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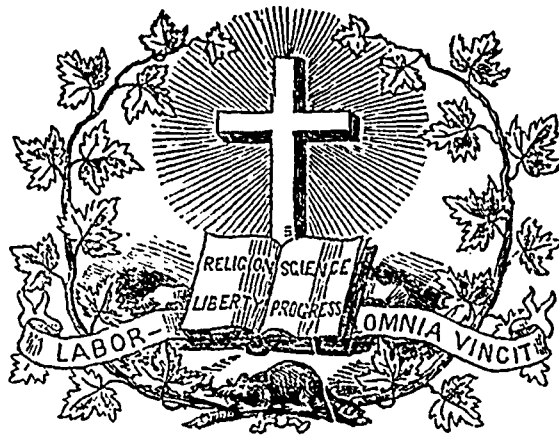
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# JOURNAL OF EDUCATION.

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**SUMMARY.**—Education: School days of eminent men in Great Britain. by John Timbs, (continued from our last).—Suggestive hints towards improved secular instruction, by the Rev. R. Dawes, 11th Natural Philosophy (continued), 12th Astronomy.—Physical culture, by John Bruce, Esq. Inspector of Schools.—The best physical exercise, by Pre-t. Samson.—Promptness.—Thoughts on education, from various authors (continued).—LITERATURE.—Poetry: On the visit of the Prince of Wales, by Mr. John Burton, student of McGill College.—The Prince of Wales, by Anne.—The father's tear, by J. W. Barker.—OFFICIAL NOTICES: Notice to Secretaries-Treasurers.—Appointment of school trustees.—Diplomas granted by Boards of Examiners.—Donations to the library of the department.—Situations wanted.—Teachers wanted.—EDITORIAL: The visit of the Prince of Wales to America.—Addresses presented by Educational institutions to His Royal Highness the Prince of Wales: Laval University, Ursulines Convent, McGill University, Bishop's College, College of St. Hyacinthe, Victoria College.—Report of the Chief Superintendent of Public Instruction, for 1858; Extracts from the Reports of the Inspectors of Schools (continued).—MONTHLY SUMMARY: Educational Intelligence.—Literary Intelligence.—Miscellaneous Intelligence.—ADVERTISEMENTS.

of these things, and I was informed that there was a science called arithmetic. I purchased a book of arithmetic, and I learned it. I was told there was another science called geometry; I bought the necessary books, and I learned geometry. By reading, I found that there were good books of these two sciences in Latin: I bought a dictionary, and I learned Latin. I understood also that there were good books of the same kind in French; I bought a dictionary, and I learned French. And this, my Lord, is what I have done: it seems to me that we may learn everything when we know the twenty-four letters of the alphabet."

Under the patronage of the Duke of Argyle, Stone, some years afterwards, published in London a Treatise on Mathematical Instruments, and a Mathematical Dictionary, was chosen a Fellow of the Royal Society, and became a distinguished man of science.

## EDUCATION.

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

By JOHN TIMBS, F. S. A.

(Continued from our last.)

CXVIII.

#### HOW EDMUND STONE TAUGHT HIMSELF MATHEMATICS.

Stone was born about the year 1700; his father was gardener to the Duke of Argyle, who, walking one day in his garden, observed a Latin copy of Newton's *Principia* lying on the grass, and thinking it had been brought from his own library, called some one to carry it back to its place. Upon this, Stone, who was then in his eighteenth year, claimed the book as his own. "Yours!" replied the Duke; "do you understand geometry, Latin, and Newton?" "I know a little of them," replied the young man. The Duke was surprised; and, having a taste for the sciences, conversed with the young mathematician, and was astonished at the force, the accuracy, and the candour of his answers. "But how," said the Duke, "came you by the knowledge of all these things?" Stone replied: "A servant taught me ten years since to read. Does one need to know anything more than the twenty-four letters in order to learn everything else that one wishes?" The Duke's curiosity redoubled: he sat down on a bank, and requested a detail of the whole process by which he had become so learned.

"I first learned to read," said Stone; "the masons were then at work upon your house. I approached them one day, and observed that the architect used a rule and compasses, and that he made calculations. I inquired what might be the meaning and the use

CXIX.

#### JOHN WESLEY AT THE CHARTER-HOUSE AND OXFORD.

The founder of the Methodists, John Wesley, was the second, or the second who grew up to manhood, of the sons of the Rev. Samuel Wesley, of Epworth, Lincolnshire, and was born there in (O. S.) 1703. When in his sixth year, he nearly lost his life in a fire which consumed his father's parsonage; and John remembered this providential deliverance through life with the deepest gratitude. In reference to it, he had a house in flames engraved as an emblem under one of his portraits, with these words for the motto, "Is not this a brand plucked out of the burning?" Peculiar care was taken of his religious education by his mother, which, with the habitual and fervent piety of both his parents, and his own surprising preservation, at an age when he was perfectly capable of remembering all the circumstances, combined to foster in the child that disposition which afterwards developed itself with such force, and produced such important effects.

At an early age John was sent to the Charter-house, where he suffered under the tyranny which the elder boys were permitted to exercise. The boys of the higher forms were then in the practice of taking their portion of meat from the younger ones, by the law of the strongest; and during great part of the time that Wesley remained there, a small daily portion of bread was his only food. He strictly performed an injunction of his father's, that he should run round the Charter-house green three times every morning. Here, for his quietness, regularity, and application, he became a favourite with the master, Dr. Walker; and through life he retained so great a predilection for the place, that on his annual visit to London, he made it a custom to walk through the scene of his boyhood.

At the age of seventeen, Wesley proceeded to Christchurch, Oxford. He had previously acquired some knowledge of Hebrew under his brother Samuel's tuition. At college he continued his studies with all diligence, and was noticed there for his attainments, and especially for his skill in logic; no man, indeed, was

over more dexterous in the art of reasoning. He was no ineffectual versifier, and at one time seemed likely to have found his vent in poetry. When he was an under-graduate, his manners were free and cheerful; and his active disposition displayed itself in wit and vivacity. As, however, he was destined by the wishes of his family, and the situation which he held in the university, to become a candidate for orders, his parents directed his attention to the studies which concerned his profession, and more particularly to books of a devotional spirit. Among the works which he read in this preparation were the famous treatise *De Imitatione Christi*, ascribed to Thomas à Kempis. Wesley now got rid of all his acquaintances whose conversation he did not think likely to promote his spiritual improvement. In 1725, he was ordained; and in the following spring was elected to a fellowship at Lincoln College.

From this time Wesley began to keep a diary, in which he conveys a lively picture of himself; registering not only his proceedings, but his thoughts, his studies, and his remarks upon men and books, and miscellaneous subjects, with a vivacity which characterized him to the last. He was next appointed Moderator of the Logical Disputations and Greek Lecturer. He now formed for himself a scheme of studies: Mondays and Tuesdays were allotted for the classics; Wednesdays to logic and ethics; Thursdays to Hebrew and Arabic; Fridays to metaphysics and natural philosophy; Saturdays to oratory and poetry, but chiefly to composition in those arts; and the Sabbath to divinity. It appears by his diary, also, that he gave great attention to mathematics. Full of business as he now was, he found time for writing by rising an hour earlier in the morning, and going into company an hour later in the evening. At the desire of his father, he next resided at Wroote, one of his livings; he officiated there for two years as his curate, and obtained priests' orders.

He now returned to take up his abode at Lincoln College, became a tutor there, and presided as Moderator at the Disputations. At this time a decided colour was given to Wesley's destiny, and the foundation laid of Methodism. During his absence at Wroote, his younger brother, Charles, had drawn together in Oxford a small society of young men, of similar views, who received the sacrament weekly at St. Mary's, and assembled daily in each other's rooms, for the purpose of prayer and study. John was invited to join their party, and his superior age, though he too was very young, together with his station in the University, his character for learning, and above all, his being in priests' orders, combined to give him the direction of the little brotherhood. Nothing was further from his thoughts, or theirs, than the idea of separation from the church: they were, indeed, completely high church in their principles and practice. John Wesley added a remarkable plainness of dress, and an unusual manner of wearing his long flaxen hair; and the name of Methodists, (a term not taken, as is generally supposed, from the ancient school of physicians so called, but from a religious sect among the puritans of the seventeenth century,) was the least offensive term applied to them. They were in no way molested by the public authorities, either of the University or the Church of England; but their character for unusual piety conciliated the goodwill of their ecclesiastical superiors till some of them excited opposition by doctrines decidedly at variance with the prevailing opinions of the church.

We have now sketched the school and college life of John Wesley, unquestionably a man of very eminent talents and acquisitions.

His genius, naturally clear and vivid, had been developed and matured during his residence at Oxford, by an unremitting attention to the studies of the place. His industry and management of time few have equalled. He always rose, for above fifty years together, at four in the morning. He read even while on horseback; and during the latter part of his life, when his long journeys were made in a carriage, he boasted that he had generally from ten to twelve hours in the day which he could devote to study and composition. Accordingly, besides the ancient languages, he was competently skilled in many of the tongues of modern Europe, and his journals display throughout a remarkable and increasing familiarity with the general reading, the poetry, and the ephemeral productions of his day.—*Abridged from the Quarterly Review*, No. 47.

## CXX

## LORD CHATHAM AT ETON AND OXFORD.

This illustrious statesman was born in Westminster, in 1708. He was sent early to Eton, where his high qualities were soon discerned by the head-master, Dr. Bland; and he there became eminent among a group, every member of which in manhood acquired

celebrity. George (afterwards Lord) Lyttleton, Henry Fox (afterwards Lord Holland), Sir Charles Hanbury Williams, Henry Fielding, Charles Pratt (afterwards Lord Camden), were among Pitt's young friends and competitors at Eton. His biographer, Thackeray, justly remarks, that "among the many recommendations which will always attach to a public system of education, the value of early emulation, the force of example, the abandonment of sulky and selfish habits, and the acquirement of generous, manly dispositions, are not to be overlooked. All these I believe to have had weight in forming the character of Lord Chatham." (1)

Pitt's studies were not neglected during his school vacations; for his father provided for him an able tutor at home during these periods, and himself assisted in this continuous tuition. The late Lord Stanhope stated that "Pitt being asked to what he principally ascribed the two qualities for which his eloquence was most conspicuous, namely, the lucid order of his reasoning, and the ready choice of his words, answered, that he believed he owed the former to an early study of the Aristotelian logic, and the latter to his father's practice in making him every day, after reading over to himself some passage in the classics, translate it aloud and continuously into English prose." That he cultivated Latin versification early is attested by the Latin hexameters on the Death of George the First, which he wrote in the first year after he was admitted a gentleman commoner at Trinity College, Oxford, in 1726. He was a most assiduous student of the classics: Demosthenes was his favourite; and he appears to have strongly recommended for the studies of his second son, afterwards the celebrated minister, the first book of Thucydides, and Polybius.

Lord Chatham's studies in youth were not exclusively the classics of antiquity. He read diligently the best English authors for style; his memory was excellent, and he is said to have known some of Dr. Barrow's sermons by heart.

## CXXI

## DR. JOHNSON AT LICHFIELD, STOURBRIDGE, AND OXFORD.

Lichfield, in Staffordshire, is scarcely less proud of Samuel Johnson, than is Stratford-upon-Avon, in Warwickshire, of Shakespeare. In each town is shown the natal home and school of its genius; and though Johnson rests not, like Shakespeare, in the church of his birthplace, the people of Lichfield have testified their veneration of their illustrious townsman by his statue, while Stratford boasts of no such memorial of its master-mind.

Samuel Johnson was born in 1709. His father was a book-seller and stationer, and lived in a house in the marked-place, at Lichfield, which remains to this day. Johnson's mother was a woman of superior understanding and much piety, to which are ascribed the early impressions of religion which were made upon the mind of her son. When he was a child in petticoats, and had learned to read, Mrs. Johnson one morning put the common Prayer-book into his hands, pointed to the collect for the day, and said, "Sam, you must get this by heart." She went up-stairs, but by the time she had reached the second floor, she heard him following her. "What's the matter?" said she. "I can say it," he replied, and repeated it distinctly, though he could not have read it more than twice.

Samuel was afflicted with the scrofula, or king's evil; and his mother, by advice of a physician in Lichfield, took the child to London in the Lent of 1702, to be touched by Queen Anne, but the ceremony was ineffectual. Johnson was then only thirty months old; but he used to relate in after years, that they went in a stage coach, and returned in a wagon; and that the queen wore diamonds and a long black hood.

He first learned to read of his mother, and her old maid Catherine, in whose lap he well remembered sitting, to hear the story of St. George and the Dragon. Dame Oliver, a widow, who kept a school for little children in Lichfield, was his next teacher, and said he was the best scholar she ever had. His next instructor in English was one "Tom Brown," who published a spelling-book, and dedicated it to "The Universe." At the age of 10, he began to learn Latin with Mr. Hawkins, undermaster of Lichfield grammar-school; in two years Johnson rose to be under the care of Mr. Hunter, the head-master, who, he relates, was "wringhoaded and severe," and used to beat the boys unmercifully, to save them, as he said, from the gallows; but Johnson was sensible that he owed much to this gentleman, and invariably expressed his approbation of enforcing instruction by the rod. Under Mr. Hunter,

(1) Creasy's Eminent Etonians, p. 212.

Johnson made good progress; he seemed to learn (says one of his school-fellow) by intuition; for though in olence and procrastination were inherent in his constitution, whenever he made an exertion he did more than any one else; and he was never corrected at school, but for talking and diverting other boys from their business. His favorites received very liberal assistance from him; and three of his juvenile associates used to come in the morning, and carry him to school. One in the middle stopped, while Johnson sat upon his back, and one on each side supported him; and thus he was borne triumphant. At school he was uncommonly inquisitive; and he never forgot anything that he had either heard or read. In consequence of his defective sight, he did not join the other boys in their amusements. His only diversion was in winter, when he was fond of being drawn upon the ice by one of his companions barefooted, who pulled him along by a garter tied round his middle; no very easy operation, as he was remarkably large.

Dr. Percy, editor of the *Reliques of Ancient Poetry*, relates that Johnson, at this period, was immoderately fond of reading romances of chivalry; and he attributed to such extravagant fictions that unsettled turn of mind which prevented his ever fixing in any profession. From his earliest years he loved poetry, but hardly ever read any poem to the end; he perused Shakespeare at a period so early, that the speech of the ghost in *Hamlet* terrified him when alone. One day, imagining that his brother had hid some apples behind a large folio in his father's shop, Samuel climbed up to search for them, there were no apples; but the large folio proved to be Petrarch, whom he had seen mentioned in some preface as one of the restorers of learning: his curiosity was excited—he sat down, and read a great part of the book.

Johnson was next removed to the school of Stourbridge, Worcestershire, where he did not derive much benefit, but acted as an assistant to the master, in teaching the younger boys. He subsequently discriminated his progress at the two grammar schools thus: "at one I learned much in the school, but little from the master; in the other I learned much from the master, but little in the school." At Stourbridge he was admitted into the best company of the place; he remained little more than a year, and then returned home, to learn his father's business; but he lacked application. He, however, read much in a desultory way, as he afterwards told Boswell, his biographer: "all literature, sir; all ancient writers, all manly; though but little Greek, only some Anacreon and Hesiod; but in this irregular manner I had looked into a great many books which were not commonly known at the universities, where they seldom read any books but what are put into their hands by their tutors; so that when I came to Oxford, Dr. Adams, now master of Pembroke College, told me I was the best qualified for the University he had ever known come there."

Johnson had already given several proofs of his poetical genius, both in his school exercises and other occasional compositions, of which Boswell quotes specimens.

In 1728, Johnson, being then in his nineteenth year, was entered as a commoner at Pembroke College: his father accompanied him, and introduced him to his tutor as a good scholar, and a poet who wrote Latin verses; Johnson behaved modestly, and sat silent; till, upon something which occurred in the course of conversation, he suddenly struck in, and quoted Macrobius; and thus he gave the first impression of that more extensive reading in which he had indulged himself. Johnson describes his tutor as "a very worthy man, but a very heavy man." Upon occasion of being fined for non-attendance, he said to the tutor, "Sir, you have scored me twopence for non-attendance at a lecture not worth a penny." Nevertheless, Johnson attended his tutor's lectures, and also the lectures in the college, very regularly. At his request he translated Pope's *Messiah* into Latin verse, as a Christmas exercise, with uncommon rapidity and ability; and it obtained for him not only the applause of his college and university, but of Pope himself, who is said to have remarked: "The writer of this poem will leave it a question with posterity, whether his or mine be the original."

Johnson's line of reading at Oxford, and during the vacations, cannot be traced. He told Boswell that what he read *solidly* at the university was Greek; not the Grecian historians, but Homer and Euripides, and now and then a little epigram; that the study of which he was most fond was metaphysics, but that he had not read much even in that way. It is, however, certain, both from his writings and conversation, his reading was very extensive. He appears, at various times, to have planned a methodical course of study. Like Southey, he had a peculiar faculty in seizing at once what was valuable in any book, without reading it through. He wrote at all times impatiently and in a hurry: he wrote his first exercise

at college twice over, but never took that trouble with any other composition, and his best works were "struck off in a heat with rapid exertion." From his being short-sighted, writing was inconvenient to him; therefore, he never committed a foul draft to paper, but revolved the subject in his mind, and turned and formed every period, till he had brought the whole to the highest correctness and the most perfect arrangement—when he wrote it; and his uncommonly retentive memory enabled him to deliver a whole essay, properly finished, whenever it was called for."

Johnson was a great favourite with his college companions; and he might often be seen lounging at the gate of Pembroke College amidst a circle of students, whom he was entertaining with his wit, and keeping from their studies, if not spurring them to rebellion against the college discipline. The secret of this seeming levity and insubordination will be stated best in Johnson's own words: "I was mad and violent. It was bitterness which they mistook for frolic. I was miserably poor, and I thought to fight my way by my literature and my wit; so I disregarded all power and all authority." Johnson did not form any close intimacies with his fellow-collegians, though he loved Pembroke to the last. He boasted of the many eminent men who had been educated there, and how many poets had been Pembroke men, adding, "Sir, we were a nest of singing birds." But, Johnson's university education, through his scanty supply of funds from home, and the shortcomings of friends, was left incomplete; and he personally left college without a degree, December 12, 1729, though his name remained on the books till October 8, 1731.

Whatever instruction Johnson received from his mother in the doctrine and duties of Christianity, does not appear to have been followed up; and it was not until his going to Oxford that he became a sincerely pious man. When at the University, he took up the Nonjuror Law's *Serious Call to a Holy Life*, and was so affected and convinced by its contents, that from this time religion was the predominant object of his thoughts and affections.

But he returned to Lichfield from the University with gloomy prospects. In 1731, he made an unsuccessful effort to procure the appointment of usher in the grammar-school of Stourbridge, where he had been partly educated. In the summer following he obtained a situation in the school of Market Bosworth, Leicestershire, to which he went on foot: the employment was, however, irksome to him, and he soon quitted it. Soon after this he went to Birmingham, and undertook, for the first bookseller established there, a translation and abridgment of a *Voyage to Abyssinia*, by Lobo, a Portuguese Jesuit, for which he received five guineas!

Johnson now returned to Lichfield, and in 1736 married Mrs. Porter, a widow, with whom he opened a private academy at Edial Hall, near Lichfield; but the establishment did not succeed; he had only three pupils, two of whom were David Garrick and his brother. Meanwhile he was storing his mind, and employed on his tragedy of *Irene*. Next year, accompanied by Garrick, he repaired to London, to try his fortune in "that great field of genius and exertion."

At Lichfield, the house in which Johnson was born is incessantly visited by pilgrims from all parts of the world. Opposite is the statue of the Doctor, its pedestal sculptured with bas-reliefs of incidents in his life; and near a footpath in the town is a willow, from a shoot of the tree planted by Johnson's hands. These are trifling memorials compared with the works which his genius, learning, and understanding produced in the service of religion and virtue, and which have led even his most grudging critic to pronounce Johnson to have been "both a great and a good man."

### Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

XI.

NATURAL PHILOSOPHY.

(Continued from our last.)

The experiment of letting light from the sun fall on a triangular prism of glass, will interest—seeing the separation into the different prismatic colours—let them observe the order in which they follow—the image being white, excepting when the rays proceed from the prism at a particular angle: cover first one side of it with paper and then another, which shews to them on which side it

enters and which it goes out at—otherwise they will not understand. This separation of colours by refraction is perhaps the most striking thing which can be brought before them belonging to this class of experiments.

Tell them when they see a rainbow to observe the order of the colours—the order in the secondary bow. Calling their attention to things of this kind even in this simple way is of great service.

Many of them have seen a heated coal, or the red-hot end of a stick whirled rapidly round, or moved quickly in a straight line;—show them that the fiery end cannot be in every point of the circle or of the line at the same time; and that it must be moved with such rapidity, that the impression of it on the eye while at any particular point must rest until it comes there again; the stick in one case appearing a circle, in the other a line of fire.

The impression of light lasts on the retina about one sixth of a second, therefore it must whirl round six times in a second, or come from any one point in the line to the same again in one sixth of a second, as the least velocity which would produce this effect.

Of the same kind a meteor, called a falling star, which is a luminous point in rapid motion—the motion of a rocket, etc.

The following is a very instructive experiment: Take a circular disc of white pasteboard, or perhaps better, paste white paper on a circular piece of board, and having divided the surface into sections of proper proportions, and painted on them the prismatic colours—when made to revolve rapidly it will appear white—it whirled round in a dark room, and with the same rapidity which before produced white, when lighted by an electric spark, all the colours are as distinctly visible as if the wheel were at rest: in this case the wheel has moved through no visible angle, while the light lasted, and may be taken to have been at rest; if lighted by a flash from gunpowder, they will be less distinct, but here the duration of light is longer.

It has generally been supposed, since the time of Newton, that when the rays of light are separated as completely as possible by means of refraction, they exhibit seven varieties of colour, relating to each other with respect to the extent that they occupy in ratios nearly analogous to those of the ascending scale of the minor mode in music. The observations were, however, imperfect, and the analogy wholly imaginary. Dr. Wollaston has determined the division of the coloured image or spectrum in a much more accurate manner than had been done before; by looking through a prism, at a narrow line of light, he produces a more effectual separation of the colours than can be obtained by the common method of throwing the sun's image on a wall. The spectrum proved in this manner to consist of four colours only, red, green, blue, and violet, which occupy spaces in the proportion of 16, 23, 36, and 25, respectively, making together 100 for the whole length; the red being nearly one sixth, the green and violet each about one fourth, and the blue more than one third of the length."—YOUNG'S Lectures.

Transparent substances, as glass, may be made into such forms that the light falling on them, after passing through, may be brought to a point at particular distances.

The eye is of this nature, and it collects the light which falls upon it from objects around, and brings them to a point on what is called the retina—when they are exactly brought to a point there the sight is good;—when the surface of the eye is too round, the image is not in its proper place, and as people get older, in the generality of cases, the eye becomes too flat;—to assist them in both cases, lenses (when used in this way called spectacles) are had recourse to, and by the assistance of these, the image is formed at the proper point;—when the eye is too flat, the image is behind the retina, when too round, between the retina and the eye; but in neither case can people see well.

Short-sighted people have the eye too convex, longsighted too flat; this latter defect comes with age, or increases as people get older, which is the reason why they cannot read without spectacles.

This does not increase the quantity of light, as light is lost in passing through the spectacles.

The effort which every one whose sight is beginning to fail feels himself making in order to read, or see anything which is indistinct, is to bring the lens of the eye into such a form, that the image may be formed in its proper place.

Then a teacher would ask them if they had never observed the effect of going out from a lighted room on a dark night, how little they could see at first, and the sort of muscular action going on in the eye, so as to adjust it to collect more light;—the contrary, going from dark to great light, as in opening the shutters of a bedroom window on a bright morning, causing a sort of involuntary effort of the eye to contract, and exclude part of the light—reflection of light from snow causing pain, etc.

Owls, etc., are animals which see well at night having the power of dilating the pupil of the eye, so as to take in more light.

To have a perfect sight, the lens of the eye must be so shaped that the image is formed exactly on the retina. Sir John Herschel, in his "Discourse on the Study of Natural Philosophy," mentions, among others not less striking, the following instance of theory and pure mathematical analysis leading to results such as no ordinary practical reasoning would be able to get at, being contrary, as it were, to one's every-day experience.

"An eminent living geometer had proved by calculations founded on strict optical principles, that in the centre of the shadow of a small circular plate of metal, exposed in a dark room to a beam of light emanating from a very small brilliant point, there ought to be no darkness—in fact, no shadow, at that place; but on the contrary, a degree of illumination precisely as bright as if the metal plate were away. Strange and even impossible as this conclusion may seem, it has been put to the trial and found perfectly correct.

"Cases like this," he justly adds, "are the triumph of theories."—HERSCHEL'S Discourse on Nat. Phil.

## XII

## ASTRONOMY.

There are a few facts connected with Astronomy, and, when properly explained, not very difficult to comprehend, which ought to form a part of the instruction given in our schools.

The apparent motion of the heavenly bodies—that this is caused in part by a real motion of the spectator, which he himself is not aware of—that the movements we see in the sun, and among the stars, are not real ones, but owing to our point of view changing every moment.

That all these bodies appearing to be in a blue concave sphere on a fine night, and at nearly equal distances from us, are not really so—that some are millions and millions of miles farther from us than others—some are fixed and do not change their position with respect to each other, and are called fixed stars—others, again, are moving in circles or orbits round the sun, in the same manner as the earth does, of which a certain number are known—their distances from the sun—the time of revolving in their orbits accurately calculated; that is, the time from one of these bodies leaving any one point in its orbit until it comes to the same point again—these are called planets—some of them, again having satellites or moons revolving round them, in the same way as the moon round our earth.

Again, that some of them are self-luminous bodies, like the sun, as the fixed stars—others like our moon, are not in themselves luminous, but appear to be so by reflecting the light thrown upon them by the sun—this explains the various phases of the moon, new moon, full moon;—otherwise, if she were a luminous body, she would always appear the same, etc.

These and similar things which they may be taught are no doubt quite opposed to their preconceived notions, so far as they may have notions at all, or have ever thought on the subject; but I can say, from my own experience, that when explained in a simple way they excite a very lively interest, and are not only highly instructive as to the facts themselves, but may be made a means of imparting to the youthful mind strong feelings of a religious character.

I saw the glorious sun arise  
In morning's early gray,  
I saw him light the eastern skies,  
And melt the shades away.

Who made the sun to shine so bright,  
The heavens to adorn?  
Who turn'd the darkness into light,  
And gave us back the morn'?

'Twas God who made the sun so bright  
The heavens to adorn;  
'Twas God who made the darkness light,  
And gave us back the morn'.

Sung in the school by the children.

Having become acquainted with the different lines on the surface of a terrestrial globe, (1) they should be made to understand

(1) "This earth of ours is a huge mass, self-poised, supported upon nothing, hung upon nothing—enveloped by the air which we breathe, and surrounded by the space of the heavens.

"How many thoughts does the mind embrace in this idea!"

MOSSELY'S Astro-Theology.

the two motions of the earth, one in its orbit causing the variations of the seasons, the other of rotation, causing day and night, and that this motion on its axis from west to east causes an apparent motion of the sun and stars from east to west.

Turning the globe from west to east (having first elevated the pole to the latitude of the place), it is easily understood that a point on the surface near the pole describes a very small circle, and that every point which is more distant describes a larger one, till we reach the equator, any point on which describes a great circle, and that from the equator to the south pole these circles go on decreasing.

Hence the teacher would call attention to the tendency which a body would have to fly off from the surface of the earth, caused by this rotation—that the more rapid the motion, the greater this tendency—that the motion being greatest at the equator and decreasing towards the poles, this tendency to fly off, would be greater there than at any other point; and would in all cases diminish the weight of bodies, and that this was found by experience to be the case; a body at the equator loses from this  $\frac{1}{289}$  of its weight.

This tendency to fly off is always at right angles to a perpendicular to the axis of rotation, and at the equator is at right angles to the direction of gravity.

The centrifugal force at any point on the earth's surface acts at right angles to a perpendicular let fall from that point on the axis of rotation, and varies in magnitude as that perpendicular which is the cosine of the latitude; at the equator this force is at right angles to the direction of gravity, and is a maximum, the latitude being 0, and the cosine equal to radius; at the pole it is nothing, the latitude being 90, and cosine of 90 is 0.

Why is a bird in its flight not left behind by this rotation of the earth on its axis? or, why does not the lark soaring in the sky find the field moved from under her when she descends?

He might then instance the dirt or wet flying from a cart or carriage-wheels in rapid motion over dirty roads—the water from a wet mop when twirled round—from a grindstone when the blacksmith is grinding tools;—then to show how easy it is, from knowing the properties of a circle, to calculate the absolute space move through by any point on the surface of the earth in twenty-four hours, or in any given time; that any point must revolve from west to east, and will in a complete revolution describe the parallel of latitude in which it is; giving them the length of a degree of longitude in that latitude, they would work out the arithmetic of it, and for one, two, three, etc. hours, as the case may be; ask—what points on the earth's surface describe the greatest space; and what the least, in twenty-four hours?

The difference between the polar and equatorial diameter. Again, pointing out that every section of a sphere must be a circle, and that knowing the circumference they can find the diameter—or the line which would reach from any one point to the one differing in longitude 180° from it—also the area of the section or slice of the earth which the plane of a parallel of latitude makes.

The following questions may interest a teacher who has a tolerable knowledge of the subject, and suggest others.

(1) The length of a degree of longitude in our latitude is 37.76 geographical miles: compare the velocity of a point on the earth's surface here arising from the motion of rotation, with the velocity of a point on the equator.

(2) If the earth's diameter were only one half what it is, what proportion would the mass, the surface, and the different land divisions of this new globe bear to those of the present one, and what would be the size of each in square miles.

The teacher should work this question out numerically to its final results; it only requires a knowledge of the properties of a circle and of a globe, that the circumferences of circles vary as their diameters, the areas as the squares; and that the solid contents of spheres vary as the cubes of their diameters.

Archimedes more than two thousand years ago discovered that the superficies of a sphere is equal to the convex surface of the circumscribing cylinder, or to the area of four of its great circles; and that the solidity of the sphere is to that of its circumscribing cylinder as 2 to 3. He was so pleased with this discovery, that he ordered a sphere inscribed in a cylinder to be placed on his tomb, and the numbers which express the ratio of these solids.

As a means of giving correct ideas of the apparent motions of the heavenly bodies, a celestial globe will be necessary. This, to an unpractized eye, seems a mass of confusion, but by confining the attention at first to a few particular stars, particularly those near the pole, and by degrees extending it to others, it will be found very simple.

It is essential to make them understand how the elevation of the pole, or the apparent place of the pole-star, varies—that at the equator the poles are in the horizon, and at the poles directly over head.

Having elevated the pole according to the latitude, and otherwise regulated it for any particular day and hour in the year, they may conceive the equinoctial and ecliptic as the corresponding lines of the terrestrial globe swollen out to the blue vault of the sky—the weather would point out, for instance, the constellation of the Great Bear, and how to find the pole-star from it; others, as Capella in Auriga, etc., which never get below the horizon—that the stars near the pole-star appear to move in circles round it from east to west—that this is in consequence of their own motion with the surface of the globe from west to east—that the farther a star is from the pole star, the greater the circle it describes, until you get to those which rise due east—that such a star would describe a greater circle than one rising either to the north or south of east, and that stars rising further to the south will appear to describe smaller and smaller arcs in the heavens, until you get to those which only just make their appearance on the horizon—such as a star of the first magnitude (Fomalhaut) in Piscis Australis—those further south not rising to us at all, but describing circles round the south pole, in the same way as the stars in the Great Bear and others do round the north.

Then by degrees to call the attention to others, such as a star (Vega) of the first magnitude in Lyra—Acturus, Regulus, Antares in the Scorpion, etc., marking those in and near the ecliptic—point out also the direction of the Milky Way, and the particular stars near it on each side, east or west of it.

Then turning the globe from west to east, show the rising, etc., or particular parts of the heavens where the more remarkable stars are to be found, at hours when they may themselves observe them—where they will be at eight, nine o'clock, etc., near the horizon in the east—or that they must turn their faces to the south, the west, etc., to see them; as also their apparent distance from the pole-star; and they will have the greatest pleasure in hunting them out and watching their motions.

When a right conception of the apparent motion of a few of the more important stars is formed, that of the rest scattered among them becomes an easy matter of reasoning which is soon filled up, always bearing in mind their apparent distances from the pole-star—watching those which never set, in their highest and lowest points, beginning in the east; conceive how the observers must turn in order to see them in the different part of the circle they appear to describe, until they come to the same point again.

That if they can observe one of those stars to change its position with respect to any star which they know to be fixed—if they find its angular distance from a fixed point increase or decrease—that this is called a planet—that the planets move in orbits inclined to the plane of the ecliptic, but that their path is never far from that of the sun—some difference this must cause in the quantity of heat and light falling upon them—that in one it would melt iron and lead—that they would not be known as solids, water only as an elastic vapour—while in another, perhaps, quicksilver, water, etc., would be solid substances, capable of being quarried out in blocks like Aberdeen granite—gases would become solid, etc.

Then to point out their respective distances from the sun—their periods of revolution in their orbits—their satellites, etc.—the exactness with which astronomers are able to make all these calculations—changes of the moon and her different phases.

That if the plane of the orbit in which the moon moves were extended, it does not lie in the plane of the ecliptic, but inclined to it, at an angle of about 5°; that at new moon, the sun, moon, and earth are in a straight line, and that side of the moon which receives light from the sun is turned entirely from us, so that none of her reflected light can reach the earth—that by her motion in her orbit she separates herself, moving to the east, about 13° daily from the sun—that a day or two after the change we see a small crescent of light, concave towards the east; this goes on increasing daily with her angular distance from the sun, until she appears in the part of the heavens directly opposite to him, when it is full moon—the whole enlightened surface of the moon being turned towards the earth. She now goes on decreasing, rising later on successive evenings the waning side being convex towards the west.

(To be continued.)

### Physical Culture.

Physical culture is a subject too much overlooked in the training of our youth. To keep the mind unimpaired, care must be taken of the body. In our endeavours to develop the one due attention must be paid to the other. In developing the physical health of man, he improves, in a very important degree, the strength and vigour of his mind. The more perfect a man makes his animal nature, the better for him. The animal nature is the servant of the mind; well treated, it serves obediently and honestly; badly treated it rebels, and may in turn assert the mastery over the mind. Well matured, it will bear mental work. Unattended to, the mind will soon feel the neglect.—To build up the man, the physical and the intellectual must be developed and worked together.

The idea that the development of the body is something to be condemned, as something inimical to the development of the mind is essentially wrong. A perverted and a perverting animal nature is a fearful thing, but vigorous and healthful, it is like every thing which God makes—*very good*.

We would recommend this subject of physical culture to the most serious consideration of the friends of education, and to all specially intrusted with the education of youth.

A man's strength resides in his arterial current—in his muscles, and bones, and tendons, and ligaments—his brawn and sinew. His degree of strength depends upon the vigour, size, and substance of these.—Now one of the great agents for promoting health, strength, enjoyment, and a buoyant mind, is bodily exercise. There can be no such thing as perfect health and strength without bodily exertion,—it is contrary to the very scheme of man's existence,—it is not in the nature of things;—nay, the philosophy of life and health, the light of science, the testimony of all ages, and the irresistible force of irrefutable argument prove it to be impossible.

Physical education,—by which we mean bodily exercise and recreation,—is as needful as mental training. Such exercise tends very much to stimulate the mind to still higher activity. It develops the frame, it contributes to health, it frees the body from many impurities, and thus better fits it for the loftier efforts of intellect. A law of nature affects children in this particular, and is a striking illustration of what we, grown up children, should do. The necessity of play is laid upon them; and those restless little fellows who are always sliding, or running, or wrestling, or playing at some game, are doing exactly what they ought to do. Those little brothers of yours, who, it may be, drive you half insane by their noise, who will not sit down quietly, and who, if they are persuaded to sit down, wriggle and twist their bodies into new positions every moment,—these unquiet children are discharging a grand duty of their nature. The fact,—and the fact should be constantly born in mind,—that man has a two fold nature—mind and body, and that in order to preserve the first, he must take care of the second, *deserves more consideration than it is receiving.*

All forms of mental exertion have a wearing, exhausting effect upon the body, producing hunger, or a requirement for food. Pure intellectual labour, vigorous exercise of the will, active imagination, sustained attention, protracted thought, close reasoning, the nobler enthusiasms, the afflatus of the poet, the ambition of the patriot, the abstraction of the scholar,—the passions and impulses, hope, joy, anger, love, suspended expectancy, sorrow, anxiety, and 'corroding cares', all tend to produce physical exhaustion.—Now to meet this constant tear and wear of the physical system, there must be a counter agency. The mind must have occasional timely ease, and the body recreation and invigorating exercise.—'Exercise is the awakener of dozing languid nature, the solace of the limbs, the healer of diseases, the chaser of many vices, the medicine of listlessness, and the destroyer of not a few evils.'—The whole history of the centenarian echoes to this fact, and thus teaches its lesson.

What gave strength to the great Demosthenes, so feeble and sickly in his youth? Was it not the gymnastic art? And was it not the same art, which made of a puny infant, which had been thrown without maternal pity from the mount Taygetus, the illustrious general admired in all ages under the name of Agesilaus? It was to the practice of gymnastics, or physical training, and to the daily renewal of military exercises that the Roman soldier owed those great physical qualities which rendered him so long victorious in the wars of the state. He could march twenty miles in five hours, with a weight of more than sixty pounds. In the field, he could carry, besides his arms, his baggage, and his tent, provisions for fifteen days.—But to the manly exercises of the circus, succeeded the gory games of the gladiator; and later still, the

dancing and the mimicry of the actor; then Rome, which had subdued the world, fell by luxury and effeminacy.

To enumerate the various exercises practised for giving compass and elasticity to the body, is not necessary.—The foot-ball, the skipping rope, the hoop, the battledoor and shuttlecock, and various other games of this kind, which are now deemed only juvenile games, have the double advantage of not only developing the muscles of the different members of the body, but also the chest and the lungs.

England alone has retained the ancient pugilistic exercise of the Greeks and Romans, under the name of the art of *boxing*; and although we cannot but admire the physical effects it produces among professional boxers, yet the cruelty, immorality, and neglect of mental culture which are usually its accompaniments, render it an unfit exercise for modern times. Nevertheless, the boxer, from his peculiar training and exercise, possesses large limbs, hard projecting and highly elastic muscles; a small abdomen; a full well developed chest, respiration large and deep; skin close, smooth, and transparent; and a uniform complexion, perfectly corresponding to the under lying muscles. In like manner, and from equally adapted training, jockeys and divers acquire the developments necessary for their peculiar occupations.

But there are other exercises, more innocent and exhilarating, most favourable to physical development, and which we strongly recommend.—Nature invites us to her green and open fields, and there unfolds her brightly illumined page for us to read and learn. On this subject the following remarks deserve attention.

'The fact is, that the physical education of youth is almost entirely neglected; whereas that ought to take precedence of mental culture. Instead of confining a child, as is too often the case, to his primer and his spelling-book, let an intelligent tutor accompany him into the fields and encourage him to ask questions about every thing that comes in his way.' For instance: direct his attention to plants and flowers, show him how profusely they are scattered over the globe, like the stars in the firmament, inviting us to their contemplation. Show him what a diversified drama they form, a continually shifting scene, which never cloy, and always delights the intelligent observer. Discourse to him how not a tree, nor a plant, nor a leaf, nor a blossom, nor a fruit, but is a volume of instruction, a source of rich gratification, and full of the wonders of the Creator. From the vegetable lead him on to the animal kingdom. Feast and train his mind on its endless wonders and varieties; and while thus regaling his mind, and storing it with pleasurable and a thousand suggestive ideas,—the impression is deepened on his mind, that the commonest things by which we are surrounded are rich in instruction, and therefore deserve minute and careful attention as the work of him whose works are innumerable and incomprehensible; 'which doeth great things past finding out; yea, and wonders without number.' In this way let every object in creation that attracts the child's attention be interestingly explained to him. Let this method be pursued, and he will get more general and mind expanding and invigorating information in a twelve-month than other boys will in a dozen years—not thus trained in the school of nature.—And does not common sense indicate that the *outset* of a child's educational career should thus be commenced? To deny such life giving exercises as these, or those of the play-ground, with its many games and sports, is to retard the progress of the mind, and give it a character, too dry, sombrous and circumscribed.

The true idea of education is, the bringing out and properly training all the powers and faculties of the child, both of body and of mind. Much precious time is literally wasted in cramming the memory with words and phrases, which tend not a little to bar the admission of thought, and render application irksome. No man can live well whose mind is not replenished with pure thought and corresponding feeling. 'A great spirit and a busy heart,' will ever move towards some mightier end which is worthy of life, and which will crown and glorify it forever.

What is the world, but a vast school-house, in which man is to receive his ten thousand lessons of true wisdom and varied knowledge? Books are but the feeble echo of nature's great teacher; and while books perish, creation lives in all its freshness and glory. And is there not in trees and flowers, in mountains and rivers, in suns and stars, an inner, ever enduring life, with which the spirit of man may and will commune, and hold deeper fellowship, when all the apparatus of schools shall have perished?

Every thing in nature is full of instruction. Every leaf that flutters in the breeze is a page written by the finger of the Creator, and revealing the secrets of his wisdom. The study of nature is a thousand times more important than the study of books, and to youthful constitutions, and the expanding mind, more invigorating

and congenial. If it be a zoological fact that "birds woo flowers," it is no less true that children love the greenfields, and the blue sky, and the dark rolling ocean. It is a mistake to keep these little happy souls confined within the walls of a badly ventilated room so many hours every day, and to demand of them, without regular physical relaxations, a certain amount of mental application. Nor is it calling things by their proper names to say that a boarding school procession is the same thing as recreation and renovating exercises. Why should our boys and girls be drawn up in rank and file, and marched in slow and measured pace through streets and lanes, instead of being sent into the open field to gather flowers or chase butterflies. There is education in climbing a hill or playing cricket, as really as being seated at a desk with a slate and copy-book, a grammar, or any lesson book. Mental application will always correspond with bodily exercise, and every hour that is spent in recreation may be crowned with the most positive good. According to the present system of education, intellectual cultivation, and school tasks are, in many instances, pushed so far as to impair health and injure the constitution; and after ten months of this unwholesome discipline the vigour of mind and readiness of application are so much diminished, that the school is regarded with loathing and the vacation is longed for with all the ardour of an exile pining for his home. If a young person in this unnatural situation, be sent into the country to enjoy exercise and play in the open air for two months, without opening a book, there cannot be a doubt that he will return better disposed for his lessons, and abler to keep pace with his companions, than if he had continued to receive daily instruction at school during all that time. This result, however, will follow, simply because his health, which had been impaired by confinement and over-tasking, will now be restored by country air, idleness, and open-air exercise; and his brain will have regained its lost tone, and be able to manifest the mental faculties with greater vigour." The mind, like the archer's bow, must sometimes be unstrung, else its spring and elasticity will soon be destroyed. And in no way can it be so gainfully eased, so as to recover its native vigour, as by the bracing influence of open-air exercise; and for such a purpose, (and certainly a most valuable one,) every village, town, and city should have its school-promenades and gymnastic grounds open to all schools.

What is our school-going population?

Is it not society in embryo—the hopes and lights of the present generation? Can too much attention be then paid to those who are to form a transmitting link in the great chain of the human race? to whom as such we are committing all the wealth of arts and sciences—all the erudition of the age,—our laws—our religion—everything upon which we put a value—and through whom are to pass our living selves continuously to times' end? And the succeeding generation we desire is not one of giant minds, nor of effeminate nerveless bodies.—We want, and we must labour to have, a *hale well trained whole man*. A certain writer says:—"Cultivate the physical powers exclusively, and you have an athlete or a savage; the moral only and you have an enthusiast or a mania; the intellectual only, and you have a diseased oddity, it may be a monster. It is only by wisely training all three together that the complete man can be formed."

If true to ourselves, and true to our generation, we must then be up and at it—heart and soul—effectually training up those coming on the stage of life—intellectually, morally and physically, that we, when dead and gone, may leave behind us a generation equally distinguished for vigour of body—intellectual attainments—and nobleness of character.

JOHN BRUCE,  
Inspector of Schools.

### The best Physical Exercise.

After all the inventions, erections and temporary eulogizing of the *gymnasium*—after the costly experiment, for a time, of horseback riding, nine-pin rolling, and other games—after the novelty of military drilling, too exacting on the time and purse of the student, too starched and mechanical in the style of carriage it gives, and too demoralizing in its association—after all devices, the wise man comes back to the simple thing of walking. In the old beaten track the man of perfect health and physical development hale and hearty, holds on the even tenor of his way, till, staff in hand, he steps into his grave. The history of this branch of education is most instructive. The empirical Greeks, especially the dreamy among their philosophers, first introduced gymnastics.

The end sought by these exercises was not one practical with us. Then men were to fight hand to hand, and the gymnastics of the Greeks seemed to be adapted to train men to this mode of combat. Diodorus, however, the Roman historian, in the Augustan age, writes from Egypt: "They think that from daily gymnastics in the palestra youth will gain not sound vigor, but only a temporary strength, and that at great risk of injury." It was not, then, from Egypt that Pythagoras and Plato brought gymnastics; and when they had introduced them into their schools, the practical followers of Aristotle so preferred the round-about town ramble for physical culture, that they received the name of "Peripatetics," while the ultra conservative stoics were satisfied with promenading and lounging upon their porticos.

It is refreshing, almost invigorating in itself, to the robust peripatetic of our day, panting and with the thrill of his morning and evening walk, running through every fibre of his frame, just to think of the men that have preceded him in this line which he has marked out for himself. He is the companion of Abraham, rambling over the hills of Palestine, of Jesus, walking two miles out of Jerusalem every night, and back in the morning, of Paul, "minding himself to go afoot;" and he is the fellow partaker with a long line of men in secular life, most masterly in their power of mind in every age and land, because the framework of mind's mighty enginery has been kept in its strength by the renovation of walking.

It is instructive to the educator, when travelling in Europe, to observe the students in the German Universities spending their summer vacations in tramps among the Alps, with their knapsacks on their backs, their stout shoes on their feet, and strong staves in their hands; gaining thus a vigor and health which is kept up during the severe tasks of their sessions of study by evening promenades on the shady walks around most of the cities of Europe. In fact, all experience shows that, while other resorts may be valuable as temporary restoratives, the location of an institution of learning where long and pleasant walks are not only possible, but necessary, with the addition of a covered promenade for inclement weather, is the best provision for physical education.—*Pres. Samson*.

### Promptness.

The first virtue in a school exercise is, of course, *accuracy*, but scarcely less important, in its bearing, not only upon the process of education in school, but upon its working value in life, is *promptness*. If knowledge is power, how manifestly does the extent of one's available power depend upon the readiness with which his knowledge can be summoned to use. The power which knowledge brings to some men, is only such as is latent in a sword locked in the cabinet or rusting in the scabbard. What though it be of the finest Damascus, if it be too heavy or too costly to wear and use, it is of less value in the battle of life than a weapon of far inferior temper kept always sharp and burnished and by the side.

Now, when we remember that the main purpose of elementary education is, not so much to impart a little knowledge, as to form good habits of acquiring and using knowledge, we shall see the importance of cultivating Promptness as one of the cardinal virtues of the school-room. I am afraid we do not estimate duly the influence which the exercises of school necessarily have in the formation of mental habits in young minds, and how much they might contribute to the formation of good habits. Some pupils are allowed to get into the habit of taking a question as leisurely as if one should say,—“At some convenient future time, sir, I will take that question into consideration:” the teacher and the class sit in expectation, the one paring his nails, the others scribbling on the blank leaves of their text-books, as though they would say,—“Please to favour us at your earliest convenience.” I am tempted to say, in spite of the assertion I began with, that, even if a correct answer come at last, (which is quite improbable in such a stagnation of the faculties,) a good, prompt, downright blunder would have been better. It certainly would have been more hopeful. It is plain enough what such scholars will come to. Their knowledge will always be “to seek,” according to the old expression, when it is wanted. They will be of that stupid class who “know, but can't think.” When on examination, or in any emergency, in school or in life, where a little knowledge is wanted promptly, they will always be confused, embarrassed, nonplused, good for nothing.

I know a teacher who tells his scholars that if he were to go to them when they were asleep at night and shake them, and thrust



a book into their face, and say,—“Here—translate this,” they must be ready to do it on the instant. And I verily believe they would. I believe the sound of that sharp voice, that never tolerates the tick of a watch between question and answer, if heard in the midst of the deepest sleep, would impel them, instinctively, to “rouse and bestir themselves, ere well awake.”

The teacher's success in securing promptness in his pupil will depend very much on his own promptness. There is a wonderful contagion in all mental operations. In ordinary conversation, we almost unconsciously talk faster and think faster than our wont, with a man who speaks fast to us, and we take our time with a man who is himself deliberate. The teacher must be as prompt as his own standard. He must “know what he knows.” If he expects ready answers, he must be ready with his questions. Every appearance of hesitation or doubt in him, sanctions and reproduces hesitation in them. To maintain this alertness will require preparation on his part—but what teachers can expect to succeed in any thing without it?

The teacher to whom the writer was indebted for his early education, had an excellent scheme for stimulating his scholars to rapid performances in Arithmetic. A problem was read to the whole class. If one in Mental Arithmetic, the answer simply was to be written on the slate. If it required an operation, it was to be wrought out and the result under-scored. The first who finished his work laid his slate, face downward, upon a table, the others piling theirs upon it as they severally got ready. When all were done, the pile was turned over and the results read in their order: the first correct answer entitled its author to the head, and so on. It by no means turned out that the quickest were the surest—but the general effect of the exercise was to stimulate the quick to be surer, and the sure to be quicker.—Other exercises we had in other branches, with the same intent. Among others, we had, regularly, on Monday Morning, a half-hour's exercise in turning up texts in the Bible, chapter and verse being given by the master, and the first finder reading the passage aloud.—These exercises were always immensely enjoyed by the school. Any teacher can invent schemes of this sort for himself,—such as best fall in with his own plans. But somethings of the kind, now and then, I believe to be very useful in quickening the faculties.

Of course there is a judicious way of cultivating promptness. Some minds are naturally quicker than others, and can safely be required to react upon a question with more rapidity. But we are not to encourage and commend promptness in a way which will imply that the quickest minds are necessarily the best. We must not so manage our exercises as to discourage those slower but perhaps finer intellects, that will excel where judgment and reflection are in request. We must not force any mind to undue haste, for this will result in a habit of guessing, and jumping at wrong conclusions. But, remembering that the faculties will grow in proportion to the demand made upon them, *up to a certain point*, we must seek to secure in every one the greatest possible promptness consistent with other requirements.—*Vermont School Journal*.

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

### I.

#### VALUE AND ESSENCE OF A GOOD EDUCATION.

(Continued from our last.)

At the end of the fourteenth or fifteenth year, school instruction—public education—ought not to cease, but to continue, even if the number of hours is smaller.

A youth of fourteen is yet a child in insight and power, as in years. Now! approaching the period most important for influencing him, and most dangerous. And is it then that we are to leave the youth to himself, to be corrupted by chance, or by the common affairs of life? This would be—to speak mildly—foolish. It would be to begin, but not to finish.

Therefore, instruction, and the further exercising of the powers of the mind, should continue, the number of hours being diminished.

Now should be studied the most important subjects; theories of religion and morals, ethical principles and development of character, theory of the duties and rights of citizens, their relations to the authorities and to the state, general knowledge of the laws of the land, especially of the penal code.

This will accomplish much more than the studies hitherto pursued in schools or infant schools, the miserable practising of mechanical reading, writing, &c.

No one should be graduated from the institutions of public education and training, until he arrives at age. ДИСТАВКА.

What must be done in order to keep pace with the requirements of the progress of the age, which is all the time demanding additional studies for the young?

Shall all new studies be rejected, and only the few retained which the “good old times” admitted? Shall different studies be pursued together?

The former half-way method has seed of death within it. The spirit of a principle is never comprehended except by those who teach especially some one department; but who in practice connect the various departments in a truly economical manner.

And yet this condensation of knowledge is never a complete solution of the whole problem.

I know of but one key to it—the prolongation of the period of study. If we are requiring of boys of sixteen what they might learn at fourteen, it is then only worth while to introduce more studies into the common-school course, and to endeavor to make an effective enlargement of it.

But the school should cautiously beware of making sacrifices to the arrogant requirements of the spirit of the age; which, whenever it takes a wrong direction, promotes nonsense, and desires to study by steam.

ЛТОУ.

It is not overloading with dead knowledge, but the purifying and strengthening of the moral feelings, which is the highest aim of education.

ЛУОИАН.

Education, with relation to men—for both animals and plants can be educated, and the word is derived from the latter—is the gradual change of the immature into the mature man.

This change happens, firstly, by means of the action of nature in the young man himself, impelling him, in body and mind, to the development of his powers; and in the second place through other men, with whom the young man stands in relation; by their constant influence upon him, stimulating him to activity, and thus to the development of all his faculties.

Education by means of men is in part unintentional and purposeless, in part designed, and conducted according to certain rules, conceived with a consciousness more or less clear.

It is this latter to which particularly the name of education is applied; and it is this education which a man needs in order to be truly well-trained.

If all education were left to the operation of nature and of accident, men might, it is true, do well physically, but mentally would remain exceedingly undeveloped.

Education however must be natural; that is, must be adapted to the nature of man as a corporeal, reasoning and free being; and therefore must not be mechanical, merely directory or drilling, as with beasts, but reasonable and admitting of free activity, and neither pampering nor over refining.

Instruction is an important part of this education; inasmuch as it must itself communicate education; that is, must be stimulating, developing, and training, and must not merely hand over to the memory for safe keeping a multitude of words and facts.

Education begins with birth; and is therefore at the beginning, of course, merely physical or corporal; it soon however becomes moral and intellectual also—or, to speak generally, mental; for the mind of the child very soon becomes active; as soon as he answers to the smiles of his mother, and begins to stammer out words.

The mother is therefore the first and most natural teacher. The father, however, and others who are round the child, partly involuntarily and partly voluntarily, take a part in it.

For this reason the first education must be domestic. Public education takes place later; and partly continues the former, and partly supplies its deficiencies; especially for boys, who by virtue of their natural destiny enter so much more into public life than girls.

When the youth attains his majority, he becomes his own educator; although the external world continues to have an incessant influence upon him.

This stage of education continues until man, having become a more or less ripe fruit upon the stem of humanity, falls from it and sinks into his grave. КРУО.

It is worth more to be possessed of but few of the lessons of wisdom, but to apply these diligently, than to know many, but not to have them at hand.

The object of education is not external show and splendor, but inward development.

What is the use of a great number of books, when their possessor knows only their names?

An enormous mass of materials is not instructive to the learner, but discouraging.

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

It is better to study thoroughly a few good authors, than to wander about among many.

It is in the possession of the greatest idlers that we find the largest libraries—as ornaments to their walls.

From everything noble the mind receives seeds, which are vivified by admonition and instruction, as a light breath kindles up the spark in the ashes.

Youth will correct itself, under management and stimulus.

The powers of the mind are nourished by instruction, and increase, under its influence, in proportion as new ideas are added to those innate, and bad ideas are made better.

Short lessons, in sentences or verses, are of especial importance in education. They are instructive, in proportion as they awaken the attention, and stimulate the will.

Youth, moreover, ought not to pluck first in one place and then in another, nor to grasp too eagerly after everything at once.

We attain to the whole, through the parts.

The burden must be proportioned to the strength; and no greater ones laid on than the pupil can bear.

No greater tasks should be imposed on the pupils, than they can comprehend and master.

SENeca.

But how is it, that the most careful education often miscarries; that sometimes, even from the best families, there come individuals, if not worthless, at least of weak character; while very eminent men develop without any education at all, and accomplish everything for themselves?

The reasons for this state of things are:

1. The most careful instruction is not always the wisest; and the best intentioned parents often do the greatest harm by the means from which they expected the greatest good. For example; many sorts of religious instruction make the recipients irreligious; virtue always watched over does not maintain itself when not watched; strictness and kindness, both of which are indispensable in education, accomplish their purpose only when mingled in right proportions.

2. It is very commonly the case in families where education is carefully attended to, that there is a too great uniformity in the mode of managing the children, though the children may be of very various characters; and thus it follows that what helps one, harms another.

3. The education which the individual receives from his parents and instructors, as he grows up, is not the only influence at work upon him; and the influence of other persons, and of circumstances, is often only too great; and moreover it acts upon him from all sides, while education can operate only on one side.

4. The fact that eminent men have seemed to do everything for themselves, only shows that education given by other men is not the only influence which develops; and that some few—and the cases are very rare—have sufficient innate powers to penetrate through all obstacles; and that even in these cases we must not overlook the external circumstances in which they were placed, and which were perhaps precisely those best suited to them, and therefore best fitted to fill the place of the education—in the ordinary sense of the word—which they lacked.

5. While a few remarkable instances may be cited of men who have succeeded without education, we must, in order to correctness, take into account also the great number of those who have been entirely ruined by the want of a wise education.

6. It must also be remembered, that under the influence of a proper education, such men would not only have been still more accomplished, but that they would have escaped many dangers which have been very harmful to them, though perhaps also useful.

NIEMEYER.

There is, in the present organization of the world, but one single species of instruction which is applicable to all classes, and embraces all human relations—namely, religion.

This, being restricted to no particular period of life, not visibly interfering with the course of civil occupations, and governing and training the heart more than the head, and therefore requiring no artificial preparation from its pupils, finds its operations no where limited.

It awakens and maintains the consciousness of an inner and higher existence, which no chains can reach and no oppression can subdue; and thus is the most efficient teacher of true freedom, and of the recognition of that only equality which sustains all the civic relations, and exists in the sentiments even of the poorest.

VON GERTZ.

Education and instruction are, according to the use of language, two different things; the former including the whole of physical, moral and intellectual development, but the latter applicable more properly to the training of the intellect.

Instruction must include everything which relates to the development and training of the man and the citizen.

Up to this time, in most countries, more has been done for knowledge and practical ability, than for faith and love; and of the two chief human feelings, far more regard has been paid to selfishness than to the moral sense.

Therefore it is that in politics equality is not maintained; because, with men of mere intellect, material forces govern, and the spiritual forces of justice and truth are subordinated; shrewdness and not right feeling being the ruling trait.

A man whose feelings are properly trained is always a good citizen, and under a free constitution will always both enjoy happiness and promote it in others.

We have enough of laws for men: now let us train some men for the laws.

ARETINUS.

(To be continued.)

## LITERATURE.

### POETRY.

#### ON THE VISIT OF THE PRINCE OF WALES TO BRITISH AMERICA.

Montreal, 27th August, 1860.

To the Editor of the Montreal Gazette:

SIR,—I send a "Prize Poem," written by Mr. John Burton, one of the "first year's" students in the class of English Lit. in the University of McGill College. Among the many demonstrations of loyalty and joy with which the press teems, you may, perhaps, think the publication of this juvenile production not inopportune.

I am,

My dear sir,

Your obed't serv't,

WILLIAM T. LEACH.

With joy we welcome to our forest shores,  
The son of Britain's well-beloved Queen,  
That Queen upon whose head our Maker pours  
His choicest blessing, round whose brow serene  
The gems of virtue shine; of heavenly birth,  
They pale the crowns of earth.

We hail thee from fair Freedom's favored land,  
By slavery's heartless, crimson foot untrod;  
Where black and white holds each within his hand,  
That priceless boon, freedom to worship God;  
No fetters there, for all its sons are free  
As its encircling sea.

We hail in thee the British heart of oak,  
Which shrinks not from the dangers of the main,  
Fair promise that thy people ne'er the stroke  
Of hostile foes shall feel, nor shall the chain  
Which tyrants forge e'er curse our happy land,  
'Neath thy protecting hand.

The great upheavings of the mighty deep  
Appal thee not, but o'er its stormy wave  
(Which moans the requiem of those who sleep  
Within its marble depths,) fearless and brave  
Thou comest, whilst in the gallant breeze floats free  
The flag of Liberty—

That meteor flag of England which has braved  
Oppression, storm, and brightly to this hour,  
Still burns a beacon light; who would be saved  
The gall and wormwood of dark slavery's power,  
Of liberty and right will find no lack,  
Where waves the "Union Jack."

No mighty triumphs dost thou come to grace,  
Of victory, stained full deep in human gore;  
Far nobler trophies,—worthier of our race,  
Have stretched their iron band from shore to shore,  
O'er that broad river's flood: see Britain's noble son,  
The bloodless victory won!

A triumph worthy of the youthful days  
Of Canada, which to a fruitful field  
From Forests dense has grown; the pathless ways,  
Where roved the wolf and wandering deer, now yield  
The yellow waving corn, and cities rise  
Before our wondering eyes.

And still fair Prince, these triumphs we have won,  
Beneath the fostering care of that great land,  
Upon whose wide spread realms the tireless sun  
Ne'er sets; and from her open bounteous hand  
Have we received our language, energy  
And all that makes us free.

Then doubly welcome from our fatherland,  
Art thou, loved Prince of England's Royal line;  
E'en now awaits thy coming on the strand,  
A youthful nation's love, which still shall shine  
A rising star, nor less 'midst winter snow  
Or forest gloom shall glow.

A love, great Prince, on which thou mayest repose,  
Should storms assail the Briton's sea-girt isle;  
Her friends our friends shall be, her foes our foes,  
Her troubles will we share, and pray the smile  
Of heaven may rest upon her happy shore.  
Now, and for evermore.

All hail Victoria's son, our princely guest.  
Live, England's glory, and the pride of earth,  
May those bright virtues glow within thy breast  
Which deck the life of her who gave thee birth,  
With lovely radiance, and their light shall last  
When earthly thrones are past.

Whilst thee we welcome to our forest home,  
We own the gracious hand and guardian power,  
Of Him, from whom our life and blessing come,  
And who has placed us in auspicious hour,  
Beneath the sway, benignant and serene,  
Of England's spotless Queen.

Long may she rule in peace, and when at length,  
Her star, still rising in meridian light  
Of heavenly day, is lost; thou girt with strength  
Of God's approving smile, rule strong in right  
Thy spacious realms, and on thy diadem  
Our Canada shall shine the brightest gem,  
And give fresh lustre to thy lofty praise,  
Through never ending days.

JOHN BURTON.

#### THE PRINCE OF WALES.

What tidings from the sea-girt isle, of joy or hope or fear,  
Of war or wit, of woman's worth, or manhood's proud career?  
What of the ancient fatherland? what of our sovereign dear?

Not to the numbers of the bard, or sage's lifebought lore,  
Not to the Senate's vexed debate, or the canon's angry roar,  
Not to the pæans of the great, or the groans at Dives' door.

Not to these are ye to listen, nor these the tales we bring,  
Haste! bid the bells of tower and keep a royal welcome ring,  
A welcome to the blue-eyed boy who yet may be a king!

Yes! ring a royal welcome as befits a royal guest,  
Ring out bold bells to the free skies of all your climes the best  
For him who holds Hewelyn's land who bears the plumed crest.

O loyal hands and loving lips, a welcome loud and long,  
And greet the darling of our hearts with mirth and dance and song,  
Ay, bring the ivy-crowned cup, let who will say 'tis wrong.

For never since Jacques Cartier the fleur-de-lys unfurled,  
And bade the Bourbon lilies bloom 'mid the wilds of the new world,  
Has guest so loved o'er trod the soil where the wigwam's smoke then  
[curled.

Then a hearty cheer for the gallant ship that brought him o'er the sea,  
Three cheers for every belted knight that bears him company,  
But three times three for the lady bright that nursed him on her knee.

And a benison on the fair young head that yet shall wear a crown,  
Light may it rest on that white brow, those locks so comely brown,  
Long be it ere a silver thread streaks their soft lengths adown.

No common lot, no common cares, and life so soon began,  
Remember this in after years when we his actions scan,  
And think how well we loved the boy before we blame the man.

Ye who have heard his gentle voice, have looked upon his face,  
All ye who have a kindly wish for England's royal race,  
Bear him upon your heart of hearts up to the Throne of Grace.

O maidens in your orisons, remember him to-night,  
O men who never knelt to man, kneel to the King of Might,  
Pray Him to guide our youthful Prince in His ways just and right.

ANNIE.

Montreal, August 30, 1860.

#### THE FATHER'S TEAR.

BY J. W. BARKER

A prattling boy with flaxen hair,  
Sat by his father's side one day,  
Twisting a fair and careless curl,  
That on his ample temple lay.

Mid sportive scenes, his truant mind  
Was straying—it was holy time,  
For childhood's innocence and mirth  
Will steal upon the Sabbath chime.

But as he leaned his weary head  
Upon the kind paternal arm,  
And raised his eye to meet the glance  
That banished ever vain alarm,

O'er that familiar face he saw  
A glistening tear-drop stealing down,  
But could not trace upon the brow,  
The shadow of a father's frown.

"Why falls that tear," the prattler said,  
In plaintive whispers soft and low,  
"What storm hath stirred the fount of grief,  
And caused the bitter floods to flow?"

"Dear papa, is some treasure lost,  
Some shining treasure bright and new;  
Has some foul foe assailed joy,  
And tarnished pleasure's glowing hue?"

"The sunlight falls upon our path,  
Sweet flowers are blooming by the door,  
But loving hearts are clustering near,  
To cheer thee—papa, weep no more."

"My child it is not earthly woe  
That presses on my spirit now,  
It is not that some fiendish art,  
Hath spoiled the treasure of my heart;

"It is not that I sigh for gold,  
It is not that my friends grow cold,  
But other thoughts my bosom swell,  
And momentary bliss dispel.

"I'm thinking of many snares,  
Which lie to take thy youthful feet,  
And tremble, least thy trusting heart  
Shall fall a prey to base deceit.

"I see before thee frowning skies,  
O'er lands of dark ravines and vales,  
I hear the voice of grief and sighs,  
That unsuspecting ears assails.

"My boy, will not the storm of life  
Upset thy light and fragile bark,  
Will not thy feet mistake the way,  
Amid the shadow drear and dark?"

"Dear papa, I have heard you say,  
There is a sure, unerring Light,  
That shineth ever, shineth on,  
Amid the day, amid the night.

"I'll heed that Light and list that Voice,  
That guided ever into truth,  
And seek that crown which e'er adorns,  
The brow of childhood and of youth."

Buffalo, N. Y.

—New York Teacher.

## OFFICIAL NOTICES.

Notice to the Secretaries-Treasurers of the Boards of  
School Commissioners and of Trustees of  
Dissenting Schools.

The Secretaries-Treasurers are particularly requested, when preparing the semi-annual reports of their respective Boards, to mention the full yearly salary of the Teacher, including therein the value of the

house rent, of the firewood, of the board, or of any other perquisites, if such be granted to him.

The Secretaries-Treasurers will also be pleased to calculate in dollars and cents, and to make all the necessary additions in the columns in which they are required. Thus, instead of merely stating that so many children pay so much a month in monthly fees, state the total of the amount, etc.

By order,  
LOUIS GIARD, Secretary.

SCHOOL TRUSTEES.

His Excellency the Governor General in Council has been pleased to make the following appointments:—

County of Shefford.—Shefford: Messrs. Dominique Surprenant, Etienne Bergeron and Joseph Malbœuf to be School Trustees.

BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOURASKA.

Misses Adèle Dumont and M. Caroline Terriault have obtained diplomas authorizing them to teach in Model Schools.

Misses Marceline Dubé, Hermine Caron, Eliza Dooly, M. Aurélie Ph. LeBel, Edesse Rouleau, Céleste Martin, Eloise Sirois, Georgina Couturier, Virginie Gagné, Clémentine Gagnon, M. Georgina Dufour, Anna Dubé, Eliza Dumont, Emilie Pilote, Marie Dumont, Clémentine Mariona Lebel; Louise Glisson, (Madame Martial Roy); Mr. Martial Roy; Misses Angélique Levasseur, Clémentine Emilio Gagné, Sara Roy; Mr. Marcel Côté; Misses Anne Auctil, Mathilde Langlois, Gaudeline Olympiade Langlois and Philomène Gandeline Boucher, have obtained diplomas authorizing them to teach in Elementary Schools.

P. DUMAIS, Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF OTTAWA.

Miss Elizabeth Elder, and Messrs. Joseph O'Donohoe and William U. Prichard, have obtained diplomas authorizing them to teach in Elementary schools.

JOHN R. WOODS, Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges with thanks the following donations:—

From Mr. Gustavo Smith, Professor of the piano forte at the Convent of the *Sacré-Cœur* and Secretary to the Choir of St. Patrick's church, Montreal: "Le Pape Roi ou l'Univers Catholique. Chœur avec solo et duo, composé et arrangé (avec accompagnement de piano) pour une seule voix de Soprano," 1 pamphlet 40.

From Messrs. Hickling, Swan & Brewer, Boston: A Dictionary of the English Language, by Joseph E. Worcester, L. L. D., 1 vol. large 40.

From MM. Mame et Cie., Tours, France: "St. Louis et son siècle," 1 vol. large 8vo, "Histoire de la Révolution Française," 1 vol. large 8vo, "Voyage en France," by Madame Tasty, 1 vol. large 8vo, "Les plus belles Eglises du monde," 1 vol. large 8vo, "Un Hiver en Egypte," 1 vol. large 8vo, "La Terre Sainte," 1 vol. large 8vo, "Histoire de Paris," 1 vol. large 8vo, "Rome," 1 vol. large 8vo.

From MM. Dezobry, E. Magdeleine et Cie., Paris: "Précis Historique et Chronologique de la Littérature française," by Alfred Bougeault, 1 vol. 180.

From Mr. J. A. Plinguet, Montreal: "Questions d'exercices sur les cartes géographiques," 2 pamphlets 18vo, two copies.

SITUATIONS WANTED.

Mr. George William Simpson, Montreal, has a diploma for Model Schools and Academies. Apply at the Education Office.

A Young Lady, provided with a Model School diploma from the McGill Normal School—a Protestant.—45, Prince Street.

Mr. Laurent Giguière, Rivière du Loup, en haut, has a diploma for Model Schools.

Mr. Timothy O'Donohoe. Apply at No. 295, St. Mary Street.

Mr. L. M. Plante, provided with a diploma for Model Schools. Address: Arthabaskaville.

Miss Honorine Dumais, has a diploma for Model Schools,—teaches French and English. Address: Kamouraska.

Mr. Alphonse Dumais, has a diploma for Model Schools,—teaches English and French. Address: Kamouraska.

Mr. P. A. Parent, has a diploma for Model Schools. Address: Rimouski.

Miss Mary Kelly,—for an Elementary School. Apply at Mr. MacDonald's, Colborne Street.

Mr. Henry Edward Doherty, provided with a diploma for Elementary Schools—teaches English and the elements of French. Apply at No. 2, Prince Street, or at Mr. Dalton's Bookstore, St. Lawrence Main Street, or at the Education Office.

A young Lady, provided with a diploma for Elementary Schools—a Catholic. Apply—9, Colborne Street, or at Mr. O. Healy's, 95, St. Lawrence Main Street.

Mr. John R. Lloyd, a native of England, unmarried; has a diploma from the McGill Normal School for teaching in Elementary Schools, and can be well recommended. Address: Mariners' Chapel, Quebec.

Mr. James O'Brien, for an Elementary School, Sherrington, Babyville Post Office.

Miss Caroline Gibeau, has a diploma for Elementary Schools, teaches French and English.—89, St. Catherine Street.

Mr. George H. Williams, for an Elementary School, 62, Craig St.

Mr. Godfroi Gagnon, for Elementary Schools, St. Janvier.

Miss Marceline Ethier, for Elementary Schools, 127, Montcalm Street.

Miss Mary Anne Cronan, for Elementary Schools, Dorchester Street, between St. Charles Borromée and St. Urbain Streets.

TEACHERS WANTED.

A teacher is wanted for a school in the municipality of Ste. Angélique de l'Ottawa. He must be able to teach both languages. Salary \$180. Apply at this Office.

Two teachers—Protestant Ladies—possessing diplomas for Elementary Schools. Salary £20 per annum, each. Address, post-paid:—P. Jones, Sec.-Treas., Métis, County of Rimouski.

One teacher, for the township of Carleton, capable of teaching French and English. Salary \$240. A teacher is also required for Maria. Address, J. Meagher, Esq., School Inspector, Carleton, County of Bonaventure.

Two teachers, one Protestant and one Catholic, possessing diplomas for Elementary schools. The latter should be able to teach English and French, but chiefly English. Salary £25 in cash, and £20 in country produce, per annum, each. Address, post-paid, Mr. Wm. Gray, Sec. Treasurer, Shicobred, county of Bonaventure.

## JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) AUGUST AND SEPTEMBER, 1860.

### The Visit of His Royal Highness the Prince of Wales to America.

I.

INTRODUCTION.

Although education, science and literature are the main topics to which our journal is devoted, it has been our practice not to allow the great events of the day to pass unnoticed in our columns. The teacher, in our opinion, is not to be kept in ignorance of contemporaneous history from which he may derive so much benefit, and with the assistance of which he will be enabled to illustrate many lessons in history, geography, etc. References to passing events, will not unfrequently be found the best manner of securing the attention of pupils and of stimulating their mental faculties, although of course, great caution and tact is to be used in such references, so as to keep them altogether free from anything like party feeling.

Among the remarkable circumstances which have recently marked the history of our young and growing country, the most auspicious are certainly the completion of the Victoria bridge (the greatest in the world) and its solemn inauguration by the Heir apparent of the largest Empire on earth.

On the 14th of May 1859, an Address was voted by both Houses of Parliament, informing Her Majesty of the approaching completion of the stupendous work which this colony had undertaken to erect over the St. Lawrence, and humbly praying that Her Majesty (or if not Her Majesty, some other member of the Royal family) would be pleased to visit Canada and to inaugurate it, when finished. The Address was carried to England and placed at the foot of the Throne, by the Hon. H. Smith, Speaker of the Legislative Assembly. In answer Her Majesty was graciously pleased to say that it was impossible for her personally to comply

with the wishes of her Canadian subjects, but that the Prince of Wales would come to Canada as her Representative.

## II.

## THE PRINCE'S BIOGRAPHY.

His Royal Highness Albert Edward was born at Buckingham Palace, on the 9th of November, 1841. He is in possession of the following titles: "Prince of Wales, Duke of Saxony, Prince of Saxe Cobourg Gotha, Duke of Cornwall and Rothesay, Earl of Chester, Carrick and Dublin, Baron Renfrew and Lord of the Isles, Knight of the Garter." These are derived partly by inheritance and partly by creation. Edward the First having in politic concession to the Welsh Chieftains, created his heir Prince of Wales, this title has ever since been given to the Heir apparent of the Throne of England. The Scottish titles of the Prince are derived from Robert the Third, in whose reign they were vested in the Heir apparent of the crown of Scotland for ever. On the 10th of September, 1819, Her Majesty granted to her son and heir and to his heirs for ever the dignity of Earl of Dublin of the United Kingdom, in memory of her visit to that portion of her dominions.

The education of the Prince of Wales was at first conducted under the immediate care of his royal mother. In the languages, classics, natural philosophy, mathematics and other branches of study, he has been assisted by private tutors selected expressly on account of their qualification and ability to convey instruction. When the age of Albert-Edward became such as to require the immediate care of a Tutor, Mr. Gibbs was appointed to that post of high confidence. The young Prince was induced to learn, not forced, and every thing was done to render his studies agreeable to him. Mr. Gibbs is said to have effected much in conveying the first notions of learning to the mind of his royal pupil, through a peculiar talent of telling stories and anecdotes. Some useful truths having thus been inculcated and a desire for more general information having been excited, the Prince was encouraged to acquire knowledge by personal observation. The master and pupil proceeded together to examine the ordinary phenomena of nature, and explanations were given of what was not quite intelligible to the latter in the same felicitous manner. (1)

The arts which have conferred so refined a grace on modern social life, have as is well known, been cultivated with singular success, by the Queen and the Prince consort. It is not surprising that they should have wished such talent to be hereditary in the Royal line, but it is surprising to find this desire realized to the extent it has been. The Prince of Wales learned to draw with facility and was encouraged to render the accomplishment useful. The numerous trips and voyages on which he has been engaged have afforded him ample opportunity.

It was first arranged that the Prince should take a tour in what is known as the Lake District of England, comprising the counties of Cumberland and Westmoreland. Besides the pleasure of hearing interesting details of Arctic adventures from Dr. Armstrong, one of the gentlemen who accompanied him and who had been surgeon and naturalist in the expedition in search of Sir John Franklin, this excursion afforded the young Prince a remarkable opportunity of completing and illustrating his geological studies. He descended into mines and climbed mountains with equal eagerness, collected specimens of the rocks and metals, sketched the scenery, inserted in his journal an account of the day's adventure or wrote home a narrative of everything he had seen worthy of relation, together with such traits of individual character as had come under his observation.

The next tour made by the Prince of Wales was a foreign one. It extended to highly interesting portions of Germany, France and Switzerland. In its results it was even more satisfactory than the preceding, as could be seen by the reports sent home and the entries on his diary. On his return, the White Lodge, in Richmond Park, was selected as a place admirably adapted for continuing the physical and mental training of the Prince. The neighbourhood had witnessed the sports and studies of many successive Princes of Wales. In this pleasant retirement the studies proceeded more systematically than hitherto, and at the same time rowing on the Thames in a small boat, riding in the park and enjoying a game of cricket occasionally, contributed to the development of his health, the pure air for which this beautiful locality has been famous from time immemorial adding its influence.

When the Prince had fully enjoyed his Richmond retreat, a new expedition was planned for him, that came recommended by singular attractions. It was a voyage in the Royal yacht to the coast of Ireland, with a tour to such places of interest in the island as were most readily accessible. The scenery for which the land of Saints is deservedly famous was sure of receiving justice in the sketch book and journal of the youthful traveller; and there is little doubt that the personal characteristics of a people whose *vis comica* is so great and lively afforded a rich fund of amusement.

On the 9th of November, 1858, the Prince having that day completed his seventeenth year, was appointed Colonel in the army. The *London Gazette* of the following day, contained an announcement to the effect that Her Majesty had been pleased, by letters patent, to give and grant unto His Royal Highness Albert Edward, Prince of Wales, full power and authority to wear and use the Star and also to wear and use the Collar and all other insignia belonging to the most noble Order of the Garter and to sit in the stall assigned to the Prince of Wales in the Royal Chapel of St. George, at Windsor, and to use all rights and privileges belonging to a Knight Companion of the said most noble Order, in as full and ample a manner as it His Royal Highness had been formally installed.

Having thus fairly entered upon the duties of manhood, His Royal Highness determined upon pursuing his studies, for a time at least, at Rome. Meanwhile Major General Bruce, brother to Lord Elgin, and so well known and so universally beloved in Canada, had been appointed Governor to the young Prince. A better nor a more auspicious selection for this Colony, could not have been made. After a brief visit to his illustrious sister at Berlin, the Princess Fredericka-William, of Prussia, he proceeded on his journey to Italy, accompanied by his governor. On his way thither he performed the first public act of his life, one which will ever be remembered by Canadians. This great colony of the Empire, which had already made known to the world its desire of contributing its fair share in the noble struggles of the mother country by its subscriptions in favour of the families of the victims (French and English) of the Crimean war, and also by its very liberal contributions towards the Indian relief fund, had gone one step further and at a time of great difficulty, had levied a regiment which was called the 100th or Prince of Wales Royal Canadian Regiment of foot. This regiment being then safely landed in England and stationed at Shorncliffe near Folkestone, the Prince inspected it and went through the ceremony of presenting colours, on which occasion he made the following speech:

"Lord Melville, Colonel de Rottenberg, and officers and soldiers of the 100th Regiment,—It is most gratifying to me that, by the Queen's gracious permission, my first public act since I have had the honour of holding a commission in the British army should be the presentation of colours to a regiment which is the spontaneous offering of the loyal and spirited Canadian people, and with which, at their desire, my name has been specially associated. The ceremonial on which we are now engaged possesses a peculiar significance and solemnity, because in confiding to you for the first time this emblem of military fidelity and valour I not only recognize emphatically your enrolment into our national force, but celebrate an act which proclaims and strengthens the unity of the various parts of this vast empire under the sway of our common Sovereign. Although, owing to my youth and inexperience, I can but very imperfectly give expression to the sentiments which this occasion is calculated to awaken with reference to yourselves and to the great and flourishing province of Canada, you may rest assured that I shall ever watch the progress and achievements of your gallant corps with deep interest, and that I heartily wish you all honour and success in the prosecution of the noble career on which you have entered."

The Prince arrived in the Eternal City in the latter part of January, 1859, and having spent some time in exploring ancient and modern Rome, proceeded quietly and unostentatiously to his studies. Before doing so, however, he paid a visit to the Pope. His appearance at the Vatican is worthy of note, the more so as a Prince of the blood Royal of England had not made a similar visit for some centuries. Agreeably to the expressed wish of her Majesty, the reception was conducted with little ceremony. His Holiness rose on the entry of the Prince, and, coming forward to the door of the apartment to meet him, conducted him in the most affable manner possible to a seat, and entered into conversation with him in French. General Bruce was the only other person present at the interview, which was brief, and limited to complimentary expressions and subjects of local interest, but perfectly satisfactory to all parties. It is said that His Holiness

(1) Domestic Memoirs of the Royal Family, by Sir Folkestone Williams.

expressed afterwards the highest opinion of the manners and character of his youthful visitor. On the Prince rising to take his leave, the Pope conducted him again to the door with the same warmth of manner which he had testified on receiving him. The stay of his Royal Highness at Rome being interrupted by the outbreak of the war in Italy, he travelled to Gibraltar, and from thence to Spain and Portugal. He returned to Eng and June 25, 1859.

Having thus from the fountain head drunk copiously of Latin literature, the Prince, soon after his arrival in England, commenced a regular academical training at the University of Edinburgh, where he daily attended the classes of the professors, and showing a fair amount of application, made considerable progress in his "Humanities." He subsequently continued his curriculum at Oxford, where his education was receiving every advantage which could be expected from the tutorship of world-renowned professors, when it was interrupted by His Vice-Regal mission to Canada.

### III.

#### THE PRINCE'S DEPARTURE FOR AMERICA.

On the 9th of July, His Royal Highness accompanied by his august father, the Prince Consort, arrived in Plymouth Sound, in the *Victoria* and *Albert* yacht, Her Majesty having accompanied them part of the journey in the *Fairy*. After having received an address from the Corporation of the borough of Devonport, the Prince, at about half past eight o'clock, embarked on board the *Hero* (91 guns), Captain Seymour, C. B., and at seven the following morning, accompanied by the frigate *Ariadne*, under salutes from the *St. George* and *Emerald*, the citadel and a battery on Mount Edgemount, left the Sound. As the *Hero* approached, the Channel fleet lying about four miles off the port, opened into two lines, and the noble vessel passed between them and took the lead down the Channel with a fair wind. The following composed the suite of the Prince and embarked with His Royal Highness: His Grace the Duke of Newcastle, Secretary of State for the Colonies; the Earl of St. Germain, Steward to the Queen's Household; Major General Bruce, Governor to the Prince; Dr. Ackland, the Prince's Physician; Major Trevelick and Capt. Grey, the Prince's Equerries, and Mr. Engleherst, private Secretary to the Duke of Newcastle.

### IV.

#### NEWFOUNDLAND.

After thirteen days the Royal squadron reached Newfoundland; the *Hero* and *Ariadne* anchored in the harbour of St. John's on the 23rd of July, at 7 o'clock in the evening. The next day, at noon, the Her apparent landed for the first time in the North American dominions of his Royal mother. The event being immediately made known by telegraph, throughout the whole of the colonies, salutes were fired in the principal towns, the bells of churches rang and other demonstrations of joy spontaneously followed the auspicious announcement.

Newfoundland is as far as historical science can show, the first part of America discovered. It is asserted that it was first visited by Biarne, son of Eric the Red, Earl of Norway, in 986. In May, 1497, Cabot, who was dispatched by King Henry VIII., gave it the name of Prima Vista, which is still retained by a small island near it. The Portuguese established the first fisheries in 1502; the Spanish, the French, and the English soon followed, and like all other countries in North America, it was successively taken, lost and retaken by the two latter nations until Louis XIV., by the treaty of Utrecht in 1713, ceded it to England; this was nearly fifty years before the cession of Canada. Newfoundland may be therefore considered as the oldest British colony of America. In 1729, it was separated from Nova Scotia, and Captain Osborn was appointed Governor, Sir Alexander Bannerman being now its forty-first Governor.

The island is of triangular shape, measuring in length 420 miles and in its greatest breadth 300; its area is 36,000 square miles.

The population in 1857, was 119,000, of whom 55,000 were Catholics, 42,000 belonged to the Church of England, 20,000 were Methodists, etc. There is a Normal School, 12 Grammar Schools or Academics, 300 Elementary schools attended by 18,000 pupils. The educational system is as separate as it can be in relation to Catholics and Protestants, there being a Catholic and a Protestant Board, a Catholic and a Protestant Inspector, etc.

There is but one city, St. John's, and five towns, Havre de Grace, Carbonear, Brignes, Port de Grace and Placentia, formerly *Plaisance*. St. John's is the most eastern seaport in America. The harbour is excellent; it is enclosed by two mountains, between which is the entrance or narrows defended by numerous batteries. The city is built on a rising ground; it is supplied with gas and water; there was a newspaper published at St. John's as early as 1807, and there are now no less than 9 in the island. Responsible Government was established in 1851. In 1832, there had been a Legislative Council and a Legislative Assembly established, which were made one in 1843, and separated again in 1848. There are 30 members in the Lower House.

The principal buildings are the Catholic Cathedral, erected since the fire of 1815, the Anglican Cathedral, an elegant building in gothic style, the Parliament House in Grecian style, called also the Colonial building, containing the public offices, etc. The population is between 20 and 25,000 souls.

The correspondent of the *Montreal Gazette* thus describes the first named of these buildings. "On the finest site overtopping the very heart of the city is the Cathedral, with the Bishop's palace, Italian in style, flanked with towers and looking very magnificent amid its surroundings. In size it seemed to me to have about two thirds or three fourths that of *Notre-Dame* or *Paris* Church of Montreal. But the interior is much more finely fitted up,—there is nothing *sombre* here; the light is cheerful. The Bishop, Dr. Mollock is a lover of the Fine Arts and here are the best copies of some of the *chef d'œuvres* of the great Italian masters I have ever seen."

On the Prince's arrival, not only the British corvette *Flying Fish*, but also the French man-of-war *Sesostris* which happened to be in the harbour, gave all due marks of honour, by firing a royal salute, hoisting flags, and manning the yards. Although it had rained in the morning, when the Prince landed the weather was beautiful. The Governor, the authorities, civil and military, the national and other societies received His Royal Highness on the wharf and accompanied him through the streets elegantly decorated with triumphal arches, etc., to the Governor's residence. The addresses being read, a levee was held. A review of the volunteers took place afterwards. After lunch, H. R. II. rode out through the town into the country. The first day ended with a dinner at which the Catholic and Protestant Bishops, the Chief Justice Sir Francis Brady and the other Judges were present; there was in the evening a display of fireworks, which from the sea shore, owing to the lofty position of the city must have had a very grand effect. On the second day the weather was delightful and the whole population most enthusiastic. In the morning H. R. II. visited the two cathedrals in both of which he was received by the respective bishops and clergy, and expressed himself in terms of admiration for both sacred edifices. The organs played the National Anthem, and the attending crowds were most enthusiastic and loyal. After a lunch at the Government house, there was a Regatta on Quidi-Vidi Lake; several thousands of the population were present and continually cheering the Prince. A gay or more animated scene could not be imagined. After the Regatta, H. R. II. drove to the picturesque Quidi-Vidi village, where he was observed to take much interest in the mode of curing and drying fish. On that day, a beautiful Newfoundland dog, having a handsome silver collar with the Royal Arms and an inscription, was presented to him in the name of the inhabitants of Newfoundland; H. R. II. was delighted with this suitable present and named the dog "Cabot" in honor of the discoverer of Newfoundland. In the evening, the Prince attended a great ball, where he opened the dances by a quadrille in which Lady Brady, wife of the Chief Justice, was honored with the Prince's hand. On that occasion a young German Lady, born at Gotha, the capital of the Prince Consort's territories was honored with a special presentation to the Prince by his Physician, Dr. Ackland. H. R. II. addressed her most kindly and affably in the German language.

On the 27th the Prince left for Halifax; such was the enthusiasm that the horses were taken from his carriage and it was drawn by the people from the Government House to the Queen's wharf. The day was beautiful and bright. On embarking, the ships saluted and the seamen on the yards took up the cheering from the shore with a most thrilling effect. The following description of the young Prince's person and manners as written from St. John's to the *Montreal Gazette*, perfectly agrees with the opinions that have been expressed at all the other places which he has visited, and although favorable it is far exceeded by most of the accounts given of him both in the press and in private circles. "The prince enjoyed the dances most heartily and unaffectedly. In demeanor he is kind and gentle with a quiet placid

dignity that never forsakes him. He was dressed in the uniform of a Colonel of the Life Guards with the order of the Golden Fleece and Ribbon and Star of the Garter. He appears to be charmed with every thing and will by his conduct unto the Provinces in love and good will. He is exactly like the Queen, with a most gentle, kind and almost feminine face and manner. His form is slight and boyish, and in height he appeared to be about 5 feet 6. There was not the least stiffness in his bearing on board ship, and he won the hearts of all by his perfect naturalness."

## V.

## NOVA SCOTIA.

Nova Scotia was the next Province honored with the presence of the heir apparent. This is the largest and most important of the Lower Provinces; although on account of its fisheries and of their influence on the general trade and navigation of the British Empire, and of its commanding maritime position, the possession of Newfoundland is perhaps equally important. The Province of Nova Scotia comprises the peninsula of that name and the island of Cape-Breton. The length of the peninsula is 280 miles; its greatest breadth 120; and its area 15,627 square miles. Its population is about 227,500. The area of the island is 3,120 square miles and its population 58,500.

Nova Scotia was called *Acadie*, by the French who first settled it in 1598. It was taken by the English colonists of Virginia in 1614, and there occurred the first hostilities between the English and the French in America. This country was, like Canada, for many years the scene of war and bloodshed, and the early settlers both of the peninsula and the island are known in the pages of history for deeds of the most heroic valour. Nova Scotia was ceded to Great Britain in 1748, and Cape Breton at the same time as Canada. Such was the opinion entertained of the endurable obstinacy of the Acadians and of their unconquerable love of the old fatherland, that through a cruel and misguided policy they were gathered on various points on pretence of conferring with them and then suddenly forced on board of several ships, and the greatest part of them dispersed over the wide surface of America. There is no doubt that but for such a course they would have afterwards like the Canadians themselves, shown towards the British crown the same unyielding loyalty which had marked their devotion to France, and the Lower Provinces would now contain double the population they can boast of; many parishes in Lower Canada, were settled by those refugees and they are not among the less peaceable nor the less prosperous. The characteristics of the Acadian race still distinguish their descendants from the French Canadians. A certain number returned after the peace of 1760, and joined those who had escaped the deplorable fate of their nation; their descendants form an important portion of the population of New Brunswick, Cape Breton and Prince Edward's Island. Mr. Rameau, a French writer, who is now visiting the Lower Provinces and who from the archives of the government in France had procured statistical information of great value on the original settlers (1) considers that the natural increase of the Acadians is even greater than that of the Canadians. He says that the actual Acadian population of the Lower Provinces, is 95,000 souls, a figure which some will perhaps think somewhat exaggerated; but which must be nearly correct since Mr. Rameau's information was chiefly obtained from the missionaries of the several Acadian parishes. Education has as yet made but little progress among the Acadians as a general rule, out at Arichat and other places where some of them have been educated they have attained to no inconsiderable wealth and influence. (2)

It is to be hoped that means will be taken to induce them to take advantage of the liberal provisions made for education in that Province. There are three chartered Colleges and numerous Academies. There are 1,200 Common Schools attended by 35,000 pupils and a Normal School at Truro.

Responsible Government was introduced in 1848, the Legislative Council consists of 21 members appointed for life by the Crown, and the Legislative Assembly consists of 53 members elected by the Counties. Hon. E. Cornwallis, the first Governor, was appointed

in 1749, and the present Governor the Earl of Mulgrave, is the thirtieth. On the list are found the names of several of those who afterwards ruled over the whole or part of our Province, viz.: Sir George Prevost, Sir J. C. Sherbrooke, the Earl of Dalhousie, Sir J. Kempt, and Sir Peregrine Maitland.

The capital, Halifax, has a population of about 28,000 souls. Annapolis (*Port Royal of the French*), Pictou, Yarmouth, Truro, Windsor, Arichat, and Sydney, are the largest towns; Louisbourg, the old capital of Cape Breton, of such great renown in the annals of history, and once a well fortified and important commercial town, is now but a very insignificant village.

The site of Halifax is very fine, sloping up from the harbor to the citadel. The stone used in building is of a greyish brown, but the majority of the houses are of wood. The two Cathedrals, ten or twelve other churches, the Parliament buildings, and the two colleges are the principal buildings. Halifax has a Catholic Archbishop, it being the Metropolis of an ecclesiastical Province, comprising the dioceses of St. John's (Newfoundland) Halifax, Arichat, Charlottetown, Fredericton and Chatham.

The *Hero*, *Ariadne*, and *Flying Fish*, arrived in the harbor of that City, on the 31st of July, at seven in the morning. They were saluted immediately by Admiral Milne's vessel, the *Nile*, by the *Cossack*, the *Valorous* and other ships of war of the station. The citadel and batteries joined in the chorus: several steamboats left the wharf with crowds of passengers and a little fleet of birch canoes filled with the aborigines dressed in their best finery also started to welcome the Prince.

It had been prearranged that the scene of the landing would be photographed; the Prince, therefore, when at the top of the steps on the wharf paused for a moment, while the guard presented arms, gracefully inclining his head, the Lieut. Governor bowing low to him. The Speakers of the two Houses of Parliament the Admiral, the General and the Mayor of the City were then introduced, after which the latter presented an Address to which H. R. H. replied in a tone and manner which immediately struck all those who had heard Her Majesty herself on such occasions, to be exactly similar, while also the Prince's features were declared to be as closely resembling those of our august Sovereign. The same remarks were concurred in, we must say, in most of the places which the young Prince has since visited. A procession was formed through the streets of the City, which were beautifully and tastefully decorated with arches of foliage and evergreens, the most beautiful, by a rather anomalous coincidence, being pronounced those erected by the Archbishop and by the Freemasons. In the procession which was more than a mile in length, were noticed the Indians in their quaint and indescribable attire and the negroes who appear to be numerous in Halifax, having a banner of their own, with the motto: "*Liberty to the Captive*," inscribed on it. The black and the white children of the schools mingled together, the girls being of course all dressed in the latter colour; as the Prince passed they sang to the air of the National Anthem:—

Welcome our Royal guest!  
Welcome from every breast,  
From every tongue,  
From hearts both warm and true,  
Hearts that beat high for you;  
Loudly our welcome due  
To thee be sung.

Prince of a lofty line,  
The virtues all be thine,  
Which grace Our Queen;  
To her we pay through thee,  
Love faith and loyalty;—  
Homage which fits the free.  
God save the Queen!

The Prince, during the procession rode with his staff, and owing to the firing of guns and the various decorations of the streets, had a good occasion to display his horsemanship. In the evening, H. R. H. dined with the high functionaries of the Colony, and a general illumination of the city and fleet took place, which being accompanied by fire works, had the most magic effect. The next day, Tuesday, the Prince held a review; the troops on the ground numbered 2,000, the spectators about 25,000. He also visited the lodge built for his grandfather, the Duke of Kent, on the shore off Bedford Basin, and attended Indian games. The same day, J. Caldwell, Esq., Mayor of Halifax gave a lunch at which were present the numerous representatives of the press of the United States and of Canada and many distinguished strangers, among whom were H. Lincoln, Esq., the Mayor of Boston and C. S.

(1) *La France aux Colonies—Acadiens et Canadiens*, par E. Rameau, 2 vols. 8c, Paris, 1860.

(2) Two of the pupils of the Jacques-Cartier Normal School, (Montreal) are now employed as teachers at Tignish, Prince Edward's Island.

Rodier, Esquire, Mayor of Montreal. The latter made speeches in French and in English which elicited great applause. In the evening the Prince attended a ball given in a temporary structure, adjoining the Provincial buildings, which was beautifully decorated. Around the walls were flags bearing the names of the distinguished sons of Nova Scotia, including "Williams," "Inglis" and "Dawson." In the ball room also where jets of gas showing inscriptions, the one over the Prince's dais reading *Mutris carissimæ fili care*. On the third day, the Prince held a levee, attended regattas, and at night there was a grand reception at Lady Mulgrave's. At seven o'clock, on Thursday morning, H. R. H. left by railway for Windsor, a distance of about 45 miles, where the Royal party arrived a little after 1 h. P. M. This being a University town, most of the inscriptions on the arches were in Latin, such as: *Principis est virtus nosse suos*, and *Mœnia ipsa atque tectæ erulant*. This reminds us of the beautiful scriptural inscription on the palace of the Archbishop, at Halifax: *Prosperè, procede et regna*. After receiving addresses and partaking of a *déjeuner* at the railway station, the party left for Hantsport, a place some seven miles down on the Cornwallis side of the river where the *Styx* was anchored to receive them, the water not being deep enough at Windsor.

As soon as the Prince and suite were embarked the vessel sailed for St. John's, New Brunswick. Lord Mulgrave and Admiral Milnes on their side set sail for Halifax, from whence they were to proceed to Lower Canada.

## VI.

## NEW BRUNSWICK.

New Brunswick (1) was a portion of *Acadie*, and its early history is the same as that of Nova Scotia. It was separated from the Peninsula and formed a distinct Province in 1785; it is bounded on the north by Lower Canada, on the east by the gulf St. Lawrence and by the isthmus which connects it to Nova Scotia; on the south by the bay of Fundy and on the west by the State of Maine. Its extent is 27,620 miles out of which a good many miles of very valuable land have been, as we conceive, most unjustly carved out of the territory of our own Province. It is a fertile country with a beautiful climate and intersected by numerous rivers and lakes. Of the former the principal is the St. John, which is 450 miles long. It drains nine millions of acres in New Brunswick, two millions in Canada and six millions in the United States. It is navigable to Frederickton, the capital, 80 miles from the sea. The city of St. John's lies at its mouth. The population of New Brunswick is 220,000 out of which about 75,000 are Catholics, the Church of England being the largest of the several Protestant congregations. The form of government is the same as that of Canada, the Legislative Council consists of 23 members appointed for life and the House of Assembly of 41 elected by the people. There are, a Board of Education, a Superintendent, and several Inspectors of Schools. There were in 1858, four colleges, 11 country grammar schools, and 762 common schools attended by 24,923 pupils, besides many private schools. The principal towns are St. Johns, Frederickton, St. Andrews, Dalhousie and Woodstock.

Saint John's although not the capital, is the largest city; it contains a population of 35,000 souls. It is well built and has many fine houses of stone and brick. The eastern part of the city stands on a rocky peninsula, projecting into the harbour, and is regularly laid out, and when approached from the sea has an imposing appearance. The principal buildings besides the churches are, the marine hospital, barracks, court house, lunatic asylum, penitentiary and government stores.

The *Styx* entered the harbor between ten and eleven at night, on the 2nd of August, and the Prince landed at half past ten the next morning. The streets were well ornamented: arches of ever-greens and foliage, devices and flags there as every where else greeted the eye of the welcome and long expected visitor. The procession of the several trades of the city is declared by some of the correspondents to have surpassed all that the Prince had seen up to that time; 4000 children sang the National anthem and srewed his way with flowers. The Prince's residence was the house belonging to Miss Chapman, on the summit of a steep hill, with a most beautiful view of the scenery surrounding the city. Another

good reason for selecting this,—though not a very spacious building,—was its having been also the residence of the Duke of Kent, whose traces his grandson has so happily found in every part of British America. There the several addresses were presented and a levee was held which was attended by about 400 gentlemen.

In the afternoon, H. R. H. drove about the town with the Lieut. Governor, and was taken over to see the suspension bridge, which leads to the Carleton side. In the evening, he entertained the Lieut. Governor, the premier of New Brunswick (Attorney General Fisher) and a few other gentlemen. A lunch was also given by some of the citizens to the representatives of the press of the United States and of the adjoining Provinces, and to distinguished strangers. Messrs. Kinnear and Chamberlin of the Montreal press, answered on its behalf to one of the toasts. The Prince left the next day at nine o'clock in the morning for Frederickton, where he arrived on board the steamer *Forest Queen*, the 4th of August, having enjoyed the noble scenery of the Bay of Kenebecasis and of the River St. John. It was half past six in the evening, when the steamer arrived. The landing took place immediately, under royal salutes from the volunteer artillery, and a procession was formed as usual, the crowds being very large and giving tremendous cheers. In the evening, there was a torchlight procession by the firemen. On Sunday, the 5th, the Prince attended divine service, for the first time in America. He was received at the door of the Anglican Cathedral, by His Lordship Bishop Malley, who gave the sermon. The church was crowded to excess, but perfect order was preserved, every one remaining in his place, until after the Prince,—who on leaving was also escorted by the Bishop,—had entered his carriage.

On Monday, a levee was held in the morning, at which the addresses of the Legislature and of the City Council were presented. In the afternoon, the inauguration of a Park, given by the Hon. Mr. Odell to the City, took place. In the evening he attended a ball given in the Hall of the Legislative Council, where he opened the dances, leading off the Hon. Mrs. Manners Sutton, the wife of the Lieut. Governor. On the same day, a lunch was given by the Premier Attorney General Fisher, where the Mayor of Montreal again answered to a toast in a very creditable manner. The leaders of the opposition were present, and with laudable good taste seemed to drop all political differences in honor of their royal visitor.

On Tuesday, H. R. H. went on board the *Forest Queen*, to return to St. John's. But a fog prevented the steamer from proceeding. The Indians came down about the steamer in their canoes, in great numbers, and to while away the time, the Prince offered them prizes for an impromptu paddling match, which came off forthwith. Ere the fog cleared away, the wharf was crowded, and when the steamer left, three most hearty and vigorous cheers were given. On the return to St. John's instead of landing to Kenebecasis, the boat continued down to Indiantown, where H. R. H. received a despatch from the Queen, via *Pointe aux Pères*, announcing the continued favorable condition of his sister the Princess of Prussia and of his new born niece. He had received the announcement of the birth at Halifax, via St. John (Newfound.) and Galway.

The Prince entered St. John's this time by passing through the suburb of Carleton, which had been beautifully decorated and where the greatest enthusiasm prevailed. Arrived at the bridge, the horses were taken off his carriage and the Carleton firemen drew him in triumph through the streets down to the wharf. There he sent for the chief officers of the volunteers, thanked them for their services, and shook hands heartily with them and the members of the Government. It is to be noticed that throughout the whole of the Prince's progress, in every place where he has been, the enthusiasm continued increasing during his presence while at first a feeling of respect and of curiosity seemed to prevent its outward manifestation. The scene on his leaving St. John's is described by the *Freeman's Journal* as one of almost frantic loyalty on the part of the people. When the *Styx* was well down the harbor a river steamer crowded to excess sailed round her and turned, whereupon the yards of the ship were manned and three cheers given by the sailors for the St. John's people, the Prince waving his hat with them.

(To be continued in our next.)

(1) For the geographical informations thus compiled, we are indebted partly to the 5th edition of "La Géographie moderne de l'abbé Holmes" published by M. Grémarie and partly to Mr. Hodgkin's, Geography and History of British America.



### Addresses presented by Educational Institutions to His Royal Highness the Prince of Wales.

We publish the following addresses with such of the answers as we have been able to procure.

#### ADDRESS OF THE LAVAL UNIVERSITY, AT QUEBEC.

"*May it Please Your Royal Highness.*—It is with feelings of the greatest respect that the members of the Laval University beg leave to lay at the feet of your Royal Highness their homage and the expression of their gratitude. They are happy to see within their walls the Heir apparent of a vast empire, the eldest son of a noble Queen, whose domestic and public virtues the world acknowledges and loudly proclaims,—the worthy representative of that gracious Queen, to whom this University is indebted for the charter of its creation. Charged with the mission of receiving in the name of our august Sovereign the homage of her faithful subjects, Your Royal Highness will, we fondly hope, deign to accept the expressions of deep gratitude with which we are filled towards Her Majesty.

"Actuated by this feeling, we pray your Royal Highness to believe that the Professors and Alumni of this institution will make it their constant endeavor to prove themselves worthy of the royal favor.

"This the first and only French Canadian University thus honored with the Royal protection, will be a lasting monument of the desire of Her Majesty to provide for the happiness of all Her subjects, while it will form a new tie between their fellow subjects of French origin and the mother country, to whose care we have been committed by Divine Providence.

"It is true that unlike the Alma-Mater of Oxford, where your Royal Highness has been pleased to matriculate, our existence cannot be counted by centuries. Our Alumni are few. Our libraries and collections offer nothing to excite the curiosity of your Royal Highness, accustomed to visit the antique institutions of Europe. Our beginning is humble. Our hopes are in the future.

"We trust in the future destinies of the colony which, under the protection of England, is in the enjoyment of peace and abundance, whilst other countries are distracted by violent convulsions.

"We trust in the future of that glorious metropolis whose influence is so weighty in controlling the destinies of the civilized world.

"We place our trust in the protection and justice of that august Queen to whom we are indebted for so signal a mark of benevolence.

"We also place our trust in the young Prince whom Providence will call one day to give on the throne the example of all those Royal virtues he has inherited from the most gracious of Sovereigns—the noblest of mothers."

This address was answered at the same time and by the same document as that presented by the Roman Catholic Bishops of Canada. The Prince said :

"To you, gentlemen, who are engaged within the walls of this building, in the education of the youth of the country, I also tender my thanks. I trust your University may continue to prosper, and that in future years its sons may look upon the days they have spent under your instruction with the same gratitude and sense of benefits they have enjoyed, as I and others feel towards the more ancient institutions of my own land."

#### ADDRESS OF THE LADIES OF THE URSLINE CONVENT AT QUEBEC.

"*May it please Your Royal Highness.*—The Ursuline Nuns will always regard as a signal honor the visit of your Royal Highness to their ancient convent, and humbly ask that they may be allowed to lay at your feet in a solemn manner their homage of respect and devotion. Although they live in cloisters, they are indifferent to nothing which is of interest to their country. They have always been amongst the most thankful and faithful of Her Majesty's subjects in British America. How, then, should they not partake of the public joy on the occasion of the felicitous arrival of your Royal Highness in this Province. Twice already have Princes of the Royal House of Brunswick visited this country, and, when here, this most ancient educational establishment in British America; and the annals of the Convent mention these events with happiness, as being of good omen. With what enthusiasm shall we then not add to these illustrious names Albert Edward, Prince of Wales.

"It would be useless to try to repeat now what rumor says of the goodness of your Royal Highness, and of all the other qualities which will entitle you one day to sit upon one of the grandest thrones of the universe, but the Ursuline Nuns will endeavor to preserve intact, and to transmit to their successors the remembrances and impressions of this gracious visit. May Heaven continue to shower favors on our august Sovereign, and may the ever increasing prosperity of her Reign be a happy presage of the glory which the future is preparing for the heir apparent to her brilliant Crown."

The reply read thus :

"Madame,—I thank you for these expressions of kindly interest in my

visit to the City of Quebec, and the personal good wishes which this address manifests. Your exertions in the cause of education are well known, and I trust they may long continue to exert a beneficial influence upon the population of this interesting country."

#### ADDRESS OF THE MCGILL UNIVERSITY AT MONTREAL.

"*May it please Your Royal Highness.*—We, the Governors, Principal and Fellows of the University of McGill College beg leave to congratulate Your Royal Highness on the safe arrival which Divine Providence has granted you in this distant part of the Empire, and to express our gratitude to Her Majesty the Queen and Your Royal Highness for the condescension and graciousness implied in this visit to Her Majesty's subjects in Canada.

"We call to remembrance, with great satisfaction on the present occasion, that we owe it to the Imperial Government, from the interest which it has taken in education in this part of the dominions of our Sovereign, that the University with which we are connected possesses the Royal Charter, which gives authority to its public acts for the advancement of sound learning and science. And, although this University, the oldest in Canada, may be said to be still in its infancy, and in this, as well as on account of the obstacles which in a new country impede its progress, does not bear comparison with the venerable institutions of like nature in the mother country, particularly with that of which Your Royal Highness is an Alumnus, we nevertheless beg to assure Your Royal Highness that it possesses in common with them the affection and sense of obligation that are due to our Sovereign Lady the Queen, and the happy part of the Empire over which She immediately reigns.

"We pray that Your Royal Highness may find this present visit in every way agreeable and fruitful of pleasing thoughts throughout many years to come.

"Signed by the Hon. Charles Dewey Day, LL. D., President; the Hon. James Ferrier, M. L. C., Governor; the Hon. Peter McGill, M. L. C., do; Thomas Brown Anderson, Esq., do; David Davidson, Esq., do; Benjamin Holmes, Esq., do; Andrew Roberson, M. A., do; Christopher Dunkin, M. A., M. P. P., do; William Molson, Esq., do; Alexander Morris, M. A., do; John William Dawson, LL. D., F. G. S., Principal; Rev. Canon Leach, LL. D., Vice-Principal and Dean of the Faculty of Arts; Andrew F. Holmes, M. D., LL. D., Dean of the Faculty of Medicine; Henry Aspinwall Howe, M. A., Rector of the High School; J. J. C. Abbott, B. C. L., Dean of the Faculty of Law; Brown Chamberlin, M. A. B. C. L., Fellow; Walter Jones, M. D., do; W. B. Lambe, B. C. L., do; Sir William E. Logan, LL. D., F. R. S., F. G. S., do.

#### ADDRESS OF BISHOP'S COLLEGE, LENNOXVILLE.

"*May it please your Royal Highness.*—We, the Vice-Chancellor, Principal, Professors and other members of the University of Bishop's College, Lennoxville, having received our charter privileges as a University, by the gracious act of our beloved Queen, respectfully ask leave, on this occasion of your R. H.'s visit to Canada as representative of Her Majesty,—and Heir apparent to the throne,—to express our gratitude for the same, and our veneration for the person, and loyalty to the Crown and authority of our Sovereign.

Having arrived here fresh from a course of study at the most ancient university in England, your R. H. can well appreciate the advantages of such institutions, and the effects they are calculated to produce upon the character of the people.

As far as our limited means and opportunities will enable us, in these days of the infancy of our University, it will be our endeavour to promote sound learning and true religion amongst the inhabitants of this province, and to train up the rising generation in feelings of affection for the Mother-country, and loyalty to their Sovereign,—so that whenever it shall please Almighty God that your Royal Highness shall succeed to the responsibilities and greatness of the Imperial throne of England, we may hope that you will find in these noble transatlantic possessions, hearts as true and loyal to you as they now are to your august mother, Her Most Gracious Majesty Queen Victoria, whom God preserve."

#### ADDRESS OF THE COLLEGE OF ST. HYACINTHE.

*May it please Your Royal Highness,*

We the Directors of the College of St. Hyacinthe, feel it our duty to present to your Royal Highness a special homage of our profound respect; for it is in our House that you have deigned to stop while passing through this town.

We can appreciate the high honor which your Royal Highness does to an Institution so humble and so destitute of all that is capable of exciting interest, and we recognize in the condescension which you this day extend to this College, a striking evidence of the importance which you attach to Education, the source of such noble enjoyments to the recipient, and the means so powerfully promotive of the prosperity of society.

It is a solemn example that your R. H. gives to the young students of Canada, and one which, as our fortunate pupils come to appreciate the value of the studies to which they devote themselves, they will know how to profit by, when they reflect that the abode where they are taught was once visited by the son of their august Sovereign, a prince who will one day be their king, wielding one of the most powerful sceptres of the earth.

The presence of Your R. H. in this Institution, often recalled to remembrance by the strong feeling of joy and of honor which it excites to-day, will produce in them a fervent love of learning, the more so as, from what they hear and from what they see of the eminent qualities to which such homage is paid—homage to the august dignity, and also to the person of your R. H.—they feel all that the training of the mind through the highest education can add of splendor to the gifts of a most generous nature, and to the greatness of the noblest blood.

Under this impulse, long felt in this College, will be formed men who will honorably discharge the duties of life, who will be the devoted friends of that learning whose glory should be the ambition of every nation, and which sheds such lustre on noble Albion; men who will be citizens animated by those sentiments which do honor to the British subject—respect for authority, the sure guarantee of public order; love of liberty, which vouchsafes the rights of all; and that public spirit which prompts men to devote themselves to the glory and the prosperity of their country.

Religion which by sanctifying elevates all, will contribute to develop these sentiments, and above all an unswerving loyalty to the authority that governs. The British Crown has the sublime motto, "Dieu et mon Droit." By teaching our pupils to fear and honor God, we instruct them in the respect due to authority. For God creates Kings, and calls them His ministers.

May your Royal Highness deign to receive this assurance of our fidelity and of our most dutiful devotion to Her Majesty, our Most Gracious Sovereign, and to the august Heir of her Throne, and at the same time the homage of our profound gratitude for the great favor which has been extended to us; and may your R. H. retain the thought that, thanks to the principles which are inculcated here and the encouragement received this day, our pupils may henceforth repeat as a rule of life, the words engraved upon your Arms—"Ich Dien," I serve—I serve my God, I serve my King, I serve my Country.

St. Hyacinthe, 30th August, 1860.

COBURG VICTORIA COLLEGE.

This College presented the following Address to the Prince of Wales, on the occasion of his visit to that place:—

"To His Royal Highness the Prince of Wales:—

"May it please Your Royal Highness,—We, the Senate, Alumni and Students of the University of Victoria College present to your Royal Highness our loyal greeting and most cordial welcome.

"The visit of your Royal Highness to this humble seat of learning will ever be remembered by us with gratitude and pride, and the annual recurrence of the day, celebrated with festivity and joy, will enable us to give renewed expression to those feelings of devoted attachment to the British Throne, which it is our duty and happiness to cherish.

"Our infant University cannot boast of architectural grandeur or princely endowments, but we may refer with pleasure to the fact that, although established and chiefly sustained by voluntary contributions, she was the first University in actual operation in the colony, while she is, we believe, second to none in the number and character of her graduates.

"Founded, as our institution is, by Royal charter, and honoured with the name of our illustrious and noble Queen, we desire that loyalty, patriotism and religion may, unitedly, animate the education imparted within her walls, and that the unrivalled literature of the father-land, combined with the teachings of the great masters of Greece and Rome, may render Canadian youth not unworthy of their Saxon origin and language.

"We implore upon your Royal Highness the Divine blessing. May you live to become the Sovereign of this great Empire, and may your reign be as happy and benign as that of your august and revered mother."

His Royal Highness made the following reply:—

Gentlemen,—Accept my thanks for an address which, proceeding from the Senate and Students of a College which bears the name of the Queen, my mother, and is devoted to the education of the youth of the Province, affords me peculiar pleasure.

I wish your University every success, and earnestly hope that in future years it may spread the blessings of a sound education to the rapidly increasing population, in the midst of which it is erected.

## Report of the Chief Superintendent of Public Instruction for Lower Canada for 1858.

*Translated from the French by the translators to the Legislative Assembly.*

Extracts from the Reports of the Inspectors of Schools.

Extract from a Report by Inspector MAUREAULT.

Difficulties arise in many localities from the bad selection of teachers, more especially of female teachers. They are engaged by the Commissioners, on the strength of their diplomas. In this the Commissioners are often deceived. If those teachers who are hardly able to teach reading and writing would not undertake to teach other branches, the inconvenience would not be so serious. In several schools the teachers in which only possessed the minimum of the knowledge required, the programme of studies has been restricted, in my opinion, with advantage. The variety of books is always a great trouble. I found one pupil who had learnt grammar from three different books, and who from this reason alone, was hardly able to conjugate his verbs. The want of discipline and system in a great many schools is another obstacle to their progress. Another fact to be deplored is the bad condition of many of the school houses, the want of necessary furniture, the wretched accommodation they afford to the teacher who suffers privations enough without this. This remark I must state with pleasure does not extend to our village schools nor to our primary-superior schools, these are all accommodated in large substantial houses, provided with every comfort.

In many localities the teachers still complain of irregularity in the receipt of their salaries, although there are still some Commissioners who neglect the collection of the assessments, and some secretary-treasurers, who unfortunately do not manage very honestly the monies of the municipalities. I have reason to believe that many of the teachers make this complaint with the view of obtaining delay from their creditors and wrongly impute to the school authorities an irregularity which is daily of more rare occurrence.

I may say that I have now shown you the dark side of the picture, it is but fair now that I should speak of the remarkable progress which has been made.

There are now many localities in which the teachers have realized the highest objects of their mission, there are many schools in which nothing is wanting for the instruction of the scholars, and in which the teachers are properly paid. There are parishes in which four or five schools may be counted which may truly be called model-schools, in which the scholars obtain not only the requisite knowledge, but even a taste for study.

Many of the scholars in our primary-superior schools evince a desire for further knowledge. It is thence that our colleges recruit the number of their students.

Two new model-schools have, this year, been established in my district, one at Bécancour and the other at St Zéphirin; and I have every reason to believe that they are efficiently conducted. All our old academies and model-schools have made marked progress, and every where it seems sought to do everything possible to bring them up to a proper standard.

A Mechanics' Institute has just been opened at St. David d'Yamaska; its library already contains many excellent works, and its reading room a good number of papers and reviews, some of which are foreign.

I will now tell you something of each separate municipality in my district.

COUNTY OF NICOLET.

*St. Pierre-les-Becquets.*—Although there is no primary-superior school in this parish, I am happy to state that there are 9 elementary schools containing 448 scholars, that they are all efficient and regularly visited by the Commissioners, who well perform that part of their duties. With such supervision, the natural result of their zeal, it is not to be wondered at that the schools are well kept, and that I found in them skilful teachers and scholars who responded to their efforts. All the teachers but one hold diplomas, their salaries range from £13 to £35. In this parish there are only three school houses belonging to the Commissioners, they are kept in good repair, but in so rich a parish all the school houses ought to belong to the municipality. The accounts are well kept by Mr. Piché, the secretary-treasurer, but too many arrears are due, by reason of which the teachers are not always regularly paid.

**Gentilly.**—The 9 schools in this parish are regularly attended by 525 children. The academy alone has 114 boys and girls. It is still kept by Mr. and Mme. Laplante, who received a salary of £100, besides what they obtain from several boarders. In this institution 80 children read well, 175 write and learn arithmetic, 10 book-keeping, 80 grammar and geography, 11 composition, 2 surveying, 8 linear drawing, 60 history, 18 English, 18 Latin and 3 Greek. Many scholars after having attended this institution for several years have entered college *en troisième*. Many go to college who would never have done so but for the existence of this school. The school houses with one exception are in good condition, and the Commissioners and Secretary-treasurer perform their duties faithfully.

**Bécancour.**—It would be useless to repeat what I have already stated in my former reports, as to the excellence of the schools in this parish and the well known zeal of the Commissioners. Nothing was wanting to place Bécancour in the highest rank among the parishes in this district, but the model or primary-superior school for boys, which has been opened under the management of Mr. Champeau, who completed a course of studies at Nicolet College. The model-school for girls, kept by Miss Rheault leaves nothing to be desired. There, are taught English, French, composition, drawing and history both ancient and modern. Miss Rheault knows how to create emulation, among her pupils, and possesses in a high degree the talent for instruction. The same may be said of the schools kept by Miles. Levasseur and Rivard. The schools 11 in number, are attended by 566 scholars; they are on the whole efficient. The teachers all hold diplomas, their salaries range from £37 to £40 for the male teachers, and from £18 to £37 for the female teachers. The school houses are spacious, well lighted and kept in good repair. The Secretary-treasurer neglects nothing to maintain the reputation of the municipality. The Mechanics' Institute, established at Bécancour, is also a proof of the progress of this parish.

**Ste. Gertrude.**—The academy for girls numbers 27 pupils, all boarders, who receive a complete education in French and English. This institution has already sent forth several teachers who do it honour. The other schools, 3 in number, are well kept; they are each kept by a female teacher and assistant, and number 240 scholars. The teachers all hold diplomas, and receive salaries ranging from £18 to £25. The local contributions are almost double the amount of the grant. The accounts are well kept by the Secretary-treasurer. The school houses are well laid out and furnished. The Commissioners have shown themselves to be in every respect worthy of the confidence of the contributors.

**Blandford.**—There are only two schools in this municipality, and I am sorry to say that their appearance was unfavorable,—only contained 33 children on the occasion of my visit, and of this number but few could read well. The teachers who hold diplomas have only been engaged for six months, and receive each a salary of £9. They appeared very competent; the Commissioners are zealous, but the bad state of affairs is principally due to indifference on the part of contributors and heads of families.

**St. Grégoire.**—The academy for girls, under the direction of the Sisters of the Assumption, contains 85 boarding pupils, that for boys, under Mr. Biron, numbers 72 pupils, the elementary schools 9 in number, are attended by 551 children, total 674. Of this number 157 receive an excellent education. In the academy for boys 50 children read, write and are proficient in arithmetic, 12 learn book-keeping, 15 geography, 40 grammar, 12 composition, surveying and drawing, and 27 history. All the female teachers hold diplomas and receive salaries ranging from £15 to £19. The male teacher receives a salary of £75. The school-houses, 8 in number, are in good repair. The local contributions for the year amounted to the large sum of £225 13s. Mr. Brassard, the secretary-treasurer, deserves the highest praise for the skilful manner in which he discharges his duties and for the regularity with which he pays the salaries of the teachers. The Commissioners display great zeal. There are no arrears of assessment due in this parish. The schools are all kept in a satisfactory manner, although two are inferior to the others.

**St. Célestin.**—This parish has two schools, within the limits of my district, the two others are inspected by Mr. Bourgeois. The two schools which I visited contain 100 scholars. The village school, kept by the Misses Walsh is very efficient. The teachers hold diplomas and receive one £15 and the other £22 10s. The school houses are in good order, the accounts are carefully kept.

**Nicolet.**—There are 9 schools in operation under the control of the Commissioners, they are attended by 314 scholars. There

are besides two independent schools, containing about 30 pupils. The Nicolet Seminary, containing this year 260 pupils. The total number of scholars, attending the various educational institutions in this parish is 604.

The academy for girls, under the charge of Mme. Dufresne, has 76 pupils learning English and French, 40 of whom read and write well, 35 learn arithmetic, 15 geography, 35 French grammar, 12 English Grammar, and 20 history. Mme. Dufresne, assisted by an English teacher, receives a salary of £70. The school is kept in a pretty stone house, purchased by the friends of education and by them placed at the disposal of the Commissioners. Mme. Dufresne is an excellent teacher, and I can speak altogether favorably of her academy. Mr. Pinard keeps a school in the old seminary, which is attended by 75 pupils. Every year he furnished a contingent of pupils to the college who, from the really paternal care that he bestows on them, and the good discipline he maintains in his school, do not fail to do him honor;—his salary is £60. The school south-west of the river is kept by Mme. Vincent, and deserves recommendation. As regards the others, I regret to say that they are far from possessing the same merit. There are several very inefficient; there are also two divisions in which the children hardly ever attend school, and the school houses are much out of repair. Mr. Tremblay, the secretary-treasurer, keeps his accounts well.

**Ste. Monique.**—When I told you in my last report that a change for the better was being effected in Ste. Monique, I had nevertheless apprehended a relapse and the friends of education participated in my fears. I am very happy to be able to assure you that the change has steadily progressed. I should not omit to state that Mr. Rousseau, the curé of the parish, has contributed largely to the improvement of the schools, and I have reason to hope that those of his parishioners who are still opposed to the legal assessment, will very soon see that this system is far preferable to that of voluntary contributions, and is the only one that can give stability to the organization of schools.

Very few of the schools in this parish are kept in suitable houses, one of the school houses in fact is in a ruinous state. It is proposed to build one this year, and I hope it will be erected on a more suitable plan than that adopted here hitherto. A new school has been opened in municipality No. 2, the contributors to which are principally Irish. It does honor to the teacher, Mlle. Dubé, who displays much zeal. Those of the pupils who have attended regularly, have made great progress. A single inhabitant of the place, Mr. Moussette, sends eight children to this school, seven girls and a boy, the eldest being 15 years of age. All these children were remarkable for their good conduct, and the progress they made, I deemed this fact worthy of notice. Altogether in Ste. Monique there are 10 schools in operation; two of them have only been established this year. The teachers excepting 3 hold diplomas and receive salaries ranging from £16 to £27. The schools on the whole are well kept and well attended.

#### COUNTY OF YAMASKA.

**St. Zéphirin.**—The schools are five in number and contain 179 pupils. A primary-superior school has been opened this year. It is kept by Mr. Rochon, and is attended by 53 scholars, Mr. Rochon is thoroughly competent. I regret that the Commissioners do not give him a higher salary. The four female teachers receive salaries ranging from £8 to £18. Only one of them holds a diploma; and of three school houses two are in good repair, the other is not. The erection of a fourth has been begun; it will be finished this summer. It is a matter of surprise that with a grant of only £37 10s. this municipality can maintain five schools, of which three are well kept and one is tolerable, the other may be considered as inefficient; it is proposed to increase the assessment with a view to increase the salaries and to be enabled to make the necessary repairs. MM. Hart and Crepeau are very zealous, I am certain that under their superintendence the schools will make all the progress that can be desired.

**Baie du Febvre.**—There are 9 schools in this parish and 500 pupils in regular attendance; the academy, kept by Mr. Lottinville assisted by Mme. Rousseau, alone contains 150 children, 55 of whom read well, 70 write, 65 learn arithmetic, 5 book-keeping, 45 French grammar, and 2 English grammar. Mr. Lottinville also teaches Latin, the elements of literature and composition to those who are preparing for college. With one exception the schools are well or at least tolerably kept. Those kept by Miss Leblanc, Miss Lemire and Mr. Leblanc, rank the highest and indeed have little to be desired. The salaries of the male teachers vary from

£26 to £95, that of the female teachers is £20. Mr Rousseau, the secretary treasurer, performs his duties with zeal and punctuality.

**Pierreville**—There are seven school districts, and nine schools including that at the Abonakis village. The total number of pupils is 368. The academy contains 56 pupils who attend regularly. Mlle Jaumel, the teacher, performs her duty well and keeps an excellent school, 25 of her pupils read well, 35 write, 27 learn arithmetic, 8 book-keeping, 10 geography, 25 French grammar, 10 composition and 25 history. English is also taught there, several of the schools in this parish are not good. The fault, in my opinion, lies with the teachers who although well educated themselves do not appear to possess the art of teaching or of maintaining the necessary discipline. These schools also are not adequately superintended by the local authorities who are charged with the execution of the law. Pierreville has now a pretty brick school house agreeably situated near the Church. It has been erected by the curé, is of large dimensions, well furnished, and divided so as to contain a boys' school on one side and a girls' school on the other. It does great honor to the parish. The teachers who all hold diplomas receive salaries ranging from £20 to £40. Mr. Gill, the secretary-treasurer, performs his duties and keeps his accounts well.

**St. François**.—A great improvement has taken place in the schools in this parish, thanks to the efforts of the friends of education, and of Mr. curé Paradis. The six schools in operation are attended by 352 pupils. The model-school, kept by Mme Robillard, continues excellent; the children are proficient in reading, writing and arithmetic. Grammar, geography, history and composition are taught with great success, I must make honorable mention of the school kept by Mlle Durand, in which I noticed many pupils who had made considerable progress. The other schools are but passable, some indeed bad. Two of the teachers do not hold diplomas. The salaries range from £20 to £35. Mr. Coutu, secretary of the municipality No. 1, and Mr. Roy, secretary of the municipality No. 2, perform their duties efficiently. No decision has as yet been come to as regards the erection of school houses, those hired being nevertheless all adapted for the purpose.

**St. David**.—There are nine schools in operation in this municipality, and by the zeal of the contributors and the Commissioners, they are kept in a high state of efficiency. They are attended by 376 scholars. They are not all of equal merit but the results of all are satisfactory. Those kept by Dlle Hébert and Talbot, deserve honorable mention, and may be classed as model-schools. There are three teachers who do not hold diplomas. The salaries range from £16 to £27. All the school-houses are comfortable and in good repair. It would afford me great pleasure to praise the secretary-treasurer, Mr. Brunault, for the zeal and liberality he displays, in advancing frequently out of his own pocket the amount necessary to pay the teachers' salaries, but I apprehend I ought rather to find fault with him for not making more regular entries of the contributions and for allowing such large arrears to remain due. St. David possesses a Mechanic's Institute to which I have referred before.

In conclusion I will submit some of the general results, for my whole district which contains two counties, 102 school districts, 70 school-houses, and 103 schools in operation under public control. Of these schools 94 are elementary and contains 4222 pupils; the others are academies or primary-superior schools and are attended by 719 pupils. There are also a classical college with 260 students, and 6 independent schools with 130 pupils, shewing a total of 5416 children attending the various institutions, being an increase over last year of 89. Of those attending the common schools, 1647 read fluently; 1749 read well; 1847 write; 1007 learn simple and 712 compound arithmetic; 118 book-keeping; 766 learn orthographical exercises; 755 learn geography; 40 English grammar; 1181 French grammar; 1037 grammatical analysis; 117 composition; 13 surveying; 28 drawing and 679 history.

All the male teachers 9 in number hold diplomas, as do also 99 of the female teachers.

#### Extract of a Report from Mr. Inspector MARTIN.

When we take into consideration the difficulties and obstacles of every kind which the inhabitants of the Saguenay have to surmount, the results obtained in this district feeble as they may be compared with those in others, must nevertheless appear surprising. The fire which took place last spring had the effect of substituting absolute misery for the distress which existed previously. Despite many discouraging circumstances the contributors

actuated by the desire of procuring for their children the benefits of education have on the whole evinced a most praiseworthy zeal. I have to remark the establishment of several new schools, these schools are sustained by ordinary and supplementary grants, and by local contributions, the amount derived from the former source will be largely increased when the distribution is made in accordance with a new census for it is certain that since 1851, the population of Chicoutimi has nearly quadrupled. The remoteness of this part of the country has of necessity had the effect of restricting the Commissioners in their choice of teachers, for not having one residing among them competent to teach, they have been obliged to seek elsewhere, some times in vain. The Saguenay presents so few attractions especially to young teachers, hitherto they have had but few teachers holding diplomas, but happily those who have been engaged have displayed much aptitude and good will.

**Chicoutimi**.—This municipality takes the first rank in my district, thanks to the zeal of the Commissioners and the good organization of its schools. A model school has been established in no way inferior to the best schools of this kind. It is under the charge of Mr. Telesphore Boily, a diploma holding pupil of the Laval Normal School. I visited this school with the Commissioners, and could see that their selection had been fortunate. The establishment of the legal assessment has been the starting point of progress in this parish. This municipality which two years ago under the voluntary system could hardly support a small elementary school, now possesses a model school and five elementary schools almost all on a better footing than the one it had before. Instruction is now given to 122 boys and 118 girls, in all 240 pupils.

**Bagot**.—This municipality has not so many advantages, owing in part to the poverty of its inhabitants and partly to the system of voluntary contributions, which is there maintained; a well attended model school has, however, been this year established with apparent success. There is also another elementary school; it is not very efficient, but the evil above referred to must be borne in mind. These two schools contain 90 pupils, 46 boys and 44 girls.

**Bagotville**.—During the past year this municipality has displayed great zeal and its efforts have been crowned with complete success. Its schools, four in number, have made great progress under the care of the curé. Two of them in particular have advanced most satisfactorily. In the school kept by Mr. Marcel Côté, many children after no more than 15 months school evinced much skill in calculation and a degree of confidence I have never before witnessed. Their knowledge of arithmetic includes fractions and the aliquot parts. Bagotville contains 68 boys and 59 girls attending school, total 127.

**Laterrière**.—This municipality in spite of many obstacles, retains a satisfactory position. Of its two schools, that kept by Mr. Joseph Martel, is distinguished by the efforts made both by teacher and scholars. The other, in a very poor district, is but passable, the progress of the scholars being impeded by the want of books and paper. The two schools are attended by 65 scholars, 26 boys and 39 girls.

**St. Joseph**.—The Commissioners here are zealous, and have succeeded in establishing four schools notwithstanding the ill-will of some of the contributors who have sought to prejudice the people, against them, and to impede the execution of the law. Of these four schools one is kept by a female teacher holding a diploma, and is efficient. The others though inferior, warrant me in entertaining hopes. Altogether there are 83 pupils, 36 boys and 47 girls. I must especially recommend this locality to your benevolent consideration.

**Hébertville**.—If there exists a poor and isolated locality utterly unprovided for, this is assuredly it. They have nevertheless succeeded in establishing a school attended by 15 children, some of whom come there four miles on foot over the bad roads.

**Harvey**.—This township has not yet been numbered among the school municipalities in my district, it has however a school attended by 38 children.

The six school municipalities in my charge include 20 schools, attended by 320 boys and 341 girls, in all 661 besides the school in Harvey with its 28 scholars.

At the end of this and in another report, Mr. Inspector Martin, points out as being the most serious obstacles to progress in his district, the repugnance shown by the Commissioners to prosecuting the rate payers, the engagement of teachers not holding diplomas, without previous examinations by the Inspector and the

want of books and paper in the schools. He suggests that the Inspector should be authorized to sue for the school rates, that when poor and remote localities are authorized by the department to engage teachers not holding diplomas, such teachers before being engaged should at least be bound to obtain a certificate of competency from the Inspector, and lastly, that the Department of Public Instruction should be placed in a position to supply books and paper to poor municipalities.

Extracts from Report by Mr. BOURGEOIS.

Upon examining the numbers of the children who have attended the schools in 1858, it will be found that this year shews but a slight increase over 1857, and even a smaller number than 1856. This is due to circumstances easy of explanation, and it is probable that at the present moment the real number would show a very considerable augmentation. When I made my last visit, two of the schools in St. Frederik were for the time closed, and the new municipalities of St. Bonaventure, Upton and Halifax, had no schools in operation.

Viewing generally the progress effected during the past year, I may say that it is satisfactory and that I never before had so high opinion of the efficiency of our school system. From this it must not be concluded that the execution of the law was not attended with difficulties. These are yet numerous, but they are not so serious nor of the same nature as those which formerly obstructed the progress of education.

No longer do we see those ignoble men so fitly called "*éteignoirs*," going from parish to parish appealing to prejudice to obtain popularity, preaching ignorance, and inciting the rate payers to quarrel among themselves that their children might be deprived of the benefit of education. In spite, however, of six or seven year's operation, school affairs are in some parts of my district still obstructed by the difficulties raised by persons ambitious of increasing their influence, and for some time to come it will be difficult to remove them from local influence and to give to them that character for impartiality by which alone they can gain respect.

Thus an individual protesting his devotion to the cause of education will nevertheless offer a secret opposition to the working of the law, with a view to the satisfaction of some personal or sectional animosity, another pursuing a different course will press too keenly the execution of the law from some evident personal motive, or with a rigor based upon some personal hostility; these things are calculated to create difficulties and to impede the school Commissioners in the execution of their duties. These troubles however disappear from day to day.

Of all the difficulties in my district, the one most difficult to remedy and which will I fear long be felt, is the great poverty of the majority of the rate payers. It prevents them from making sacrifices for the proper maintenance of their schools, and does not permit the parents to send the children regularly to school. Courage and good will, however, triumph in some places over this formidable obstacle.

The financial condition of the various school corporations has improved since 1855. The majority of them were in debt at the close of 1857. Almost every where wise and efficient measures have been taken to discharge these debts, and I already see that Stanfold, St. Norbert, St. Christophe and St. Frederick, will be in a condition to meet all their liabilities on 1st July next.

Nearly all the schools are kept by female teachers holding diplomas. It must not, however, be concluded from this that all the schools are efficiently kept. On the contrary I must tell you that there is yet much to be desired. The majority of the teachers it is true possess the necessary information, but they want method and do not know how to teach. It is much to be desired that teachers holding diplomas, should be furnished with the means of attending the Normal schools, if only for a short time to learn the art of teaching. Another means of adding to the number of competent teachers would be the establishment, in the Eastern Townships, of academies or model schools similar to those existing in most of the old parishes in the Valley of the St. Lawrence. There is only one establishment of this kind in my district. This one has just been established at Princeville, through the exertions of Mr. Curé Pelletier. This worthy clergyman has built a beautiful two story school-house at his own expence, and intrusted the direction of the school, first to Mr. Thibaudou, a young man educated at one of the highest of our schools, and since then to Mr. O. Legondre, who holds a primary superior school diploma from the Laval Normal school. I had occasion twice to visit this

academy since its foundation, and after careful examination I had reason to be highly pleased with the progress of the pupils.

Extract from a Report by Mr. Inspector PAINCHAUD.

Three new schools have been established in the Magdalen Islands, and they are beginning to prosper. Some of the Commissioners make praiseworthy exertions to encourage the parents and the children, and when we consider the limited resources at our disposal, we can hardly hope for better things than we witness at present. The great obstacle lies in the absolute requirement by the parents of the services of their children for the fisheries during the various seasons for the different kinds of fish, and without which, they would suffer the greatest poverty. This necessity for the services of their children is greater among those engaged in the fisheries than among the farmers.

I visited all the schools in operation and I remarked after special examinations, that the progress of the pupils was very satisfactory. I was accompanied in this visit by the parents of the scholars and by the Commissioners. The distribution of prizes from among the books you sent has produced a good effect. I took that occasion to address the scholars and their parents, and I think I succeeded in exciting among all a greater desire for education. On each examination I found progress resulting from emulation and the certainty that each time I would be more severe. These examinations I made as rigorous as possible, and the pupils generally answered so correctly the greater number of the questions I put to them, both on their usual subjects of study, and also on other branches as to convince me of the general knowledge they were acquiring and of the development of their understanding. We have just written to Quebec to procure teachers for school sections Nos. 6 and 7, at Havre-aux-Maisons. If these schools were provided with masters as I hope they soon will be, instead of 110 pupils as shown by my tables, I should certainly count more than 200. The Commissioners offer salaries of £60 besides firewood.

A school house has been built by the rate-payers in the second school sections. The ground on which the house is erected has been well chosen. The house is of wood, 25 feet in front by 22 in depth. It is furnished with benches, tables, black-boards, &c. The speedy erection of this building does the highest credit to the generosity of the rate-payers, their worthy Commissioner, Mr. Cherner, and other friends of education who have assisted in this work, small in appearance, but of the greatest importance to this locality. In less than two months and a half this house has been built and furnished, and school was held in it before it was quite completed.

Extract from a Report by Mr. Inspector LANCTOT.

No change of any moment has occurred in the schools of this district during the past year, the reason is that we have obtained from your department all the means and resources placed at its disposition, and the adoption of new measures only which have been often urged, will enable us to make further progress.

The public feeling is now in favor of education, the people tax themselves liberally, for the maintenance of schools, the number of which enables all children to attend them, except in very few localities. Merit triumphing over cheapness, efforts are made to procure the services of the best teachers, and the salaries, though not yet what they ought to be are comparatively fair; great improvement is manifest in the class of teachers, there are but few villages in this district in which the teachers are not every way competent. The accounts are every where faithfully and punctually kept and no discontent exists as far as they are concerned. This is what we have reached, let us see what is still required.

The village schools though generally entrusted to good teachers are frequented by too many pupils for one teacher, nearly every where an assistant is needed. Attempts are also made to teach too many branches at once, thus reversing the principle "*paucis sed bene*." The schools in many places also are without black-boards and maps, and their internal arrangement is bad. The houses are generally too small, carelessly built, with no external ornament, often without a desk for the master and suitable benches and tables for the pupils. The masters also suffer in many places from delay in the payment of their salaries.

What are the measures best calculated to overcome these difficulties, to make our schools as efficient as we would desire?—I may be permitted here to point out a few.

1st. The principal one is the increasing of the appropriation for common schools by at least one half, without, however, rendering

obligatory a similar increase in the local contributions. The want of pecuniary resources is evidently the chief cause of these obstructions under which our schools labor. Every where it is felt that the salaries of the teachers should be increased that the school houses should be repaired, improved and ornamented, that they should be provided with many things they now require, but all this has to be given up for want of means. As I said before the people willingly bear their share of the sacrifice, they assess themselves liberally, let the government then act in the same manner. Let them open their hands with a liberality worthy of the great work of public instruction, and let them no longer allow the youth of the country to languish on the road to knowledge. If it be true that the soil returns in proportion to what is sown, is it not equally true that money spent to promote education is rather a fruitful investment than a sacrifice?

2nd. Another measure to which I attach great importance is the adoption of a uniform series of reading books for our schools. It may be said they have at present but one book, the *Devoir du Chrétien*. This book is excellent, in fact, indispensable as regards religious instruction. But besides the fact that secular education should be attended to, there is not a pupil who after two or three years schooling has not read it at least ten times, it then loses interest and the pupil ceases to feel a liking for reading. He no longer reads in the hope of satisfying his natural curiosity for learning something new, but only by routine and to get through the task imposed upon him. How can he in this way acquire a taste for reading and instruction? He can only lose it. In fact we meet very few young people who after leaving school endeavor to improve themselves by procuring books and papers. The majority seem happy to be able to bid farewell to their books. Mr. Lantot recommends the publication of a series of reading books in French similar to that of the Irish National Schools. He concludes by insisting on the appointment of the Council of Public Instruction and on the subdivision of the Inspection districts, as they are now too extensive. He also suggests the appointment of teachers as Inspectors.

Extract from a Report by Mr. Inspecteur GERMAIN.

I am happy to be able to say that the number of children who have attended the schools in my district this year is greatly in excess of that in previous years. The Commissioners also show more anxiety to procure more competent teachers and a great change has also taken place in this respect; several municipalities have made marked progress and the friends of education in each who have taken the initiative in the measures of improvement are now reaping the fruits not only in the results of their success, but also in the esteem and respect shewn them by the body of the people who are more enlightened and better disposed than they have been hitherto.

It is true there some schools yet which leave much to be desired, but their number is daily diminishing. Comparing the state in which I found this district on my appointment, with what I now see, it is really astonishing that in so short a time the spirit of order and discipline which was then unknown has been brought into play.

Throughout the whole of my district a disposition has been shewn to conform to the requirements of your department and to assist in the reforms and improvements introduced by you. This district has already sent eight pupils to the Jacques Cartier Normal. Of these six have returned as teachers to their parishes, and enjoy salaries which mark appreciation of their efforts and success. The savings bank, notwithstanding the small remuneration of the teachers and the hardness of the times, has in this district a good many depositors. The Journal of Education has also many subscribers. It appears to me that some steps ought to be taken to increase the circulation of this excellent paper. I have observed a very favorable change as regards those teachers who read it regularly. It seems to me that as the government cannot furnish it gratuitously to each school, the Commissioners ought to subscribe for each teacher or else oblige the teacher to subscribe. The small sum of half a dollar which would be retained for this purpose out of each salary would be as nothing compared to the results. But it would be much better that the School Commissioners in each district should subscribe for the number of copies required.

The importance of assemblies of the teachers has also been understood in my district, and no time has been lost in organizing a section of the association within the limits of the Jacques Cartier Normal School. I did my utmost to impress upon the teachers present at the first meeting the advantages which would result from an interchange of their experiences and the good understanding

which this *esprit de corps* would have the effect of creating among them, so calculated to raise their profession from the low position in which the public has suffered it so long to remain. I found them disposed to listen and make some sacrifices to enable them to meet together at least several times in the course of the year. I must say however that the poverty of many of them is an obstacle to those reunions which it is difficult to surmount. To give them a proof of my good will and to contribute my share to the cost of the meeting, I took upon me to offer a plain collation which was accepted with the cordial spirit in which I offered it and which furnished to us all an agreeable recreation calculated to strengthen the bonds of brotherhood which ought unite the members of so noble a profession. The Teachers' Associations are I think entitled to government assistance at least equal to that extended to Mechanics Institutes. Those who educate the youth of a country have as much right as any other class to procure, maintain and increase their information, to stimulate their ardor and courage and to aid each other with advice. I do not see then why these associations should not, like Mechanics Institutes receive an annual grant from Parliament of from the Department of Public Instruction.

(To be continued.)

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

— Rev. Mr. Alexandre Taschereau, D. C. L. of the University La Sapienza of Rome, and Professor of Canon Law at the Laval University, has been elected Superior of the Seminary of Quebec and Rector of the University. The Grand Vicar Rev. Mr. Casault who, having been successively twice elected Rector and who, according to the constitution of the University was not again eligible, will undertake the direction of the Great Seminary.

— L'Ére Nouvelle of Three Rivers publishes a prospectus of the new college of that town, the foundation of which sometime ago gave rise to an animated discussion in several newspapers. The opponents of the new institution feared that it would be drawn into competition with the college of Nicolet, which they thought, should be sufficient to meet the wants of the district for many years to come, and for which such a costly building had been erected.

The course of studies will be divided into three sections: Classics, Commerce and Industry, and Agriculture—the last not organized. The section in Classics includes the usual collegial course, viz: French, Latin, Greek, and English grammar, with classical translation and dissertation, and exercises in composition; History, Geography, Cosmography, Arithmetic, Book-Keeping, Mythology, Belles-Lettres, Rhetoric, Moral and Intellectual Philosophy, Botany, Mathematics, Natural Philosophy, Geometry, etc., etc. The Commercial and Industrial section forms a distinct preparatory school, in which are practically taught the elements of French and English, Reading, Writing, with exercises in composition; Analysis, Geography, Arithmetic, Book-Keeping, Mechanics, Natural Philosophy, etc., etc., etc.

— The American Institute of Instruction commenced its thirty-first annual meeting in Boston, at the Tremont Temple, Tuesday afternoon, August 21st, Mr. D. B. Hagar, President of the association, in the chair. Rev. Dr. S. K. Lothrop opened the meeting with prayer, after which an address of welcome was delivered by his Honor Mayor Lincoln, of Boston.

He regarded these annual assemblies of the Institute as one of the chief causes of the intellectual progress of the country for the past thirty years. The period of its existence had been the golden era in the annals of education, and certainly no more important object could engage the attention of intelligent men and women than the training of the youth of the land with whom rested the destinies of the republic. This interest had ever been an important one in Boston, and in no part of the world was the teacher more respected and his talents and labors better appreciated and rewarded. He bade them an official welcome to this appropriate scene of their deliberations.

President Hagar, in behalf of the Association, gracefully acknowledged its appreciation of the honor of such a welcome. Just thirty years ago, their institution had its birth in Boston. During this period—the life-time of a generation—it had successfully addressed itself to its work, creating in the first place a correct public sentiment in regard to education, drawing attention to its importance, and diffusing abroad in society such views as should result in obtaining the best apparatus and the adoption of the wisest methods for its promotion, and securing in the second place a higher grade of qualification in teachers, and increasing their interest and fitness for their calling. The principal feature of the Society's plan was its lecture system. Three hundred

lectures had been delivered and printed under its auspices. Mr. Hagar concluded his address by contrasting the present condition of the cause of education with that which existed thirty years ago.

The discussion of the question for the day, "Is it expedient to make Calisthenics and Gymnastics a part of school training?" was opened by T. W. Valentine, of Williamsburg, N. Y. Education, he observed, was now understood to be a full development of humanity, and the physical development of a child was its first essential. Children were too often left to "grow" as Topsy did. They were put to school too young, kept there too long, and restrained from their play too much, and hence, many grew up deformed and unhealthy. The "muscle-man" of the present age, of whom Heenan the Hite-tite was the head, were not the best sort of people, but they taught their followers the valuable lessons of physical culture. He gave some results of his own experience in this matter.

Prof. Phelps, of Trenton, gave some account of the gymnasium connected with his school. Dr. Lewis, of West Newton, also gave some account of a new system of gymnastics used by him, in which he excluded all the usual apparatus, and accepted of nothing which did not create a laugh. He proposed that a committee should be appointed to examine his institution. After some further discussion, Dr. Lewis was invited to give an exposition of his system, and exhibition of his pupils, at Tremont Temple.

At the evening session, Gov. Boutwell offered some remarks in behalf of the proposed statue of Horace Mann, which he regarded as a tribute especially due from the profession of teachers, which Mr. Mann had done so much to make respected.

President Felton, of Harvard College, then delivered a lecture upon the present state of education in Greece. He remarked that two men—Eugenius and Coray—had, by their scholarship, guided their countrymen for years, through pamphlets, addresses and editions of the classical authors. He alluded to the Greek Church and to the tenacity with which the people of that country held to the faith of their fathers. He proceeded to speak of the language of the country and the attempts made to purify it. Three plans were suggested. First, by reviving the language of the period of Demosthenes.

Think of reviving the English of Chaucer, said the speaker, and making it the common vehicle of thought, and you will understand the impracticability of this proposition. The second plan was to take the modern language, corrupted as it was, and modify it gradually. The third was to take the syntax of the popular language, and purify its vocabulary from its original sources. This last plan had prevailed and been successfully carried out. The speaker described the school system of Greece and noticed the improvements recently made in it, partly through the influence of learned men sent from this country. He closed by alluding to the efforts of the Rev. Dr. Hill in this direction.

A concert was then given to the members of the Institute in Music Hall, where addresses were delivered by Dr. Lothrop, the President, and several other gentlemen.

On Wednesday, the committee appointed to visit the gymnasium of Dr. Lewis, reported favorably, and a resolution commending his system was adopted. A discussion ensued upon the expediency of making calisthenics and gymnastics a part of school training.

Prof. E. L. Youmans, of New York, followed with a lecture upon "the Masquerade of the Elements." Its bearings were on Chemistry and Physiology. He alluded to the character of the science in the early ages, when it was chiefly studied for the purpose of accomplishing the transmutation of metals. He then proceeded to discuss the present state of the science, and to state in a very attractive manner, its theories. He traced the changes which are constantly going on in organic matter, destruction and renovation following each other continually and rapidly. He closed by speaking of the mission of the science.

In the afternoon, Prof. J. B. Angell, of this city, delivered a lecture upon the relation of Education to Labor. He said he should speak of some of the misfortunes and trials of the laboring classes, and inquire whether by our system of common schools we may not do something to diminish their errors and mitigate their trials. It is found, in looking over the progress of the human race, that there frequently appears to be a cause left lurking beneath the shadow of every blessing. And we should not be surprised to find trivial and transitory disadvantages. It is one principle of modern science applied to all kinds of labor—intellectual and physical—which has modified the welfare of all the laboring classes, and which has affected the welfare of all classes to a remarkable degree. This principle is called the division of labor, and is founded on the simple truth that if a man does but one kind of work, he can do it with more skill than if he gave attention to a variety of subjects. The effect of the system upon scholars, and the different peculiarities of the mind of the scholar of ancient times and of the present, were spoken of at length. The mind of the modern scholar, if it is long, is narrow. If it is the effect of the system upon the mind of the learned classes to make it one-sided, cramped, unnatural, and superficial, then how probable that it should make the working-man a man of one idea. Such is the case, and such is the tendency of the system. The proprietors of manufacturing establishments have noticed a change in their operatives, and have struggled against it. It is our duty to endeavor to counteract this tendency. There are many agencies by which we can do this, and many agencies to which we may give greater efficiency. Among these are gymnasiums, music, debating societies, lyceums, and libraries; and

from this point of view, the exercises of the sanctuary. But, after all, we must trust mainly upon the wide-spread system of our common schools, which ought to reach every child in our land. It was true, however, that there were some evils which resulted from the stimulating influences of education. The lecturer noticed some of the characteristics of our people which result in evil. One of these was a spirit of unrest, leading to an excessive emigration to our cities. It should be the effort of the teacher to carefully study the minds of his pupils, and to bring to bear on them the conservative power of our common school education, as well as its stimulating influences. Another point was the relation of education to manual labor. It is found that an educated community can do better anything that they undertake than an uneducated community. The lecturer closed by appealing to teachers to so educate their pupils as to advance the cause of labor.

A discussion ensued upon the question: "Has purely Intellectual Culture a tendency to promote Good Morals," in which Ex-Gov. Boutwell, Prof. Phelps, Rev. Mr. Northup and others participated.

The evening was devoted to a lecture by Hon. Francis Gillette, of Hartford. He commenced by speaking of the group of statuary, by Crawford, at the Capital at Washington, representing the genius of America, and remarking that the figure of Education should have been placed in a more prominent position in the group. He then spoke of the immortal work of the teacher, in view of the importance of which it was an important thing to know what could be done to elevate and improve his condition; and of the qualifications indispensable to the true teacher, and which the education should strive to secure. The teacher should have just views of education, and of what it consists, and should be able to answer the question—what is it to educate a child? The teacher should have earnestness and enthusiasm. The best definition of eloquence that had been given was in three words—logic on fire. It was just as good a definition of true teaching to say that it was instruction on fire. The lecturer spoke in high terms of compliment of the late Dr. Thomas Arnold of England, a celebrated teacher. In all the countries of Europe distinguished for their progress in education, the ability of a teacher to command attention is regarded as an indispensable qualification. The lecturer proceeded to illustrate and amplify his subject in an instructive manner.

On Thursday, after further exhibition of Dr. Lewis' system of gymnastics, in which active, light exercises are substituted for the laborious movements heretofore in favor with gymnasts, a discussion was had upon the proper mode of examining schools and reporting thereon. Mr. Stowe, of Plymouth, thought examinations often partake too much of the nature of an exhibition, and he knew of no satisfactory method of reporting examinations.

Prof. Greene, of Brown University, said that in the public schools the public have a right to know how the pupils are progressing, and it is proper to have an examination by a Committee as an act of authority. In the capacity of a representative of the public, the Committee should examine everything connected with the school, how much progress has been made in different studies, what is the condition of the schoolhouse, the relations between the teachers and the scholars, and the manners of pupils. These examinations should take place at all times of the day, and without especial preparation by the teacher. At times it may be proper to have examinations before the public. Examinations should be both orally and in writing. Reports of examinations should generally give the public confidence in the schools, and if the committee should find the teacher incompetent, he should be dismissed as quietly as possible.

Rev. Dr. McJilton, of Baltimore, thought some examinations quite ridiculous, because persons making the examination are incompetent, and conduct them in a manner dissatisfactory to teachers and scholars. Oral and written examinations should be connected. The committee should act so as to strengthen the authority of the teachers, and endeavor to establish friendly feeling.

The following officers were unanimously elected for 1860, by a vote of fifty-three persons:

President—D. B. Hagar, Jamaica Plains.  
Vice-Presidents—Samuel Potes, Roxbury; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford, and others.

Recording Secretary—William E. Sheldon, West Newton.  
Corresponding Secretaries—B. W. Putnam, Boston; John Kneeland, Roxbury.

Treasurer—William D. Ticknor, Boston.  
Curators—Nathan Metcalf, Boston; Samuel Swan, Boston; J. E. Horr, Brookline.

Censors—William T. Adams, Boston; James A. Page, Boston; C. Goodwin Clark, Boston.

Counsellors—Daniel Mansfield, Cambridge; A. A. Gamwell, Providence, R. I.; Charles Hutchins, Boston; J. W. Allen, Norwich, Conn.; A. P. Stone, Plymouth; George N. Bigelow, Framingham; Richard Edwards, St. Louis, Mo.; Zuinglius Grover, Chicago, Ill.; T. W. Valentine, Brooklyn, N. Y.; J. E. Littlefield, Bangor, Me.; F. A. Sawyer, Charleston, S. O.; Moses T. Brown, Toledo, Ohio—*The R. J. Schoolmaster*.

—The American Normal School Association held its annual session at Buffalo, Aug. 7th and 8th. There was a large attendance, and the

papers read and the discussions elicited by them were of unusual interest and importance. A paper was read by Prof. D. N. Camp, of the normal school in New Britain, Ct., on "The Relation of Normal Schools to Popular Education." Rev. B. G. Northup, of Massachusetts, read an able paper on "The Relation of Mental Philosophy to Education." He clearly showed that mental science underlies the whole subject of education, and that teaching can rise to the dignity of a profession only as it rests on mental science as its foundation. This study will aid the teacher in his own mental discipline. Just views of the laws and capacities of the mind are obviously conducive to self-culture. No science is more fitted to sharpen and energize the mind, and form habits of discrimination and reflection.

Reports from the normal schools of different States were presented, from which it appears that in Massachusetts there were 430 students in the normal schools last year, a larger number than ever before. There is but one normal school in New-York, which has been in existence fifteen years at Albany, and has graduated over eleven hundred teachers, and is now annually sending out more than ever before. But the average salaries of the graduates are still too low, those of males being about \$431, and of females about \$270. In Connecticut, the annual attendance is about 150. The course requires three years, and about 20 graduate yearly. Of the 140 graduates since the establishment of the school, ten years ago, 102 are now engaged in teaching in that State. Favorable reports were also given from Rhode Island by Mr. Tillinghast, from Ohio by Mr. Holbrook, from New Jersey by Prof. Phelps, and from Iowa by Mr. Wells.

Prof. J. P. Wickersham, of Pennsylvania, read a paper on the subject: "Normal Schools necessary to the building up a Profession of Teaching. He discussed the subject under the following heads: 1. Teaching is not now a Profession. 2. Teaching has just claims to such a rank. 3. That no agency except Normal Schools can constitute Teaching a Profession. 4. That Normal Schools can effect this end.

Mr. Edwards, of Missouri, presented a series of resolutions in relation to the death of the lamented Colburn, which were supported by the mover and seconded by M. Wells, of Chicago, and adopted by a rising vote.

The following named gentlemen were elected officers for the ensuing year. President—Richard Edwards, of Missouri; Vice Presidents—Messrs. A. Crosby, of Massachusetts, D. H. Cochrane, of New-York, Pierre Chauveau, of Canada, and G. B. M. Sill, of Connecticut; Secretaries—J. P. Wickersham, of Pennsylvania, and D. F. Wells, of Iowa; Treasurer—E. C. Hewitt, of Illinois, (late of Worcester.)

The National Teachers Association held its fourth annual session at Buffalo, immediately upon the adjournment of the Normal School Association. About six hundred delegates were present. J. D. Philbrick, of Boston, was chosen President for the ensuing year. Lectures were delivered by Prof. E. L. Youmans, of New York, on the "Study of Matter and the Progress of Man;" and by Dr. M'Jilton, of Baltimore, on "The Importance of the Teacher's Profession in a National View." Dr. J. W. Hoyt, of Wisconsin, delivered an address on the special educational needs of the American people. The session closed with an excursion to the falls of Niagara.—16.

We have great pleasure in noticing the progress made by the Commercial Academy, under the control of the Catholic School Commissioners of Montreal, in Côté street. This school has been attended by no less than 200 pupils in the course of last year. It has now six teachers. Mr. Archambault, the Principal, as also Mr. Desplaines and Mr. Lenoir, are graduates from the Jacques-Cartier Normal school, young men of no ordinary talent and of great energy. Mr. Garnot, who is the senior professor of French literature and of French language, is well known to the Montreal public as a very proficient teacher of those branches. The English branches are taught by Mr. Anderson, who is also known as a most successful teacher, he is assisted by Mr. Hogan, a young gentleman of promising ability. The school rooms are well ventilated and furnished with desks and seats made after the best patterns and such as suggested by the Department. The classes reopened the 3rd September instant.

## LITERARY INTELLIGENCE.

G. P. R. James, the author of seventy-five novels, forming one hundred and eighty-nine volumes, died recently at Venice, aged 60 years. His popularity, now still considerable, rests principally on the merit of three of his works, *Richieu*, *Darnley*, and the *History of Richard Cœur de Lion*, perhaps the only ones that may long survive him. Yet when he first entered upon his career as a writer, he was hailed as another Walter Scott; but he took no pains to realize the expectations of his admirers. He has not the style, nor has he the dramatic interest, nor the correctness of detail, of the author of *Waverley*. Criticism will, however, allow him a just tribute of praise. An incident is reported which does honor to the novelist. A young lady, his cousin, being about to marry, it was found that he had a right to an inheritance to which she thought she also could lay claim. A few days before the time when the contract was to have received the signatures, it was ascertained that the parents of the lady had never been legally married, and that Mr. James was the sole lawful heir to the estate. The latter had no sooner entered into the possession of the unlooked for inheritance, than he ordered a title-deed to be drawn up, and made over the

whole property to his fair cousin. Such an action is more rare than good novels and makes us forget the indifferent prose and bad poetry which is occasionally to be met with in his works. Mr. James after having held a diplomatic appointment in the United States, had been sent to Venice as consul sometime before his death.

—Mr. Robert Brough, another English writer, died at the age of 32 years. A humorist, full of spirit, he contributed to most of the lesser contemporary periodicals, and left writings of which a collection will no doubt shortly be made. He has, besides, left an amusing imaginary biography of the famous Shakespearian character, Sir John Falstaff, and admirable translations in verso of the odes and ballads of Victor Hugo, and of the songs of Béranger. Improvident as poets usually are, he died in straightened circumstances. Theatrical performances for the benefit of his family are to be given, in which some of the most distinguished in literature and in art will amuse the public by taking part in those dramatic burlesques from which the author reaped so little profit for himself.—*Revue Européenne*.

—From official statistics recently compiled, it would appear that during the year 1859, the number of publications issued in England amounted to 28,807, which may be subdivided thus: Complete works 5,507 volumes; published in parts or serial works, 5,642 volumes; in numbers 15,707; pamphlets 236, musical works 4,066; atlases, charts, maps, 3,096. Great Britain exports to the United States alone double the number of books imported by her from other countries. Her Australian colonies also offer an advantageous market. Of the number of volumes imported during the year, France supplied 2,886.

—It is announced that the first number of a weekly Greek newspaper will shortly appear. This journal which will be printed in London, in modern Greek, is named *O Bretanikos Aster* (The British Star), and is destined for circulation among the population of the Danubian Principalities, Montenegro, Albania, Asia Minor, Egypte, Syria, the Ionian Isles, and Southern Russia. It will be illustrated by first class artists and will contain a synopsis of European news, political, parliamentary and judicial. It is got up to advocate Russian interests, and its existence has been guaranteed for at least two years.

## MISCELLANEOUS INTELLIGENCE.

We have to-day to record the decease of the Governor of the Hudson's Bay Company's territories, after a long period of public service. He was born in Rosshire, Scotland, where he passed his youth. In the year 1809, he removed to London, and was engaged in commercial pursuits for the succeeding eleven years. He was there brought into communication with the late Earl of Selkirk, then the leading spirit of the Hudson's Bay Company. This was the period (1819) of the bitter rivalry between the Hudson's Bay Company and the North West Company of Canada. It was at this period too, that Lord Selkirk engaged in the scheme for colonizing the territory, and undertook the task of founding the Red River settlement. Sir (then Mr.) George Simpson was selected to take a leading part in conducting the operations of the Company, which required then men of unusual energy and capacity. He sailed from England for New York in the early part of 1820, and in May of that year left Montreal for the far North West. His first winter was spent at Lake Athabasca where he endured much privation, and carried on the competition with the North West Company with the energy and success that characterised all his undertakings. This competition—involving losses to both Companies—was terminated the following year, by their coalition when Mr. Simpson was appointed Governor of the Northern Department, and subsequently Governor in Chief of Rupert's Land, and the general Superintendent of all the Hudson's Bay Company's affairs in North America. On attaining this position, the peculiar talents of the Governor became conspicuous: he reconciled conflicting interests, abated personal jealousies, and established a controlling influence which he retained to the last.

Sir George Simpson took great interest in the cause of geographical discoveries on the Northern coast of this continent,—and to his admirable selection of leaders and skilful arrangements are due the successful expeditions under Messrs. Dease and Simpson in 1834-5, Dr. Rae in 1845 and '53 and Messrs. Anderson and Stewart in 1855. For these services, and as a mark of general approbation, Her Majesty was pleased to confer the honor of knighthood on Mr. (thenceforward Sir George) Simpson. Soon after he set out on his celebrated overland journey round the world, of which he subsequently published a very interesting narration. Sir George has latterly resided almost altogether at Lachine, near which village is situated the beautiful Isle Dorval, from whence came off the canoe expedition given by the Hudson Bay Company to H. R. H. the Prince of Wales.

The last public act of Sir George Simpson's long and active life was to receive as a guest the heir apparent to the throne of England, and it must be gratifying to his family and friends to know that the Prince graciously acknowledged the attentions shown to him by Sir George, and that the Noble Duke who presides over the Colonial Department availed himself of the opportunity afforded by personal communication to express the high opinion entertained by himself and Her Majesty's Imperial Advisers, of the skilful and successful administration of one of the most extensive provinces of the British Empire.



He has for many years been connected as a large shareholder with our leading monetary institutions. He was for many years a director of the Bank of British North America, and transferred his services at the last annual meeting to the Bank of Montreal.

Some time ago he was visited with an attack, said at the time to be of paralysis or apoplexy, but he soon rallied from it, and seemed to be in his usual health. He was, however, later obliged to turn back from his spring expedition to the Red River, on account of bodily infirmity. The bustle and anxiety connected with the recent Royal visit, no doubt disturbed the even tenor of his life again. On Saturday last, he was again attacked with apoplexy while driving out from Montreal to Lachine, and after six days of much suffering, he closed his long and active life yesterday morning at half-past ten o'clock, surrounded by his family and immediate friends.

His death will be heard of with regret, not only by his many friends in this country, but by large numbers in Britain and the United States: for the Governor of the vast domains of the great Fur Company had obtained an almost world-wide reputation. We in Montreal will miss him most. He was one of the distinguished men whom we claimed as our own—one whose face was familiar to all who knew the notabilities of our city.

Sir George Simpson married in the year 1830, the daughter of Geddes M. Simpson, Esquire, of London, who died in this country in 1853. His family consists of one son and three daughters. The heir to the large fortune left by Sir George is at present in England. Of the daughters, one is married to Angus Cameron, Esq., of Toronto.—*Montreal Gazette.*

The following notice of the death of General Nicolls appears in an English paper. He had seen service in these British North American Provinces. The late General was the father of the Rev. Dr. Nicolls, Principal of Bishop's College, Lennoxville:—"We have to record the death of General Gustavus Nicolls, of the Royal Engineers, who died a few days since, at his residence near Southampton. The deceased general, who stood third in the list of his branch of the service, obtained the rank of second lieutenant in 1794. He had seen much active service in his early life, having gone out with several regiments as reinforcements to Gibraltar on the war breaking out with Spain in 1795, and remained blockaded in that fortress two years and a half. In 1799 he proceeded to the West Indies. In 1808 he accompanied Sir George Prevost to Nova Scotia, as commanding engineer, under expectation of hostilities with America, and remained there till the war broke out in 1812, and was actively employed in the protection of the frontiers of Nova Scotia and New Brunswick. He was present at the capture of Moose Island, Castine, and Belfast. The late general was also commanding engineer in Canada part of 1814 and 1815. In July, 1851, he was appointed a colonel commandant of the Royal Engineers. His commissions bore date as follows:—Second lieutenant, Nov. 6, 1794; first lieutenant, March 3, 1797; captain, March 30 1802; brevet major, June 4, 1813; lieutenant colonel, Sept. 1, 1813; colonel, July 29, 1835; major general, Jan. 10, 1837; lieutenant general, Nov. 9, 1846; and general, June 20, 1854. A gallant officer was in his 80th year."

**THE DISEASES WE DIE OF.**—One man in a certain number of hundreds dies a natural death. The only natural death is "death by old age;" all the rest of the millions of mankind are cut off by preventable or curable diseases, accidents, and various violent and unnatural catastrophes.

From one-fourth to one-half of all children born into the world—the proportion varying according to locality and circumstances—die in infancy. There is one work-house in London, where for a series of years every infant—and there were hundreds—perishes the first year. There was not one solitary survivor.

The causes of infant mortality are—hereditary diseases, bad air, bad food, want of light, and uncleanness. Multitudes of children born in our cities breathe pestilence, nurse disease, are fed on opium, and live in filth and misery. When a human soul finds itself in such conditions, is it any wonder that it should be in a hurry to die out of them?

Besides these common causes of preventable disease and premature mortality, which affect adults as well as infants, there are causes of disease connected with many of the trades and employments of civilization. The stonemason fills his lungs with gritty dust, the miller, with flour; the coal miner, with the fine coal dust, with which the atmosphere of the mine is saturated; the grinder of steel and cutlery inhales a mixture of stone and metal, painters, white lead manufacturers, and potters, are poisoned with deadly effluvia and the absorption of metallic poison; gilders or looking-glass silverers are filled with mercury; cotton-spinners breathe an atmosphere filled with fine dust; shoemakers work in hot, close rooms, tailors are pleached with sedentary work, and poisoned with bad air; printers die early of bad ventilation, night-work, lead and antimony, in short, there are but few employments which supply the luxuries of civilization, which do not, at the same time, shorten human life.

The pictures on our walls owe some of its richest tints to arsenic, which poisons the manufacturer and hanger; the mirror which reflects our forms and adornments, and the gilded frame which adds to its elegance and splendour, have helped to inflict hopeless paralysis on the poor workmen who have made them, the glazed visiting cards on the table have struck with death the hand that covered them with enamel; the average life of the grinders who fashion our scissors and razors, is but thirty-

two years; while the grinders of steel forks die, on an average at twenty-nine. In England alone, 300,000 human beings are buried in coal mines, working in dust and grime, and dying of *black lung*, asthma, bronchitis, or heart disease, when not killed by choke-damp, explosions, or sudden inundations. Lead and copper mining carry off their thousands of victims. The makers of lucifer-matches become cadaverous, emaciated, and die of necrosis of the jaw-bone. Our beautiful pottery-ware is glazed with lead which paralyzes the hand of the workman. The file-cutter is poisoned with the lead on which he rests his file in process of manufacture. When these lead poisons are absorbed into the brain, mania succeeds to paralysis and colic, and the workmen die raving mad.

Even those employments considered most necessary are made the causes of a terrible mortality. Three-fourths of our journeymen bakers die young of consumption. Tailors and milliners, as employed in the large, fashionable establishments of our great city, are nearly as short-lived as the bakers. A well-dressed lady with embroideries, laces, artificial flowers, mirrors, and jewelry, may be imagined to be surrounded with the pale, blind, consumptive, and short-lived victims of the various arts which have furnished out her beautiful and luxurious decorations.

While millions of men and women are hurried out of life by the direct influence of unhealthy conditions and employments, millions more cut short their existence by the involuntary suicide of bad habits of eating and drinking, and vicious indulgences. While a few die of hunger, millions perish by disease caused by excess in eating and drinking. Intoxicating drinks destroy thousands—tens of thousands perish of gluttony. Opium, tobacco, and milder narcotics assist in the work of shortening human life. Commercial frauds, and the abominable adulterations of our food and drink, increase the mortality.

Every person, living in good habits and condition, may hope to arrive at a good old age, and die a natural death. What, then, must be the habits and conditions of a civilization in which premature mortality is the rule, and a healthy old age the very rare exception!—*Family Journal.*

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