the exhausted frame, then a bright light came dancing again into the sunny eyes. "Do I really? oh, I'm so glad," and then the tears again mingled with my own, until, reassured by my smiles and caresses, she slipped quietly from my arms, and seated herself to her lesson. I can never express how utterly mean and cruel seemed my selfishness, and how crushing the sweet rebuke. It was a lesson hardly learned, but one which will never be forgotten.

How often does a sad look on the teacher's face bring a pang to the little hearts, and tears to the bright eyes of loving children.

They are not all as sensitive as little Annie; still there are many like her, and not for worlds would I again bring such agony upon a child. Teacher, wear at least a *cheerful* face, in the school-room. Whatever may be your own feelings, for the sake of the little ones strive to wear a cheerful look; and this can not be done unless, *forgetting self*, you strive to *do good* to your charge. Often when op-

pressed, and tempted to give outward expression to the feeling, has the remembrance of Annie's wish saved me from it, and constrained me, for the children's sake, to be cheerful and happy. Be careful not to bring sorrow upon a child. The path of life will prove a rugged one to the little feet at best, and let us who have to do with children, strew as many flowers as we may be; remembering the time when we, too, were children, and how exquisite were our own childish joys and sorrows.—(*Connecticut Common School Journal*.)

Substance and Show.

In the age of high steam-pressure for show, when so much of energy is expended in rearing superstructures, and so little in laying foundations, teachers should be especially guarded. There is great temptation, to leave the substantial and fundamental, where faithful and earnest labor makes very sparing manifestation; and to direct attention to the more special and ornamental, where a little labor makes a very noticeable display. And not only is the teacher prompted to this course by selfish motives, but he is also often urged to it by parents. Parents like to have their children distinguished for something. If, therefore, a child happens to show any special aptness in any particular branch of study, then the parent will request that that branch may receive careful attention. And most certainly here is the very point where the teacher can strike so as to make every blow tell to his own advantage; therefore the child is pushed forward in this branch to the neglect of others, and thereby the true foundation of his education is broken up, and the balance of his mental development destroyed.

Again, there is perhaps, a growing disposition to introduce gala days and manipulating exercises just for the amusement of such visitors as can appreciate nothing more substantial. Nothing should be said disparagingly of these exercises, provided they are kept in their proper places: especially manual exercises, in primary and intermediate schools, should be practiced much more extensively than they now are. But in many schools a few of these exercises are learned, and then practiced only when visitors are present. Such exercises are, of course, wholly void of substance and ought to occasion no approbation, but rather censure. These exercises should always hold a secondary place, since they in no way constitute the objects of the school. They should be regarded as recreations, and as such should have a definite place in each half-day's exercises.

The desire of show, also often predominates with teachers in their choice of schools or of classes. To be a teacher of geography, arithmetic, and grammar, is too common-place; and to be a teacher of a primary school can only be mentioned with many palliating explanations; but to be a teacher of French, music, or drawing, or of any of the ornamental branches, has a very charming sound. But whoever looks with disrespect upon any of the substantial departments of educational labor, will not be likely to grace any position as a teacher. Such seek not to do honor to their position, but to have their position do honor to them. They should be looked upon with suspicion by themselves, and by all who have the best interest of education at heart.

There are two classes of teachers which form a living embodiment of substance and show. A teacher of the one class possesses a well disciplined mind and always takes an enlarged view of his work. He sees in every child coming into the school-room a composition of germinating powers and emotions, for the symmetrical development of which he feels responsible. In assigning him to his classes, he is not governed by mere caprice, nor the child's wishes; but carefully informing himself of his present attainments, and knowing the adaptation of each study to develop mind, he will select one from each of the three fundamental departments of study (unless the child is very young) well suited to adjust his present powers, and to build them up in perfect symmetry. Nor will he rest satisfied with his own present attainments in knowledge, but will be constantly extending his investigation into the hitherto unexplored fields of science, and be especially fond of reasoning from first principles. Such a teacher thus feeding upon substance, becomes the very embodiment of it, and will be very sure to develop it in his pupils.

A teacher of the other class often possesses a drifting sort of mind, and always takes a contracted view of his work. He regards the child not as possessing powers and emotions, but as possessing vacant depositories into which knowledge may be stowed. In selecting studies for any child, he does not look to development, but to that which will appear best. In arranging the exercises of his school, those which make display must stand first, all others must have a secondary place. His own studies he entirely neglects, except such as he can bring into immediate use. He never reasons from first principles; and in his reading, any pieces which discuss principles

relating to his profession even, he carefully avoids. He likes to read narratives of school incidents; and especially items of experience from successful teachers, because these he can counterfeit. Indeed, his highest success depends upon his ability to counterfeit. At best, he is but a servile imitator, a mere quack, copying the prescriptions of thinking men. Such a teacher has no substance in himself, and hence can produce none in his pupils.

We need thinking men; authors and not transcribers; teachers who will work from principle, looking not to outer appearances, but to inner development and power. With such teachers there will be less of brilliant display and show found in our schools, and more of real man-making substance.—(*Connecticut Common School Journal*.)

The Model Scholar.

A Word to the Boys and Girls of our Common Schools.

A word in your ears, boys and girls. There are many thousands of you scattered among the hills and valleys of the old Granite State, and gladly would I whisper what I have to say in the ears of you all. Perhaps your teachers, if they think it of sufficient importance, will take the trouble to read it to you, that you may all hear it. Now some of you are strangers to me and some are not, but that shall make no difference. You are scholars in our schools, those little nurseries where many, whom the world now honors as great and good, spent the happy hours of their boyhood and girlhood, and sowed the seeds of their present renown and heart-worth. I think I speak not vain words when I say, I love scholars and feel a deep interest in their present and future welfare—when I call myself their fast friend. I see in them germs which, with proper care and culture, will by and by open to beautiful blossoms diffusing all about them a hallowed, life-giving fragrance to make glad the great garden of the world. I know very well how much each needs this kindly care and nurture in the morning of life that these germs in their unfolding may all along woo the very sunshine of happiness to their hearts, and shower precious blessings upon the heads of others, and therefore would I extend to each a friendly hand to lead them in wisdom's pleasant ways, and do what I can to give loveliness of character to each bursting bud of promise. Thus would I prove myself their friend. Now, I dare say, we should all become good friends very soon, if we could become personally acquainted with each other. But since that cannot be, most of us must be contented with imagining ourselves *unseen* friends. As such, then, let us gather together for a little friendly intercourse. We will suppose school is done for the day, we have finished our usual "chores," and the evening is before us for our own quiet enjoyment. It is dark and wintry without, but within there is a bright fire glowing in the grate, and our apartment is the very picture of comfort and cheerfulness. So with happy hearts we will gather about the hearthstone, for the evening's entertainment.

Well, here we all are, a gladsome company. You have come at my request and, of course, it belongs to me to state the specific object of this friendly gathering. This I shall now do. It is this. I wish to tell you some of the characteristics or marks of a *model scholar*, such as I shall suppose you each have a desire to be. Are you all ready to hear? Well, then, to begin.

1. *The model scholar loves his school.* It is no irksome task for him to go there. He needs no persuasion, no compulsion. As often as the morning comes, with his little bundle of books, a glad heart and a light step he bounds away to meet his loved teacher and playmates. The very sight of the old school house down by the brook, or on the quiet hillside, thrills him with joy. No matter how shabby it is in its external appearance or how inconvenient within—some of you know there are poor school-houses, disgraceful school-houses—it is still a pleasant spot. He may wish it were nice and comfortable, with a good play-ground and beautiful shade-trees, but he does not let this prevent him from loving to go there, nor from making the most of its precious privileges. He has a noble end in view which he cannot accomplish so well anywhere else, and this it is that hallows in his affections every nook and corner, and makes him delight to be there.

2. *The model scholar is always punctual.* He shrinks from the very thought of being absent and tardy. Nothing but circumstances beyond his control will ever hinder him from being in his place at the appointed time. The thousand and one excuses some are always pleading to justify tardiness and absence, are powerless with him. He loves play, he loves visiting, but each in its own time. He never will intrude them on the sacred hours of the school. He knows that these things break up system and order, and make sad havoc

with lessons, and he makes it a matter of principle not to be guilty of them. He will not take means to rob his mind of good for the sake of gratifying unseasonable inclinations to seek his own pleasure.

3. *The model scholar is always obedient.* He willingly and cheerfully complies with all the requisitions of his teacher. He ever strives to anticipate his wishes, and show himself worthy of his love and confidence. He does not do so merely because disobedience will be punished, but because it is right—because it is for the good of the school—because it is necessary to his own happiness. Here also he acts from principle and will not swerve from the straight path it marks out.

4. *The model scholar is a lover of good order.* He does not love a noisy school-room. He will not himself be guilty knowingly of disorder, but always and every where by word and look discourages it. He knows that quietness is essential to complete success in study and the exercises of recitation; and cooperates with his teacher at all times in order to secure it. He carefully refrains from making unnecessary noise in shutting doors, in walking across the school-room, in moving his feet when in his seat, in handling books, paper and pencils, in using the lips in study. He scrupulously abstains from whispering and all kinds of communication. He does it conscientiously, knowing that all these things are wrong, inasmuch as they tend directly to defeat the very end for which he goes to school.

5. *The model scholar is always diligent.* He never forgets the object he proposes to accomplish, namely, the unfolding and disciplining of the mental powers, and storing up of useful knowledge. He has a worthy end in view and a noble ambition to attain it. He wishes to fit himself to make his mark in the world and show himself a true man among men, and he is determined to lose no golden opportunity for securing such a result. This stimulates him to be ever studious and attentive to the work given him to do. He has no time nor disposition to look around him to see what others are about, to attract their attention, or heed the various temptations they may throw in his way. He feels he is at work for himself and will let nothing hinder his success.

6. *The model scholar always does his work well.* His motto is,—Whatever is worth doing at all, is worth doing well. This leads him to be thorough in the preparation of his lessons. It is a source of grief to him to go to his recitation poorly prepared. He never will do it unless circumstances he cannot control, compel him. He is not satisfied with surface work. His earnest desire is, so fully to understand the truth taught in his daily lessons, that it shall become permanently his own—an essential part of his own mind. This makes him wholly alive and attentive in the class to all the questionings, illustrations and suggestions of his teacher, that he may catch every new idea, and add it to his mental store.

7. *The model scholar is always honest in his work.* He is honest with himself and with his teacher. He does not wish to wear the name of doing well unless he actually does well. Yet he desires to do well, and wishes others to give him credit for it—but not at the price of deception. If by chance he has a poor lesson he has too much honor to attempt to patch it up and palm it off for a good one by slyly glancing at his book and reading it. He will let merit alone decide whether he stand or fall.

Thus, my young friends, I have tried to tell you briefly what I consider the prominent characteristics of a *model scholar*. Now, what do you think about it? Is all this true, or not? If you saw one evidently possessing all these characteristics, would you not feel confident in asserting that such an one was a *model scholar*? Let all that think so raise their hands. Yes, just as I thought, every hand is up! It is so. I think no one will dispute it. Well now, I have only to say, if every scholar in every school in the Land should come up to this standard, as far as scholars are concerned every school certainly would be a *model school*. Have you, every one of you, reached this standard? are you striving daily to reach it? Thanking you now for your kind attention, and expressing the hope that you all may be stimulated to become such already, and thus make your schools all that teachers, parents and friends could wish, I shall bid you each "good night," feeling confident that if one is led to make new resolutions, and put forth more earnest and persevering efforts in the future, in consequence of this friendly evening gathering, our time has not been wholly spent in vain.

N. F. C.

(N. Hampshire Journal of Education.)

Thoughts on Language, No. 1.

By PROF. R. NUTTINO, SEN., A. M.

Construction and Transposition.

The Latin and Greek languages resemble, in one respect, the Cyclopean Giant of their poets—they have but one eye to guide in their sentential construction and analysis. But, happily, they are not, in another respect, like that

"Horrid monster, huge and stout,
[who] Had but one eye, and that was put out."

Their one eye is still sound and clear; that eye is *verbal form*.

Many of the modern languages, however, and especially our own, like the "human face divine," have two eyes; and these two eyes of the English language are *verbal form* and *position*. But here again is a peculiarity, that both these eyes are rarely used at the same time. To drop the figure; *verbal form*, where it exists, is of itself a sufficient guide, both in the construction and in the analysis of a sentence; but, where it is not, then the *position* of the words, in analysis, is the only remaining guide to the discovery of the *office* of the several words, and the consequent thought expressed. And, *vice versa*, in synthesis, the knowledge of the thought to be expressed, and of the consequent *office* of the several words, is the composer's only guide to such a construction or relative *position* of each as will record the precise thought intended.

For the sake of illustration, let us first proceed synthetically, and form a sentence of the verb and the pronominal elements *him* and *they*. Here there can be no need of hesitation; for whether we say, *They instruct him*, or *Him they instruct*, or *Him instruct they*, or *Instruct they him*,—the forms of the pronouns *they* and *him* necessarily determine the office of the former to be that of *subject*, and of the latter that of object, whatever may be their position in the sentence. The only query is, whether, in the last example, the sentence is designed to be declarative or interrogative— which ambiguity alone renders the interrogation-mark ever essential.

(Michigan Journal of Education.)

(To be continued.)

VARIETY.

The sun, rain, wind, and dew, each in its turn, refreshes and sustains the vegetable world, proving that variety is necessary to the healthy growth of every tree, shrub, and tiny plant in nature's leafy kingdom; nor does this essential part of vegetative life lose its signification when applied to man's wants, either mental or physical; it enters in and forms a part of his existence, giving to the body strength and vigor, and to the soul it brings new life and beauty. Mark the wearied air of that little child as it tosses to and fro with careless indifference the toy that only yesterday sent the blood coursing through its veins with delight. The gilded bauble has really lost none of its beauty, but the charm of novelty has worn off, and the embryo man is quite ready for something new to fix his attention upon. Years pass by and we see childhood giving place to youth, and miniature pleasures laid aside for growing realities, yet here again we note the love of change. Let us approach that lad as he sits behind the desk in school, apparently deeply absorbed in study; his countenance is beaming with animation, and his eye passes rapidly over each page as though he would drink in the whole at a glance; tread softly and look over his shoulder. What do you see that causes you to frown? "Robinson Crusoe" inside the "Algebra." Well, as his teacher its your duty to punish the indulgence of a desire for change at such a time and place, but remember he only acted according to nature, for tired of study, he returned to the "Good Man Friday" for variety, as naturally as he would have grasped the dessert after a dinner of heavy food. Love of variety is not confined to the younger portions of society, by any means, it may be seen in every grade or circle, and its gratification often leads to the relinquishment of principle and honor. How necessary, then, that parents, teachers, and all who have the guidance of the youthful mind, should understand the desires and meet the wants of those placed under their charge, before they wander off in by-paths for change, which will bring dissolution into their hearts and homes.

E. B. LOWBER.

LITERATURE.

POETRY.

CHILDREN.

Come to me! Oh, ye children!
For I hear you at your play,
And the questions that perplexed me,
Have vanished quite away.

Ye open the eastern windows
That look toward the sun,
Where thoughts are singing swallows,
And the brooks of morning run.

In your hearts are the birds and the sunshine
In your thoughts the brooklets flow.
But in mine is the wind of autumn,
And the first fall of the snow.

Ah! what would the world be to us
If the children were no more?
We should dread the desert behind us,
Worse than the dark before.

What the leaves are to the forest,
With light and air for food,
Ere their sweet and tender juices
Have been hardened into wood.

That to the world are children;
Through them it feels the glow
Of a brighter and sunnier climate
Than reaches the trunks below.

Come to me! Oh, ye children!
And whisper in my ear
What the birds and the winds are singing,
In your sunny atmosphere.

For what are all our contrivings,
And the wisdom of our books,
When compared with your caresses,
And the gladness of your looks?

Ye are better than all the ballads
That ever were sung or said;
For ye are living poems,
And all the rest are dead.

LONGFELLOW.

SUNDAY.

O day most calm, most bright!
The fruit of this, the next world's bud:
Th' indorsements of supreme delight,
Writ by a friend, and with his blood;
The couch of time; care's balm and bay:—
The week were dark but for thy light;
Thy torch doth shew the way.

The other days and thou
Make up one man; whose face *thou* art,
Knocking at heaven with thy brow:
The worky days are the back-part;
The burden of the week lies there,
Making the whole to stoop and bow,
Till thy release appear.

Sundays the pillars are
On which heaven's palace arched lies.
The other days fill up the spare
And hollow room with vanities.
They are the fruitful bed and borders,
In God's rich garden; that is bare,
Which parts their ranks and orders.

This day my Saviour rose,
And did enclose this light for his;
That, as each beast his manger knows,
Man might not of his fodder miss.
Christ hath took in this piece of ground,
And made a garden there, for those
Who want herbs for their wound.

Thou art a day of mirth:
And, where the week-days trail on ground,
Thy flight is higher, as thy birth.
Oh, let me take thee at the bound,
Leaping with thee from seven to seven:
Till that we both, being toss'd from earth,
Fly hand in hand to heaven!

GEORGE HERBERT.

QUEBEC.

(Concluded from our last.)

Monday morning was as bright and beautiful as that of the Sabbath; and at four o'clock I was upon the wing. When the first rays of the sun flashed over the hills at Point Levi I had finished a sketch of the Place d'Armes and its surroundings. The most notable of these is the Court-house, the English Cathedral, and the large building containing the Quebec Library, the Collections of the Historical Society, and the Museum. The Court-house, on the north side of St. Louis Street, is a large modern structure, its arched entrance approached by two flights of steps, and its interior arrangements ample for the accommodation of the courts and appropriate offices. The Quebec Library, which contains upwards of six thousand volumes, was founded in 1779, when Governor Haldiman contributed one hundred volumes of valuable works as a nucleus. This library and the Collections of the Historical Society and Museum were in the Parliament House when it was destroyed by fire, and both suffered severely.

From Durham Terrace I went to the Palace Garden, a little southward, where stands a tall monument of granite, erected to the memory of the opposing heroes, Wolfe and Montcalm, who both perished in battle nearby, a hundred years ago. (*) This garden was formerly a part of the grounds attached to the old Castle of St. Louis, and the portion where the monument stands is finely shaded with ornamental trees. The corner-stone of the monument was laid, with imposing ceremonies, on the 20th of November, 1827, when Earl Dalhousie was Governor-General of Canada (1). It was erected under his auspices, and the ceremonials were chiefly conducted by the Freemasons. These were invested with peculiar interest by the presence of the venerable Master Mason, James Thompson, one of the few survivors of the battle in which the two great leaders fell (2). He was then in the ninety-fifth years of his age, and walked firmly to the spot, wearing the regalia of his mystic order. At the request of the Governor he performed the usual ceremony of giving three raps with a mallet upon the corner-stone, and then retired, leaning upon the arm of Captain Young, of the 79th Highlanders, whose pencil produced the chaste design of the monument. The apex is sixty-five feet from the earth, and upon the pedestal is the following inscription, written by Dr. J. C. Fisher, then a Quebec editor:

WOLFE.—MONTCALM.

MORTEM VIRTUS COMMUNEM
FAMAM HISTORIA
MONUMENTUM POSTERITAS
DEDIT
A. D. 1827.

For these few lines, which mean in English, "Military Virtue

(1) It was on the 15th November 1827, within the gate, (some sixty feet in front of its present position) of the lower garden of the castle, whence the site was changed in prosecuting the work, the ensuing spring to the spot where it now stands.—(*Christies History of Canada*, volume 3. [Ed. L. C. J. E.]

(2) The *Quebec Mercury* of the 20th November 1827, while describing the ceremonies of the day, does not state that Mr. Thompson was a master mason. [Ed.]

(*) Montcalm died in the city, the day after the battle. Wolfe on the field.

gave them a common death ; History, a common fame ; Posterity, a common monument," Dr. Fisher was awarded a golden medal.

After breakfast we left the city for another ride into the country. It was the way toward Beauport, and the termination of our ride in that direction was the Lower Canada Lunatic Asylum, near that village, where we were politely received by Mr. Wakeham, the warden of the establishment, who first conducted us over the premises, and then to the palatial residence of Dr. Douglass, one of the principal proprietors of the institution.

The Asylum edifice is very spacious, thoroughly ventilated, lighted, and heated by the best modern arrangements for the purpose, and stands in the midst of a beautifully shaded lawn. It is enlivened, on three sides, by a considerable stream called the *Rivière des Taupières*, which affords an inexhaustible supply of water. Every arrangement for the health and comfort of the patients appears to have been adopted. The system of treatment seems to be perfect and efficacious ; and we were informed that the number of cures effected there is equal to those in any similar establishment in the world. There were between 350 and 400 patients under the roof, and cleanliness and order every where prevailed. We left the establishment deeply impressed with the holiness of that Christian charity which furnishes these homes for the unfortunate.

From the Insane Asylum we rode back to the suburb St. Roch, and down Prince Edward Street to the General Hospital, on the bank of the St. Charles, opposite the peninsula of Stadacone. It is one of the most ancient and interesting of the benevolent institutions in Quebec. It was founded in 1693 by Monseigneur St. Vallier, Bishop of Quebec, whose portrait, hanging in one of the private rooms of the hospital, I was permitted to copy (3). The object of the institution was the relief of sick and disabled poor of all descriptions. It is in charge of the nuns of St. Augustine, a separate and independent community.

It was toward evening when we reached the public court-yard of the Monastery of the General Hospital. I left the ladies in the *calèche*, and entered the building to obtain some desired information. With some difficulty I made my wants known to a swarthy old French invalid, who led me to a small upper room, with a grated partition on one side. He rang a bell and retired, when a beautiful nun, of Irish birth, appeared behind the screen. After a few moments' conversation, I asked and obtained the privilege of introducing the young ladies into the establishment. We were directed to another apartment ; and at the entrance to a large ward, wherein were many infirm women, we were met by four nuns, dressed in the costume of the order, their foreheads entirely concealed by a white veil. One of them was the *Mère Ste. Catherine* (the Lady Superior, a young French woman, who could not understand English. Two of the other sisters could, and they were our interpreters. They all kindly accompanied us to the Chapel of

the Sacred Heart, and other parts of the establishment, except those wherein a stranger not never enters.

Within the chapel lie the remains of the founder of the hospital, and also those of the Reverend Mother, Louise Soumand, (4) the first Superior of the convent ; and in a small court adjoining it, is the cemetery for the nuns, where we saw many graves, with small black crosses at the head of each. At the present there are sixty-three professed nuns in the establishment ; and all that we saw appeared happy. They have the entire charge of the hospital and school. In the former, there are between seventy and eighty inmates ; and in the latter, from sixty to eighty boarders. In addition to these duties the nuns make church ornaments, from which a considerable revenue is derived. They are not allowed to go out of the establishment, but have a large garden attached, in which they recreate. This is seen in our picture of the Monastery of the hospital, which shows the appearance of the building as long ago as the siege of Quebec by the Americans, when General Arnold, and many of his companions in arms, were carried thither from the field of battle, and experienced the kindest treatment.

After spending an hour very pleasantly with these ministering angels of mercy, we returned to Russell's, and, early the next morning, we were again upon the wing. We first visited the chapel of the Seminary of Quebec, to view the fine paintings there, and were highly gratified. These are sixteen in number, all religious subjects, of course, and all exhibit great excellence in design and execution. I had a letter of introduction to one of the faculty of the seminary, who, after my companions had left for a second visit to the French Cathedral, conducted me over the whole establishment, including the university buildings, which are of immense size and superb design, and not yet finished. This institution was founded in 1633 (5), by Mgr. de Laval, Montmorenci, the first Bishop of Canada, and was intended chiefly as an ecclesiastical institution. When the order of Jesuits was extinguished the members of the seminary threw open its doors to the youth of the country

generally, and secularized the establishment in a great degree. Twice during the lifetime of the founder the buildings were burned, and the older ones now bear marks of great age. Attached to them is a beautiful garden, covering between six and seven acres of ground in the heart of Quebec, and filled with an abundance of fruits and flowers. The limits of this brief article will not allow even an outline sketch of the character of this great establishment, and it must be sufficient to say that, as an institution of learning, it ranks among the first on the continent.

On leaving the seminary I sketched the picturesque narrow entrance to it from Market Square, in which, on one side, the high inclosure wall of the French Cathedral is seen, and then made a drawing of the Jesuits' barracks, an immense pile on the other side



WOLFE AND MONTCALM'S MONUMENT.

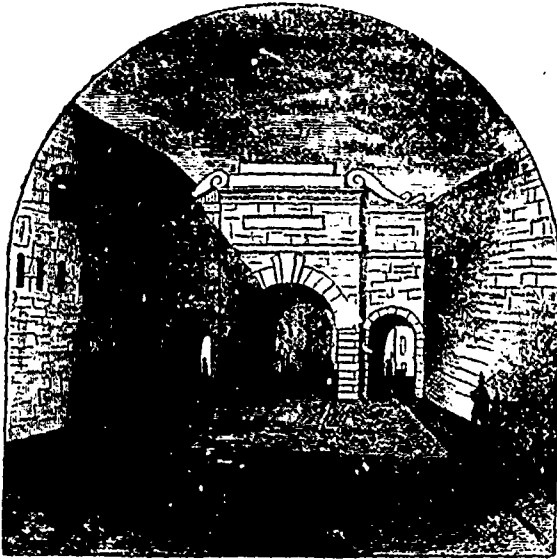
(3) This institution was founded on the 1st October 1692, but the nuns entered into possession of the establishment on the 1st April 1693. [Ed.]

(4) Soumande. [Ed.]

(5) 1663. [Ed.]

of the square, which was formerly a college of that order, but is now used by the Government as a lodgment for soldiers. Kalm, speaking of this building (which occupied a great quadrangle with a large court within), as he saw it in 1749, says: "It has a much more noble appearance in regard to its size and architecture than the palace itself, and would be proper for a palace if it had a more advantageous situation. It is about four times as large as the palace,

Dalhousie Bastion, from which is obtained the finest view of the city, harbor, and surrounding country. The St. Charles is seen winding through a beautiful undulating plain at the northward; and the spires of the parish churches of Beauport, Charlebourg, and Lorette, with the white cottages around them, form a pleasing feature in the landscape. The citadel and its ravelins cover about



PALACE GATE, OUTSIDE.

and is the finest building in the town." It was forfeited on the suppression of the Jesuits. At the Conquest it was regarded as Crown property, and most of the noble old trees of the surrounding gardens were destroyed, that a parade-ground for troops might be made.

Being joined by my companions, we went to the Ursuline Convent, furnished with an admission key in the form of a letter of introduction from one of the priests at the Bishop's Palace. But the chaplain of the institution was engaged at the confessional, and we ascended the *glacis* near the precipice of Cape Diamond, whence we obtained a magnificent view of the St. Lawrence and its vicinity below Quebec. Traversing the pathway upon its summit along the margin of the dry moat, we obtained glorious views also of the country beyond the St. Charles, and through an opening in the hills of Bonhomme and Tsonnonthuan (6) caught distant glimpses of the bleak and solitary ranges through which the gloomy Saguenay flows.

By perseverance we found our way to the walled avenue leading to Dalhousie Gate, the massive portal to the citadel. There we were placed in charge of a young soldier from the Crimea, who pointed out every place of interest within the walls. The highest point is



ENTRANCE TO THE SEMINARY OF QUEBEC.

forty acres; and the fortifications, consisting of bastions, curtains of solid masonry, and ramparts twenty-five to thirty feet in the height mounted with cannon, extend entirely around the Upper Town. Upon the cliff called *Sault au Matelot* is the grand battery

of eighteen thirty-two pounders, commanding the basin and harbor below. At the different gates of the city sentinels are posted day and night, and in front of the jail and other public buildings the solemn march of military guards is seen.

From the citadel we returned to the Ursuline Convent on Parloir Street at an appointed hour, and were courteously received by Father Le Moyne, the chaplain, who invited us to his parlor, where many pleasing works of art, most of them executed by the nuns, were shown to us. Among the most interesting pictures was one of the original building



MONASTERY OF THE GENERAL HOSPITAL.

of the convent, surrounded by the forest that then covered most of Cape Diamond and its slopes, and dotted with Indian wigwams. We were also shown some very fine water-color sketches made by the pupils of the school; and one, representing

(6) Tourmente.

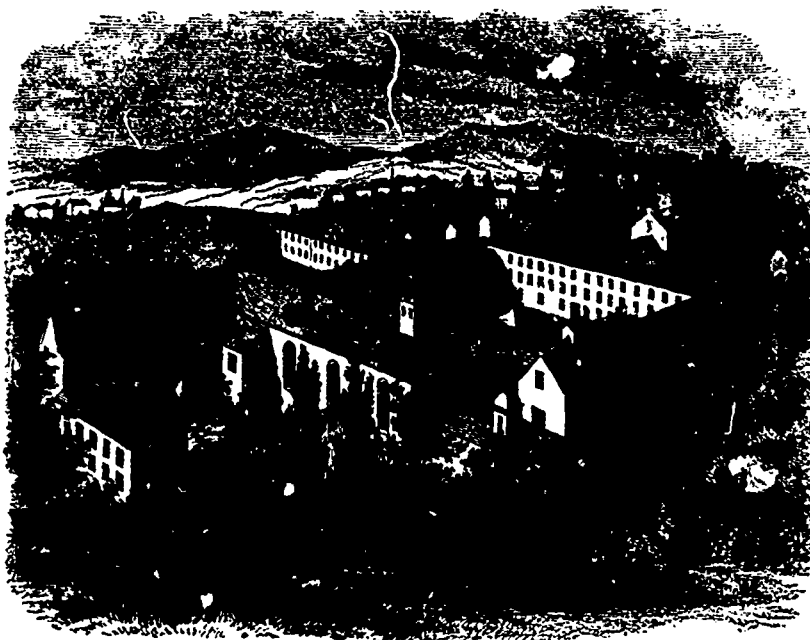
the entire group of buildings in bird's-eye perspective, drawn by one of the nuns, was kindly presented to me by the chaplain. From it our engraving was made. In a glass case upon a table was the skull of the Marquis de Montcalm, with its base incised in a military collar. His remains were buried in the garden of the convent, and when they were desinterred a few years ago the skull was thus preserved (7).

From the chaplain's parlor we were conducted to the chapel of the convent to view the fine paintings upon its walls. Some of these are considered the best works of art in Quebec. One of great size, high merit, and immense value, by Champagne, represents Christ sitting down at meat in Simon's house; and over the grand altar is another meritorious picture of the Birth of Immanuel. Upon the wall of the chapel is a small mural monument, erected by Governor Lord Aylmer in memory of Montcalm, containing in French the following inscription: "Honor to Montcalm! Destiny, in depriving him of victory, recompensed him with a glorious death!"

This convent, as well as that of the Hôtel-Dieu, situate near

It was founded in 1641 by Madame de la Peltrie, a young widow of Alençon of rank and fortune, who came to Canada for the purpose in 1639. On a cold winter's day, nine years after the building was completed, it was destroyed by fire. The nuns, then fourteen in number, escaped, and were generously received into the convent of the Hôtel-Dieu. In 1686, during the performance of High Mass, the convent again caught fire, and was consumed. Nothing was saved, and again the nuns, twenty-five in number, became pensioners upon the bounty of those of the Hôtel-Dieu, with whom they had made a solemn covenant of friendship. Their home was soon rebuilt, for being an institution especially devoted to the education of females, its prosperity was considered to be a matter of public importance. Such is still the chief business of the establishment, and its school has long been (9) considered one of the best in the province. Their system of education embraces all the higher branches with various accomplishments, together with domestic

economy. There are now about two hundred and forty pupils, one half of whom are boarders. Attached to the institution is an elementary cha-



THE URSULINE CONVENT.



ST. LOUIS GATE, OUTSIDE.

Palace Gate, owes its origin to the appeals of the British in Canada (8).

(7) General Montcalm was buried in the church of the Ursuline convent immediately under the marble slab erected to his memory by Lord Aylmer, and not in a breach made by a bomb shell, as has been pretended. [Ed.]

(8) This is not altogether correct; these institutions, were already established under the auspices of the religious Ladies who originally



HOPE GATE (IN-DOOR).

city school, of about one hundred and sixty scholars. The house of the foundress, into which the nuns were received while the convent was first rebuilding, remained upon the premises until 1836.

After leaving the convent of the Ursulines I proceeded to make sketches of the five gates of the city. I had that of St. Louis about half finished when a couple of soldiers came along and informed me that no one was allowed to take views of any portion of the

founded them. The Ursulines arrived in Quebec in 1630, but only took possession of their convent in 1641. [Ed.]

(9) And still is. [Ed.]

fortifications without consent of the town major. "Then I will ask his consent," I said, as I closed my portfolio. But that resolution was changed when one of the soldiers, as they turned away, said, in a low tone, "He'll not get it." Believing the prohibition to be the fossil of some ancient necessity, suspended by red tape, I chose to disbelieve the soldier and to remain in ignorance of the regulation. So I kept away from the town major, secretly resolving to play Samson, and carry off the gates of the city, "bar and all," while the Philistines slept. At peep of day next morning I went out, and before the red-coats were stirring sketched the other four portals, commencing with Hope Gate, which overlooks the mouth of the St. Charles. At noon I went up to finish my drawing of St. John's Gate, and had just completed it, when a sentinel upon the wall again enlightened me concerning the prohibition. "All right," I replied, as I closed my portfolio; "I have the whole five;" and jumping into a caleche, was soon taking a quiet lunch at Russell's totally unconscious of having wronged the realm of England. Be assured, most loving cousins, that no barbed Russ or cuirassed Gaul shall know the momentous military secrets which I obtained while delineating those portals of your walled provincial city; for—

"England, with all thy faults, I love thee still."



ST. JOHN'S GATE INSIDE.

We of the "States" have no idea of ever storming Quebec again. We have learned to our hearts content that those gates and walls are very strong. Lamb's thunder-bolts, hurled from his ice-battery in bleak December, '75, fell as harmlessly upon the gates of St. Louis and St. John as those from heaven upon the forehead of the great bull mammoth; and the leaves of Palace Gate were only opened to allow a detachment of the garrison to rush out and capture the surprised Dearborn and his party, who were keeping watch and ward over it until strength should come to open it from without.

And here the pen and pencil of the tourist must rest. It would be delightful to allow them to travel on, for we visited many other things and places in and around Quebec. But I may not here delineate or describe them all. On the pages of a volume only could full justice be done to the subject. And so I will conclude these brief sketches of our impressions of the ancient capital of Canada by advising all summer tourists to spend a week there; for, as I said at the beginning, Quebec, in its actualities and associations, is the most interesting town on the continent.—(*Harper's New Monthly Magazine.*)

OFFICIAL NOTICES.



SEPARATION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency, the Governor General in Council, on the third of March instant, was pleased to permit, that that part and portion of land hereinafter described, lately dismembered from the municipality of St. Césaire and annexed to St. Pie for civil and religious purposes, should also for school purposes be annexed to the last mentioned municipality; namely: all that portion of land situated in the county of Rouville, in the diocese of St. Hyacinthe, containing sixty arpents in front by about twenty eight arpents in depth, bounded as follows, to wit: To the west, by the division line separating the lands in the range named St. Ours, from those in the range of the River Yamaska; to the north, by the south line of the range of lots named L'Espérance; to the east by the range Elmiere, and to the south by the lot of land which separates the land of André Monty from those of Charles Roy, Eusèbe Bienvenu and Jean-Baptiste Codère.

APPOINTMENTS.

BOARD OF EXAMINERS.

His Excellency, the Governor General in Council, was pleased on the third of March instant, to appoint the Revd. George V. Hansman, a member of the Protestant Board of Examiners for the City of Quebec, in the place and stead of the Revd. Official MacKie, who has left the province.

SCHOOL COMMISSIONERS.

His Excellency, the Governor General, was pleased, on the 23rd March instant, to nominate and appoint the following school commissioners. County of Laval.—Ste. Rose: Mr. Léon Plessis Bélair.

County of Megantic.—St. Calixte: Mr. Joseph Lévesque.
County of Shefford.—Stukely: Mr. John M. Brown.
County of Arthabaska.—Chester: Messrs. Ludger Labrèche, Olivier Lafontaine, Amable Lemay and Pierre Benette.

BOARD OF CATHOLIC EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. Louis Collard, Alphonse Piché, Joseph Duquet, Alphonse Vialleton, Louis Gédéon Authier and Adolphe Moffatt, and Miss Edwidge Albina Boulay, have obtained diplomas authorising them to teach in model schools.

Misses Marie Soulanges Carron, Adèle Ladouceur, Mathilde Génèreux, Mélanie Cyr, Marguerite Desroches, Marie Zaïde Lefebvre, Philomène Dinelle, Vitaline Lapiere, Philomène Fontaine, Marie Piédalue, Olympe Benoit, Marie Desautels, Henriette Demers, Henriette L'age, Delphine Lesage, Philomène Tétreau, Marie Rainville, Anatolic Poutré, Marie Beaudoin, Mathilde Souchereau, Marcelline Sémur, Philomène I neville, Joséphine Ethier, Céline Rémillard, Philomène Desautels, A ilomène Ledoux, Emilie Lebus, Marie-Louise Bonc, Joseph HEBERT, Marie Adeline Brunet, Florence Duquet, Louise Métayer, Etheurise Trahan, Adélaïde Surprenant, Virginie David, Athénais Villeneuve, Bridget Kavanaugh, Mary O'Neil, Sophie Saulnier, Marie-Louise Mailhot, Malvina Lemire, Emilie Gaudry, Philomène Roy, Zoé Lebus, Medsames Joseph Damour, Anxélie Villeneuve, Louis Blanchard, Léon Kirouac, Messrs. Charles Edmond Morrison and Narcisse Boucher, have obtained diplomas authorising them to teach in elementary schools.

F. X. VALADE,
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE CITY OF MONTREAL.

Messrs. John Alexander Stewart, Sheridan R. Marshall, James Schutt, Misses Elizabeth M. Cuscaden, Rose Mary Quinn, Maria Schutt and Maria H. Gibson, have received diplomas authorising them to teach in elementary schools.

A. N. RENNIE, Secretary.

BOARD OF CATHOLIC EXAMINERS FOR THE DISTRICT OF QUEBEC.

Misses Mary Keogh, Marie Roy, Eulalie Caillouette, Marie Félicité

Boulé, Philomène Gravel, Zoé Turgeon, Delphine Corriveau and Marcelino Trépanier, have obtained diplomas authorising them to teach in elementary schools.

C. DELAGHAYE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Misses Adélaïde Rhault, Félicité Moreau, Philomène St-Amand, Henriette Gill and Mr. François Lemay, have obtained diplomas authorising them to teach in elementary schools.

J. HEBERT,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOURASKA.

Miss Arthémise Gagnon has obtained a diploma authorising her to teach in model schools.

Mr. Félix Labrie and Misses Henriette Gagnon, Philomène Tremblay, Claire Roy and Lucie Malenfant have received diplomas authorising them to teach in elementary schools.

P. LUMAIS,
Secretary.

TEACHER WANTED.

Wanted, on the first of May next, a French Master. He must produce satisfactory references, be able to speak the English language and impart instruction in elementary arithmetic.
Apply to W. Doran, No. 19, Côté Street.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) MARCH, 1859.

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1857.

(Continued from our last.)

There are four districts of inspection which show a diminution in the total amount of contributions; these are: 1st. That of Mr. Parmelee, consisting of the counties of Missisquoi, Brome, Shefford, and part of Iberville, where the amount levied in 1856, was £5728, in 1857, only £5326,—decrease £402. 2d. That of Mr. Bourgeois, containing the counties of Drummond, Bagot and Arthabaska; here the taxes, in 1856, amounted to £1320; and, in 1857, to but £1292, decrease £28. 3rd. That of Mr. Germain, containing the counties of Terrebonne, Laval and Two Mountains, where, the taxes of the preceding year amounted to £4488, and in 1857, only to £4074, decrease £414. 4th. and lastly, that of Mr. Roney, in which case the total amount of taxes was diminished by the sum of £76. These four districts were among those that I mentioned last year, as presenting a very considerable increase in all descriptions of taxes; but it is very consolatory to find that with the exception of Mr. Parmelee's district, this diminution has been uniformly in the taxes for the construction of buildings, a very natural occurrence, and by no means indicating any retrograde movement; on the contrary, the additional and voluntary taxation authorised by the last law, and the school rates or monthly fees have considerably increased. They have also increased in a tolerably uniform manner in all the other districts, as well as the total amount of contributions in each of them. As to the exact amount of increase, it has been most remarkable in the following districts: that of Mr. Bruce, £631; that of Mr. Dorval, £538, and that of Mr. Barly, £516. Other sections of the country, however, have made even more remarkable efforts, if we take into consideration the amount of increase compared with the sum of the contributions, the poverty of the districts and the obstacles to be surmounted. It is very satisfactory for instance to see that Mr. Meagher's district, containing the counties of Gaspé and Bonaventure, and Mr. Cimon's district, including the counties of Charlevoix and Saguenay, show an increase, the former of £397, the latter of £135.

From all that I have just said, it may be concluded that the impulse given in 1856, has been pretty well kept up, especially when we consider the difficult circumstances under which we were placed.

The statistics collected by the directors of Universities, Colleges, Academies, and Normal Schools for the year 1857, will be found in Table C of Appendix A which includes also the general summary of all the statistics of public instruction, so that it can be seen at a glance.

The number of pupils in the Universities is 436; in 1856 there were 377, increase 59; in the classical Colleges there are 2655; in 1856 there were 2570, increase 85; in the Industrial Colleges 1937; in 1856 there were 1935, increase 2; in mixed and boys' schools, there are 6139; in 1856 there were 6104, increase 35; in girls' schools, there are 13354; in 1856 there were 12893, increase 461. Adding to these totals 192 pupils of the Normal Schools, we have a total of 24713, which compared with the year 1856, shows an increase, in superior education, of only 931. This increase is by no means considerable, and leaves to the primary schools a much larger proportion of the total increase than in preceding years.

The number of pupils receiving gratuitous instruction in all the superior educational institutions collectively, which in 1856 was only 3609, is 4167, increase 558. In this number are included 192 pupils of the Normal Schools. The number of pupils receiving board gratuitously, as well as instruction, is 268; it was 256 in 1856, increase 12. The number of pupils receiving a part of their board gratuitously is 481; it was 393 in 1856, increase 88. In the latter number we included 72 pupils holding scholarships in the Laval and Jacques Cartier Normal Schools: by an oversight the 48 pupils holding scholarships at the McGill Normal School were not included in that number; this increases the number of pupils receiving a part of their board gratuitously to 529, and the augmentation to 136; but deducting the pupils of the Normal Schools, the increase in the Colleges and Academies would be only 26.

The total number of volumes both in the libraries intended for the use of the professors and in those intended for the pupils, is 113142; there were only 96823 in 1856; thus there has been this year the very considerable increase of 16319 volumes.

The number of globes and orreries is 218, in 1856 there were only 180, increase 38, the total number of geographical maps in all the institutions for superior education, which in 1856 was only 1552, is in 1857, 1713, increase 161. This last increase is not very considerable, more especially when we deduct 99 maps which belong to the new normal schools.

Considerable progress may be observed as regards mathematics. The number of scholars practised in mental arithmetic is, in the classical colleges, 621, in the industrial colleges, 815, in the boys' or mixed academies, 1785, in the girls' schools, 2410, and in the normal schools, 167—altogether 5801. In 1856, there were only 4497.

There is thus an increase of 1304 in this important branch, and the action of this department has not been without its effect, as regards this progress.

Book-keeping is taught to 1408 pupils, giving an increase of 94 over the preceding year. Algebra is taught to 274 pupils in the classical colleges, to 156 in the industrial colleges, to 510 in the boys' or mixed academies, to 8 in the academies for girls, and to 93 in the normal schools, making altogether 1041, and showing an increase of 264 over the preceding year. Geometry is taught to 251 pupils in the classical colleges, to 185 in the industrial colleges, to 295 in the academies, to 6 in the academies for girls, and to 92 in the normal schools—total number, 829, making an increase of 92. Instruction in trigonometry is given to 370 scholars, showing an increase of 130; in cone sections to 115—increase 3 only; and the differential and integral calculus to 191, showing an increase of 31.

Instruction in physical science is given to 643, increase 98; in astronomy to 678, increase 119; in chemistry to 320, increase 81; in natural history to 1017, increase 339. The above figures, the last especially, merit particular attention. The introduction of the study of physical science and natural history into the academies has been attended with perfect success.

In all our institutions for superior education combined, 7346 pupils whose mother tongue is French, learn the English language; and 1568, whose mother tongue is English, learn the French language; giving an increase in the former case of 1037, in the latter a diminution of 112. Latin grammar is taught to 1366 pupils, showing a diminution difficult to account for, of 276. Instruction in the Greek grammar is given to 611; increase 4. 39 pupils learn German, and 14 Hebrew. The former of these languages is only taught in five institutions, the latter in one only. It is evident from the foregoing data that the abuse of the study of the dead languages is not so much to be dreaded as has been imagined. There is indeed cause to fear that these higher branches will never receive

that attention they deserve, such attention as they receive in France and England. Some institutions, and those more particularly which are at the head of education, have endeavoured to raise the standard of study in this particular, and their efforts ought to be appreciated by those who desire to see the literary element developed throughout the country. The evil does not consist in the great number of those who receive a complete classical education; on the contrary, as I have already urged in my foregoing report, it consists in the great number of young men who only proceed as far as the mere elements of a classical education, and who leaving college after having completed but a small part of their course of study, have learned a little Latin, less Greek, and hardly general information, not even as much as they would obtain in a good primary superior school, such as those which now exist in Prussia, France, the United States, in Upper Canada, and as some of those already existing in Lower Canada, and which will increase in numbers when our normal schools have qualified an adequate number of teachers.

The course of study in the classical colleges differs essentially from that pursued in other institutions. The first years are devoted entirely to the study of the dead languages, and if the study of mathematics and the natural sciences is provided for at a later period, they are generally set aside until the end of the course. Much has already been done in most of our institutions to combine the studies requisite for commercial and industrial pursuits with those specially required for the practice of the liberal professions. Thus the teaching of linear drawing and bookkeeping has been almost everywhere introduced; and algebra has been commenced in the 4th or 3rd year of the course, where formerly it was introduced only in the last year but one.

Despite every effort, a classical course can never be so framed as to provide during the first years an education, thoroughly adapted for all the requirements of a society like ours: it is then for the people to decide first, what sort of education they wish to give their children, and then to choose an institution in view of that education. The choice once made, they ought not to look back; but, unless the professors themselves warn them that their children want aptitude, and are losing their time, they should persist in making them go through a complete course.

A most erroneous and fatal idea is, the belief that a young man who has gone through a course of study in a superior educational institution thereby becomes unfit for commercial, industrial or agricultural pursuits, and that, if not intended for the church, he must of necessity enter a liberal profession or a government office. Hitherto a belief seemed to prevail, that commerce, mechanical art, and farming were derogatory to the position attained by a young man of classical education; but the independent fortunes acquired in trade by a considerable number of our fellow citizens, and the deplorable situation of some estimable individuals belonging to the liberal professions, from the excessive numbers engaged in them, have recently produced a change in this view of the subject; the cry now is, against the uselessness of the education received; and the excess of knowledge with which the mind is crammed is considered to be a hindrance in the pursuit of fortune. But the derangement of the social machine, among the younger portion of it, is a result rather of social error than of the education received in the colleges. Nevertheless, the neglect up to a recent period of certain ordinary branches of study which are perfectly consistent with the acquirement of a classical education, may have contributed to it.

Something yet remains to be done, particularly with respect to penmanship, to which so little attention has been paid and on which, in truth, it is so difficult to bestow the careful attention, considering the long exercises necessarily written in haste, and in writing which, the subject matter is accounted more important than the form. Judging, however, by certain parts of the returns already, it is evident that shortly, the taste, and the ambition generated by the higher branches of study, not the absence of certain acquirements, will be the real causes of the evil so reasonably complained of. Now opinion and experience, which bear sway in all things, should be powerful to modify these tastes, and this ambition also. It is especially when directed against agriculture, that such antipathies seem most absurd. This art, having become a science, now engages the attention of a great number of distinguished, and highly educated individuals, both in Europe and the United States. With regard to trade, the fact was mentioned with pride at Boston very recently, that all the principal merchants and manufacturers of the city have studied either at Harvard or Cambridge.

Among those studies, which we are glad to see, taking larger dimensions in our colleges, is that of history, particularly the history of Canada, which, I regret to say, has only been lately intro-

duced, and in some establishments has not yet been introduced at all. It was taught in 1857, to 1032 students in the classical colleges; to 401 in the industrial colleges; to 811 in the schools for boys or mixed schools; to 1938 in the academies for girls; and to 121 in the normal schools; in all 4303. We may say that nearly all the pupils, noted as studying history in the small table, shewing the statistics of the most important branches taught in the educational institutions and the primary schools collectively, study that of our own country, either in Mr. Garneau's abridgment, or in a smaller elementary work, containing the principal events of sacred history, the history of France, and that of Canada.

Sacred history is taught to 5400 pupils; ancient history, to 1297; and general history, to 962. The history of England is taught to 754 students in the classical colleges; to 61 in the industrial colleges; to 251 in the academies for boys or mixed; to 210 in the academies for girls; and to 26 in the normal schools; in all to 1994. The history of France is taught to 457 students in the classical colleges; to 207 in the industrial colleges; to 330 in the academies for boys or mixed; to 1072 in the female academies, and to 28 in the normal schools; making in all, 1994. Finally, the history of the United States is taught to 373 students in the classical colleges; to 37 in the industrial colleges; to 78 in the academies for boys or mixed; and to 30 in the academies for girls; in all to 518.

The belles-lettres, rhetoric, intellectual and moral philosophy are taught in the classical colleges, only to the students of the classes which are designated by those names, and only to the most advanced pupils of the industrial colleges and academies. Constitutional law and notions of ordinary jurisprudence are taught out of Mr. Crémazie's book entitled *Useful Notions (Notions Utiles)* in a certain number of institutions. Theoretical agriculture is taught to 452 pupils, practical agriculture to 204, and horticulture to 620.

As far as I can learn, the instruction given in these sciences is very limited; but although incomplete, it cannot fail to be productive of great benefit. Had it no other effect, than that of leading the pupils, who are nearly all sons of farmers, to appreciate the noble profession of their parents, of shewing them that no other pursuit is so certain in its results, or presents so sure a prospect of independence and comfort, particularly to a man who is able to combine the discoveries of modern science with the wise teachings of traditional knowledge, it appears capable of bringing about, throughout our country, a state of things very different from that which now prevails; and by its means, the emigration to the United States, which we cannot hope to check entirely, would be diminished, and shortly be limited to that class of restless and adventurous men, who are found in every community, especially in such as possess a certain degree of vitality; and the inordinate desire to study the learned professions, so general among our youth, an evil more to be feared, perhaps, than emigration itself, would be in some degree repressed.

It is satisfactory therefore to know that not only are lectures on the theory of agriculture given in some of our colleges and academies, but that at those of L'Assomption, St. Thérèse and St. Anne, lands have been purchased for the express purpose of shewing the students, by example, the results attainable by high and ordinary cultivation, and initiating those who desire it into the practice of the art. I am well aware that the establishment of schools, specially for the study of agriculture, would be a means still more active and efficacious of attaining our end; but in that noble cause, any aid however imperfect must be thankfully received.

The same may be said of the other arts both industrial and ornamental. Special schools for the study of the arts and manufacturing processes, and of painting and design, will probably be instituted for the people. Their work will have been cut out for them, and suitable subjects for their operations will have been prepared, by the instruction afforded in some of the branches connected with them, in our classical and industrial colleges, and even in our superior primary schools. The number of pupils studying linear drawing in the classical colleges is 162; in the industrial colleges 137; in the schools for boys 201; in the academies for girls 97; and in the normal schools 142; in all 739; the increase over the number reported last year is only 9; and as it includes the newly established normal schools, it betokens a considerable diminution in the other institutions. Architecture is taught to 290 pupils; drawing and painting in water-colors, to 762. Instrumental music is taught to 1366 pupils, heretofore to 1225; increase 141.

It is gratifying to be able to state, that a larger number of institutions, than last year, have afforded us information, which may be termed voluntary: this must be borne in mind in considering the results of two heads of statistics which still remain to be noticed, in reviewing the recapitulation of Table C: namely, the professions

chosen by pupils who have left the institution, and the sanitary condition of the various establishments.

The number of pupils who left after having completed their curriculum of study the year before (1856) was 317. The report of 1856 shews no more than 200 for 1855. The number who left, having completed more than a half of the course, was in 1856, 417; in 1855 it was 413. The increase of 117, under the first head, is satisfactory, particularly, if, as we may hope, this rate of improvement be maintained. As to the second, it is to be hoped that it will diminish year by year, provided the first have a proportionate increase. The number of pupils who quitted one institution, to

prosecute their studies in another, was 165. The number of pupils who left within the last two years (1855 and 1856), to devote themselves to tuition, was 258; 20 belonged to the classical colleges, 18 to the industrial colleges, 86 to the academies for boys or mixed, 94 to the academies for girls, and 40 to the normal schools. The number of pupils who left in the same period, to devote themselves to agriculture was 294, an increase of 62 over the years 1854 and 1855.

The sanitary statistics are shown in the following small tabular statement :

HEALTH OF PUPILS.

INSTITUTIONS.	NUMBER OF PUPILS ATTACKED WITH SERIOUS DISEASES WITHIN THE YEAR.									NUMBER OF PUPILS DECEASED WITHIN THE YEAR.									
	Inflammation and other diseases of the brain.	Consumption, bronchitis and other diseases of the respiratory organs.	Pleurisy.	Serious diseases of the digestive organs.	Neuralgia and other diseases of the nervous system.	Fever and epidemic diseases.	Luxations, fractures and other accidents.	Other diseases.	Total number of pupils who have been sick within the year.	Inflammation and other diseases of the brain.	Consumption, bronchitis and other diseases of the respiratory organs.	Pleurisy.	Diseases of the digestive organs.	Neuralgia and other diseases of the nervous system.	Fever and epidemic disorders.	Accidentally killed.	Accidentally drowned.	Deaths by other diseases.	Total number of pupils deceased within the year.
Classical colleges	2	13	3	6	5	.....	.....	29	.....	5	1	.....	.....	.....	.....	.....	.....	.....	6
Industrial colleges	1	1	1	3	.....	8	4	18	.....	.....	.....	.....	.....	2	.....	3	.....	.....	5
Academies for boys.....	2	14	.....	.....	3	126	3	149	2	.....	.....	.....	.....	.....	.....	.....	1	.....	3
Academies for girls.....	1	5	2	2	6	128	7	161	1	.....	.....	.....	.....	1	.....	.....	10	.....	12
Normal schools.....	2	4	.....	.....	.....	.....	8	14	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	2
	8	37	6	11	14	262	14	371	3	7	1	.....	.....	3	.....	3	11	.....	28

The number of pupils deceased is 28. Last year it amounted to 66, although fewer institutions had made the desired returns. The number visited with serious disorders is greater, but if we consider the increased number of returns, the number of deaths is smaller in proportion to the number of cases of serious disease. The whole number of boys in all the establishments, included under the designation of houses of superior education is 9638, that of girls 14875. The number of day-scholars is 18108, of half boarders 2327, of boarders 4278. The number of catholic pupils in the universities is 348, in the classical colleges 151, in the industrial colleges 1832, in the academies for boys or mixed 3984, in the academies for girls 13241, and in the normal schools 123; total 21432. The number of protestant pupils in the universities is 88, in the classical colleges 751, in the industrial colleges 105, in the academies for boys, or mixed 2155, in the academies for girls 113, and in the normal schools 69; total, 3281. There are in all, 266 pupils whose parents reside out of Lower Canada; of these 8 come from New Brunswick, 56 from Upper Canada, and 162 from the United States.

In the most important points, we find in this recapitulation of the statistics of superior education satisfactory signs of progress; and with respect to the unfavorable indications which we have not sought to conceal, it is but fair to remark, that no substantial judgment can be formed unless the statistics of a series of years be taken in consideration, as a thousand accidents may occasion fluctuations less important than at the first partial glance they appear to be. It is also proper to observe that, in the classical colleges, the pupils in the four upper classes, who have ceased to study Latin grammar, are not included in the column relating to that branch of study.

Table G contains the information transmitted by the School Inspectors, corrected and put into more perfect form, by means of that which reaches me through other channels.

A slight discrepancy which may exist between the general

synopsis and the small tables in certain of the Inspector's reports ought therefore to excite no surprise.

According to that table there are 507 municipalities, 2568 school districts, 2015 school houses belonging to the Commissioners of Municipalities or the Trustees of dissentient schools, and 2537 schools under the absolute control of the department of public instruction, independently of the normal schools and model schools belonging to them. Of that number there are 2353 elementary schools under the direction of School Commissioners, numbering 100,989 scholars, and 96 under that of dissentient trustees numbering 2768 scholars.

The whole number of superior elementary schools, whether independent or under control is 243, numbering 13609 scholars, and the whole number of elementary schools both independent and under control is 2518, numbering 110,441 scholars.

The number of teachers is 902. In 1856 it was 892, the increase being 10. This small increase is an indication that a large number of teachers have retired; several have done so with a view to the pension. It is certain that a considerable number of new teachers have devoted themselves to the work, and this is shewn by the statistics of superior education and those of the normal schools. The whole number of female teachers is 1850, in 1856 there were 1877, a diminution of 27, which is explained by the obligation imposed on them of obtaining diplomas. As a large number of female teachers have passed a successful examination before the board, besides those who were previously engaged in tuition, it is certain that a great number of unqualified teachers have been dismissed. This we find to be the case, both in the reports of the Inspectors, and the correspondence of the department. The number of teachers who hold diplomas and are engaged in teaching is 532; in 1856 it was 448, an increase of 84. The number of those who have no diplomas is 370: in 1856 it was 444, a diminution of 74. The lay-teachers who still remain unprovided with diplomas are generally employed in the remoter parts of the province, and in

new settlements in which a greater latitude is necessarily permitted. Nevertheless, since the compilation of the statistical tables of 1857, many localities have been obliged to engage teachers, both male and female, who hold diplomas, and as soon as the question now pending relative to the creation of new boards of examiners shall have been decided by the Government and the Legislature, it is my intention to insist on the most exact execution of the condition attached to the apportionment of the legislative grant.

The number of females holding diplomas, and engaged in tuition is 1100; in 1856 it was 303, an increase of 797. The number of females engaged in teaching, and unprovided with diplomas is 750; in 1856 it was 1574, a diminution of 824. The comparison cannot be carried further back, as several Inspectors, previous to 1856, included in their reports many teachers as holding diplomas, (particularly females) who held merely a certificate of qualification, given provisionally by the Inspectors themselves. This accounts for the great diminution apparent in the number of female teachers holding diplomas in 1856, when compared with that of the year before.

The following table shews the number of diplomas issued by the Boards of examiners, and by the normal schools during the year 1857. The statement differs from that which is found in the former part of this report, in as far as it refers to the normal schools, because that included the whole period from 1st January, 1858, to the present date.

NATURE OF DIPLOMA.	NORMAL SCHOOLS.		BOARDS OF EXAMINERS.											
	J.-Cartier normal school.	McGill normal school.	Laval normal school.	Montreal (catholic).	Montreal (protestant).	Quebec (catholic).	Quebec (protestant).	Three-Rivers.	Sherbrooke.	Stunstead.	Ottawa.	Kamouraska.	Gaspé.	Total.
Academy .....	...	...	...	...	...	...	...	2	1	...	...	...	...	3
Model school or superior primary	7	...	...	15	3	14	1	14	2	1	1	12	...	70
Element. school..	1	17	...	533	2	168	...	171	62	73	...	76	...	1103
Total	8	17	...	548	5	182	1	187	64	75	1	88	...	1176

As in the last year, so in the present, there is a slight increase in the salaries of the teachers, but much remains yet to be done in this respect. There are still unfortunately 112 male, and 1004 female teachers who receive each less than £25 per annum; 419 male and 821 female teachers who receive from £25 to £50 exclusively; 266 teachers who receive from £50 to £100 exclusively; of the last there were in 1856 only 196, so there is an increase of 70. The number of teachers receiving £100 and upwards is 29; in 1856 there were only 10. The number of female teachers receiving from £50 to £100 exclusively is 35; last year only 20. The highest salary given to teachers is £200; the highest to a female is £125.

The number of parish-libraries is 96, containing 60,510 volumes.

I have not thought it necessary to publish the table of books in use this year, as on the whole, they differ slightly from those of last year.

Appendix B contains an account of the finances of the department and statistics particularly connected therewith. The first table is a continuation of the report relative to the distribution of superior education under the Act 19 Vic. c. 54. It contains the name of each institution, the county where it is situated, the number of pupils and the grant for 1857, shewing also the grants for 1855 and 1856. The distribution for 1855 was the last made by the legislature, and as far as was practicable the two others were based upon it.

To be continued.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The Revd. Mr. Pilote, Superior of the College of Ste. Anne Lapocatière, has recently left for Europe. He will visit Great Britain, France, Belgium and Italy. The main object of his tour is to visit the chief educational establishments of these countries, to complete the library and collections for the museum of his college, and to inquire into the management of schools of agriculture; the college having now an institution of that kind under its auspices.

—The Montreal Catholic Commercial School, situated at the Corner of Côté and Vitre Streets, will, from and after the first of May next, be conducted under the superintendence of Mr. U. E. Archambault, who has obtained diplomas from the Jacques Cartier Normal School, in place of Mr. Doran, the present principal, who resigns.

The English classes will be under the direction of Mr. Anderson. The french classes, under the direction of Mr. professor Garnot and the Principal.

—Including the city of Philadelphia, there were in public schools in the State of Pennsylvania, during the year which terminated on the first Monday of June 1858, 628,201 pupils; these were instructed during an average term of a little over five months, in 11,281 schools, by 13,856 teachers, at a total cost of \$2,427,632.

—The governor of the State of New-York, in his recent message to the Legislature, states that the amount of capital of the school fund is \$2,551,260, which shows an increase during the year of \$24,868. The capital of the fund for literary purposes amounts to \$269,952; the amount received for revenue is \$16,411, which is annually to be distributed to academies and used for the purchase of text books, maps, globes, philosophical and chemical apparatus for academies. The number of school districts in the state is 11,617, of school houses 11,566, of children between 4 and 21, 1,240,111; of children attending the public schools 842,137, of male teachers employed during the year 8,266, of female teachers, 17,887. Nearly 400 of the teachers hold diplomas from the State Normal School. The total receipts of the public schools from the State, district taxes, rate bills, during the year were \$3,792. The school libraries contain 1,402,253 volumes.

—We make the following extracts from the City superintendent's annual report on the condition of the schools:

The system of public instruction in the City and County of New York as organized by the Board of Education, in accordance with the provision of the existing law comprises a Free Academy for the collegiate education of boys; four Normal Schools for the instruction of teachers; fifty-seven Ward Schools, including fifty-one Grammar Schools for boys; forty-nine Grammar Schools for girls, and fifty-five Primary Departments for both sexes: thirty-five Primary Schools, forty-two Evening Schools, twenty-three of which are for male and nineteen for female pupils, and ten corporate schools. The number of pupils under instruction in the Free Academy is 775; in the boys' Grammar Schools 28,309; girls, Grammar Schools, 22,991; Primary Departments, 52,276; Primary Schools 21,096; Evening Schools about 20,000; Normal Schools, 856; and corporate schools, 10,507. The whole number on register in the several Ward and Primary Schools and Departments is 131,672, and the average attendance 49,172.

The whole number of teachers employed in the several schools under the charge of the Board is 1400; 200 of whom are males and 1,200 females.—There are also 11 corporate institutions in different sections of the city, which participate in the distribution of the School fund, but are in no other respect under the jurisdiction of the Board.—*Upper Canada Journal of Education.*

—The number of organised school districts reported for Michigan is 3,945, in which there are 225,550 children between the ages of four and eighteen years. The increase during the year has been 197 districts and 9,622 children between the legal ages.

The reports of the last year showed an attendance at school, of 162,936 children out of 216,928,—or seventy-six per cent. The reports for the present year indicate an attendance of 173,559 children out of 225,550,—or seventy-seven per cent. of the whole. As more than one hundred districts, maintaining schools from three to ten months, failed to report the number of children in attendance, the above must be considerably less than the real number attending school during the year, exclusive of such as have attended seminaries, academies, and other schools.

The average length of time schools have been maintained in the districts reporting, six months. The number of teachers employed has been 7,228, of whom 2,324 are males and 4,904 females. The wages paid these teachers amount, in the aggregate, to \$443,113 71, of which amount \$118,084 14 has been raised by rate bill.

The amount raised by voluntary tax upon the property of districts voting it, is \$316,558 26. Of this sum \$119,175 51 has been for building school houses.

The amount of mill tax reported is \$116,362 04, exclusive of ninety-nine townships that made no report under this head.

The whole amount of money raised by township and district taxes, for educational purposes, as indicated by the reports received, is \$551,004 44. To this sum add \$107,395 13, the same being the amount of Primary School Interest Money apportioned at this office during the year, and we have \$658,399 57, as the total amount expended for the support of Primary Schools in the State, during the past year, as indicated by the reports received at this office.

The number of township libraries reported is 487, containing in all 168,977 volumes. Under this head 118 townships have failed to report. Many of the reports received are defective, and they often indicate great neglect on the part of officers having the libraries in charge.—*Ibid.*

SCIENTIFIC INTELLIGENCE.

—The citizens of Montreal have recently presented Sir William Logan with a handsome piece of plate as a testimonial of their appreciation of the services he has rendered to, and the honor he has conferred on his native country by his scientific researches and discoveries. An address was made by the Right Revd. the Anglican Bishop of Montreal, to which Sir William replied in appropriate terms.

—It appears from the researches made by Dr. Benus, of Kentucky, that 10 per cent out of the deaf and dumb, 5 per cent out of the blind, and 15 per cent out of the idiots in the public asylums of the United States, are issue from marriages between first cousins; and that out of 757 such marriages, 256 have had among their issue individuals afflicted with one of the above mentioned infirmities.

—It is asserted that Professor Mitchell has accepted the superintendence of the Observatory at Albany. The French Government has decreed the establishment of an observatory near Algiers and made ample provisions for its support.

—On the nature of simple bodies.—The *Comptes Rendus* for December contains a long memoir by Despretz on his researches to ascertain whether certain of the so-called elements are decomposable. His laborious and careful investigations have led to no decomposition, and he announces the conclusion that the substances called elementary are really elementary or incapable of decomposition. The author should have added, that they were not decomposable by the methods he used, for it is not probable that there is nothing more to be done in this branch of research. His process consists in submitting the element—cadmium for example—to the physical and chemical reagents ordinarily employed in analysis. He transforms it into an oxyd, then into salts of all kinds, decomposes these salts by chemical and galvanic methods, precipitates the metal at one time at the positive pole, at another at the negative, examines the crystalline form, turns it again into salts, which he decomposes, vaporizes the metal by means of the pile; and thus causes an element to pass through a great number of different states, and still arrives at the same element. While rendering justice to the zeal and patience of Mr. Despretz, we have to regret that these good qualities have been here wasted, for the researches would be a hindrance to the progress of science if taken seriously.

Dumas took upon himself the refutation of Mr. Despretz, and brought to the subject his well known ability.

Since the radicals (elements) in mineral chemistry present the same general relations as those in organic, he believes there is reason for bringing the two branches more closely together than is usually done. We can decompose the latter, and there is no proof that we may not decompose the former. The following are the conclusions in his memoir which will soon be published.

(1.) The compounds which the three kingdoms offer for our study, are reduced by analysis to a certain number of radicals which may be grouped in natural families. (2.) The characters of these families show incontestible analogies. (3.) But the radicals of mineral chemistry differ from the others in this, that if they are compound, they have a degree of stability so great that no known forces are capable of producing decomposition. (4.) The analogy authorizes the enquiry whether the former may not be compound as well as the latter. (5.) It is necessary to add that the analogy gives us no light as to the means of causing this decomposition, and if ever to be realized, it will be by methods or forces yet unsuspected.

—Ozonometry in the Crimea.—During the Crimean war, the French army physicians, established three observatories for ozonometric, thermometric and other meteorological observations, morning and evening each day, and also for keeping statistics of diseases and deaths. Dr. Berigny, of Versailles, has in charge a reduction of the observations, and the following are his conclusions on the subject of ozone.

(1.) The more the ozonometric test papers were colored in the open air, the more numerous were the sick that were taken to each of the hospitals. One of these hospitals was situated at the general quarters at Sebastopol (Observatory No. 1), the second at the south border of the Inkerman plateau (Obs. No. 2).

(2.) The higher the temperature the smaller the number of sick entered and also of deaths.

(3.) At the three observatories, the ozone curve was essentially the same; and (4.) the same was true for the temperature.

(5.) At observatory No. 1, the less the ozone, the greater the number of deaths, whilst at observatory No. 2 it was the reverse.

This is almost the only positive result which science and humanity have derived from that destructive war, which has cost so much money and so many lives.

—Every butcher is acquainted with the disease in the muscles of the domesticated hog, denominated 'measles,' and calls the flesh of such a hog 'measly pork.' It has long been known that those pea-like whitish globules (measles) contain a curious animal, namely, the perfect head and neck of a tapeworm, ending however, not in the long, jointed body of the regular tapeworm, but in a water-bladder. No traces of reproductive organs are to be seen. Such measles are found not only in the hog, but also in other animals, where they are better known under the name of *Hydatids*. For example, they are very often met with in the liver of rats and mice; in the mesentery of the hare; and even, though more rarely, in the muscles of man; and those of the latter have turned out to be of the same species (*Cysticercus Cellulosa*, Rudolphi) as those found in the hog. All the different species of this sort of hydatids are known in science under the generic name of *Cysticercus*.

Again, other hydatids, varying from the size of a pea to a diameter of several inches, are occasionally found in the lungs, the liver, and other organs of man, but more frequently in the liver and lungs of our domesticated Ruminants, such as oxen, sheep, and goats. These hydatids are roundish bladders of a milky-white color, containing a watery fluid, in which swim many whitish granules; each of these granules is, as a good lens will show, a well-developed head and neck of a *Tænia*, inverted into a little bag. This kind of hydatid, also, has been considered as a distinct genus of intestinal worms, called *Echinococcus*.

Again, a disease frequently occurs in the brain of sheep, producing vertigo (German, *Dreher*, French, *tournis*). This was ascertained, years ago, to be caused by another sort of hydatid, appearing as a bladder, often of several inches in diameter; and, as in *Cysticercus* and *Echinococcus*, filled with a watery fluid. On the outside of these bladders are attached a number (often hundreds) of tapeworm heads, all retractile into the inside of the bladder by invagination like the finger of a glove. This hydatid was considered by zoologists as a third genus, called *Canurus*.

These three genera, *Cysticercus*, *Echinococcus*, and *Canurus*, formed until recently an order in the class of intestinal worms, called *Cystica* (Bladder worms, or Vesicular Worms). But we now know that all of this group are merely larvae of tapeworms, and that the whole order of *Cystica*, being composed of larvae of *Cestoidæ*, must therefore be dropped from our zoological system.

This important discovery was made as follows. Ephraim Götze, a German clergyman and naturalist of the last century, had noticed a singular similarity between the heads of some *Cysticerci* and those of some tapeworms. He had particularly noticed this similarity between the tapeworm of the cat (*Tænia crassicolis*), and the *Cysticercus* which is found in the liver of the rat and mouse (*Cysticercus fasciolaris*). G. T. von Siebold, the most noted helminthologist now living, had observed the same thing, and in 1848 had already alluded to the possibility that all these *Cystica* might be nothing but undeveloped or larval tapeworms. In his system, however, he still recognized the *Cystica* as a distinct order of Helminths.

In the year 1851, F. Kuchenmeister first proved by experiment that a certain hydatid when brought into a suitable place is developed into a tapeworm. He fed a dog with the hydatids (*Cysticercus pusiformis*) found in the mesentery of the hare, and on dissecting the dog, after a number of weeks, found these *Cysticerci* alive in the small intestine. They had, however, lost their tail-bladder, and the neck had begun to form the joints of a true tapeworm, which worm had been long well known as *Tænia serrata*, and as common in the dog. Now, one discovery followed another. Governments, scientific institutions, and wealthy farmers furnished the money and animals to carry on the experiments on a large scale. Siebold fed a dog with the *Echinococcus* of the ox, and thus raised the *Tænia Echinococcus*, Siebold. It was also found in the same way that the *Canurus* from the brain of sheep is the larva of another *Tænia* of the dog, *Tænia Canurus*, Siebold.

Now the question, whence does man get his tapeworm? was ready to be answered. It had been observed that the hydatids of the hog, commonly called 'measles' (in the zoological system, *Cysticercus cellulosa*.) have exactly the same head as the common tapeworm of man (*Tænia Solium*, L.); and after the experiments mentioned above, in relation to the different tapeworms of dogs, no doubt could hardly exist that *Cysticercus Cellulosa* of the hog was the larva of the common human tapeworm (*Tænia Solium*). Kuchenmeister, who wished to make sure of the fact, made the experiment upon a criminal who was soon to be executed, and, as was to be expected, with perfect success. Measles taken from fresh pork, and put into sausages which the criminal ate raw, at certain intervals before his death, were found again, in the post-mortem examination, as tapeworms in his intestine, and in different stages of development, according to the intervals in which the measles had been taken.

Thus it became clear, that all hydatids are tapeworm larves, which, when swallowed with the animal, or a portion of it, in which they live, by another animal, develop in the intestine of the latter.—*Silliman's Journal*.

LITERARY INTELLIGENCE.

—The Historical Society of Montreal has just published the first number of its transactions. It consists of an 80. pamphlet of 63 pages with a preface; in the French language. It contains a very interesting paper written and compiled partly by the late Commander Vigor and partly by the Hon. Chief Justice Sir L. H. Lafontaine, Baronet, on the existence of slavery in Canada. The paper goes to establish the legal existence of slavery in Canada, for a time, both under the French and the English regime. The pamphlet bears the coat of arms of the society, which was founded by Mr. Vigor, in 1857. Its motto is "Rien n'est beau que le vrai." The officers are: Patrons, the Hon. Sir L. H. Lafontaine, Baronet, and the Hon. D. B. Viger; President, the Revd. H. Verreau, Principal of the Jacques Cartier Normal School; Vice-President, R. Bellemare, Esq.; Treasurer, J. U. Beaudry, Esq., Clerk of the Court of Appeals and Secretary of the Commission for the Codification of the Laws; Librarian, H. Latour, Esq.; Secretary, Georges Baby, Esq.

—The Montreal Mercantile Library Association has continued, this year, their plan of obtaining as public lectures some of the American celebrities. Bayard Taylor and Elihu Burritt have been this winter among the lecturers at that institution.

—A Scotch journal says: "Another of the contemporaries of Burns, has been gathered to his fathers. James Neil died recently at Hurlford, aged 90 years. He had many reminiscences of the bard, which he was accustomed to relate with great glee. Among others we may mention the following; They were plowing together at a match on the Struther's farm here. Among the prizes was one for the best kept harness. Burns excited the mirth of the field by appearing with a straw harness, and the judge awarded him the prize for his ingenuity. Throughout the whole day Burns kept calling to the boy who aided him. "Scud on! scud on, Davie! If we be wurst, w'e'll not be last."

—Burns, writing to his earliest patron, Gavin Hamilton, in 1781, thus expresses himself: "For my own affairs, I am in a fair way of becoming as eminent as Thomas-a-Kempis or John Bunyan; and you may expect henceforth to see my birthday inscribed among the wonderful events of Poor Robin and Aberdeen almanacks, along with the Black Monday and the Battle of Bothwell Bridge."—See Lockhart's "Life of Burns," p. 110.

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