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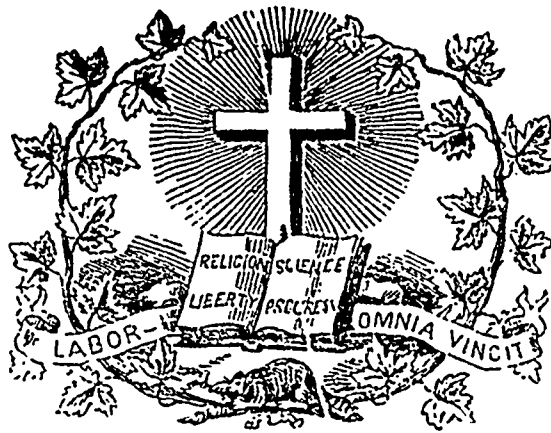
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JOURNAL OF EDUCATION.

Volume IX.

Montreal (Lower Canada), September, 1865.

No. 9.

SUMMARY.—**LITERATURE**—Poetry: The Children's Hour.—The Magpie, Longfellow.—**SCIENCE**: North Polar Exploration, by Markham, (concluded);—Leaves from Gosse's Romance of Natural History, (continued).—**EDUCATION**: Arithmetic, by John Bruce, Esq., Inspector of Schools, (concluded).—**TEACHER**—Artists.—**OFFICIAL NOTICES**: Appointments—School Inspector.—School Commissioners and Trustees.—Diplomas granted by the Laval Normal School.—Diplomas granted by the Boards of Examiners.—Notices to School Commissioners and Trustees.—Notice to Teachers.—Situations Wanted.—**EDITORIAL**: Teachers' Diplomas.—Act to amend Chapter 15 of the Consolidated Statutes.—Re-opening of the School of Agriculture of St. Anne.—Twenty-seventh meeting of the Teachers' Association in connection with Jacques Cartier Normal School.—Report of the Superintendent of Public Instruction for Lower Canada, for 1864.—**NOTICES OF BOOKS AND PUBLICATIONS**—Fleming: Report on the Intercolonial Railway.—Lemay: *Essais politiques*.—Glackmeyer and MacDonell: Charter and By-laws of Montreal.—*La Revue Canadienne*—*Circulaire de l'École de Médecine de Montréal*.—Leprohon: *Antoinette de Mirécourt*.—Desaulles: *La guerre Américaine*.—Lafrance: *Abrégé de grammaire française*.—Lorimier: *Trois jours de fêtes littéraires*.—Parkman: Pioneers of France in the New World.—Beaumont Small: Fresh water fish of British North America.—**THE SATURDAY READER**.—**MONTHLY SUMMARY**: Educational Intelligence.—Statistical Intelligence.—Neerological Intelligence.—Miscellaneous Intelligence.

They climb up into my turret
O'er the arms and back of my chair;
If I try to escape, they surround me;
They seem to be everywhere.

They almost devour me with kisses,
Their arms about me entwined,
Till I think of the Bishop of Bingen
In his Mouse-Tower on the Rhine!

Do you think, O blue-eyed banditti,
Because you have scaled the wall,
Such an old moustache as I am
Is not a match for you all?

I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeon
In the round-tower of my heart.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

LONGFELLOW.

LITERATURE.

POETRY.

THE CHILDREN'S HOUR.

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence;
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

THE MAGPIE.

"Once in an ancient city, whose name I no longer remember,
Raised aloft on a column, a brazen statue of Justice
Stood in the public square, upholding the scales in its left hand,
And in its right a sword, as an emblem that justice presided
Over the laws of the land, and the hearts and homes of the people.
Even the birds had built their nests in the scales of the balance,
Having no fear of the sword that flashed in the sunshine above them.
But in the course of time the laws of the land were corrupted;
Might took the place of right, and the weak were oppressed, and the mighty
Ruled with an iron rod. Then it chanced in a nobleman's palace
That a necklace of pearls was lost, and ere long a suspicion
Fell on an orphan girl who lived as maid in the household.
She, after form of trial condemned to die on the scaffold,
Faintly met her doom at the foot of the statue of Justice.
As to her Father in heaven her innocent spirit ascended,
Lo! o'er the city a tempest rose; and the bolts of the thunder
Smote the statue of bronze, and hurled in wrath from its left hand
Down on the pavement below the clattering scales of the balance,
And in the hollow thereof was found the nest of a magpie,
Into whose clay-built walls the necklace of pearls was inwoven."

LONGFELLOW.
Ecangline.

SCIENCE.

North Polar Exploration.

BY CLEMENTS R. MARKHAM.

(Concluded.)

The vital question now arises—what is the width and condition of this pack? Parry, in 1827, ascertained that it was at least 192 miles broad, by walking over it, and at his extreme northern point in $82^{\circ} 15'$, a strong ice blink was seen on the northern horizon. This was in the end of July. We may, therefore, take its average width at that time of the year to be about 250 miles. It is hoped that an expedition may enter the pack between Spitzbergen and Nova Zembla towards the end of July, under favourable circumstances, notwithstanding the failure of all former attempts. This hope is based on the great advantage that steamers have over sailing vessels, and on the presumed action of the Gulf-stream in melting and loosening the pack. All then depends on the time that it will take for vessels to force their way through it. (1) Let us see upon what grounds we may calculate the probable length of this detention. The width of the Polar pack in the end of July is not less than 250 miles; that of the middle pack in Baffin's Bay is generally about 172. Now the average detention in Baffin's Bay, calculating from the time taken by the six expeditions, assisted by steam power (for we may now leave sailing vessels out of the question), has been twenty-two days. But by holding on to the land ice very little ground is ever lost in Baffin's Bay, and the existence of the land floe makes eventual success almost a certainty; while between Spitzbergen and Nova Zembla there is a drifting pack with no land ice to assist navigation, and progress is dependent on the chance of lanes opening in the right direction. With extraordinary luck, however, steamers might bore their way through this 250 miles of pack in forty days, and reach open water beyond, towards the end of August. If an attempt is made to take the pack earlier in the year, it will of course be found to be much wider and closer, and the detention will be proportionably longer. Under fortunate circumstances, steamers may, perhaps, get through the pack in August, so as to have about a fortnight left for North Polar exploration in the supposed open water to the northward, before the young ice begins to form. It must be remembered that dense fogs prevail in summer wherever there is a large surface of open water, in the Arctic regions. If a navigable sea exists, however, some interesting discoveries may be made in its hydrography and fauna, and a series of useful magnetic observations may be taken. But the generally admitted absence of land (2) on that meridian precludes the idea of wintering in safety, and destroys all chance of obtaining many of the important scientific results which have been enumerated as attainable from North Polar exploration, when undertaken in the

(1) The analogy which has been attempted to be drawn between the pack in the Southern hemisphere, through which Sir James Ross forced his way (*Southern Seas*, ii. p. 183), and the Polar pack, between Spitzbergen and Nova Zembla, is entirely delusive. On December 18th, 1841, Sir James entered the pack, in latitude $60^{\circ} 50' S.$, and, after being beset in it for fifty-six days, at last emerged into open water on February 2nd. This pack was 800 miles wide. On the 24th he was obliged to relinquish all further exploration, on account of the formation of young ice, which threatened to freeze the ships up for the winter in a most dangerous position, but fortunately they were saved by a strong breeze (ii. p. 203). Thus he only had three weeks of navigable season left, after getting through the pack. This pack in the Southern hemisphere was first with in the temperate zone, after having drifted through hundreds of miles in a boundless ocean, and become loose and broken. The North Polar pack, on the contrary, is but a short distance from the place of its formation, and is in a confined sea surrounded on all sides by continents.

(2) Some of the advocates of the Spitzbergen route speculate on the existence of land; but the whole argument in favour of that route is based on its supposed absence. This supposition is founded on the absence of icebergs and of any mud or debris on the ice, of which the Polar pack is composed. The argument is perfectly sound so far as it goes.

right direction. The objections to the Spitzbergen route are that the chances are against a successful passage through the Polar pack; that, even should this obstacle be overcome, there would be so little of the navigable season left that scarcely anything would be done; and that none of the objects of North Polar exploration would be attained in the event of failure, very few in the less probable event of success; while if the vessels are prevented from returning before the winter sets in, they will be in extreme peril. (1)

We now come to the consideration of the Smith Sound route. This route is recommended by a great weight of authority—by Sir George Back, the Nestor of Arctic exploration; by Admiral Wrangell, (2) the discoverer of the northern shores of Siberia; by Admiral Collinson; by Sir Leopold M'Clintock, the highest living Arctic authority; by Sherard Osborn, whose admirable paper first brought North Polar exploration into notice; by Vesey Hamilton, whose Arctic experience is only second to that of M'Clintock; and by Captain Maury, the great American hydrographer.

Smith Sound is ascertained to be a broad strait leading into the unknown Polar region, and its shores are the most northern known land in the world. They are, therefore, the best point of departure whence sledge parties may push onwards over the Polar region, and the best wintering station for vessels forming a scientific expedition. It is proposed that two well-fortified gunboats, of 60-horse power, should proceed up Baffin's Bay to Smith Sound; that one should winter near Cape Isabella, at its entrance, and that the other should go further north, so as to winter at a distance of about 300 miles from her consort. There is no doubt about vessels being able to reach the entrance of Smith Sound, at the head of Baffin's Bay, every summer. The ice drifting from the seas, whose portals are Smith, Jones, and Lancaster Sounds, forms what is called the *middle pack* during the summer, stretching across the centre of Baffin's Bay; while the head of the bay, upon which the above sounds open, is always free of ice in the summer, and is called the "*North Water*." The *middle pack* is about 170 miles wide, and the reason why it may always be passed, while the Polar pack cannot, is that on the eastern side of Baffin's Bay there is an indentation called Melville Bay, filled with ice firmly attached to the land, and known as the *land floe*. Vessels make fast to this *land floe*, while the middle pack drifts past, and thus creep up through a lane of water which is occasionally left between the fixed and drifting ice, sooner or later reaching the "*North Water*." Out of thirty-eight exploring vessels that have gone up Baffin's Bay since its discovery in 1616, not one has been lost, and not one has failed to reach the "*North Water*," when the necessary conditions of success have been observed—namely, arrival at the edge of the ice early in the season, and sticking to the land floe. Two only (3) out of thirty-eight have failed, and neither adhered to these conditions. The whalers do not persevere in the attempt, unless they can pass through early in the season; yet, in twenty-seven out of thirty-two years, from 1817 to 1849, they succeeded in reaching the "*North Water*." In 1849 a whaler reached the

(1) Open lanes and water-holes, no doubt, exist throughout the winter in the Polar region, caused by currents, and the ice is thus kept in occasional motion by gales of wind. It is this condition of the ice which would cause the extreme danger of wintering in the Polar pack north of 80° , at a distance from any land. The ships would be kept in motion, and perhaps dashed about amongst heaving blocks of ice in a gale of wind, at a time of year when the incessant night and the intense cold render navigation out of the question. The men would find it impossible to work aloft, and the running rigging would be frozen too hard to receive through the blocks.

(2) See *Royal Geographical Society's Journal*, vol. xviii, p. 19 (1848).

(3) One of these was the "*North Star*," in 1849. She took the pack and was drifted across the Melville Bay, not getting clear of the ice until the navigable season was over. She started very late in the summer. In the very same year a whaler (the "*St. Andrew*") reached the "*North Water*" on June 12th, a clear proof that if the "*North Star*" had started early, she would have got through successfully.

"North Water" by the 12th of June, and in the years 1825, 28, 32, 33, and 34, the whole fleet of whalers got through early in July. It must be remembered that the whalers do not persevere after the middle of July, while there will be time for a discovery ship to reach Smith Sound, even if she does not get through, before the end of August. It may be counted upon with certainty that two screw-steamers of 60-horse power will get through the *middle pack* (on an average) in about twenty-two days, if they start early in the season, and that they will reach the "North Water." The "North Water" means Smith Sound, for it always extends to the entrance of that great opening whence Captain Ingfield in 1852 saw open water to the northern horizon, stretching through seven points of the compass.

The two gun-boats would winter about 300 miles apart, one near Cape Isabella and the other near Cape Parry, both on the weather or western side of Smith Sound. The march to explore the Polar region would commence in February, along the coast which stretches to the northward. The ice is always firm, and fit for travelling near the shore, from February to May; and this circumstance led Wrangell to advocate the Smith Sound route, for he well knew that his *Polynias*, or open lanes of water, were not encountered until he advanced a considerable distance from the coast. The distance from Cape Parry to the Pole and back is under 1000 miles; so that a party going to the North Pole, and travelling at the rate of about ten miles a day, would be back by the middle of May. Mr. Arrowsmith places Cape Parry in 81° 56' N., or 484 miles from the Pole, and Dr. Kane's steward saw land stretching away to the north as far as the eye could reach. Give us only 184 miles of land north of Cape Parry, and a sledge journey to the Pole is a matter of calculation (1) if performed during the winter and early spring. The discovery of the North Pole by this route does not depend upon a drifting, treacherous pack, upon the opening or closing of leads through the ice in the right direction, or upon a theoretical Polar basin, as is the case in Spitzbergen seas. By the Smith Sound route the discovery is a certainty, so far as human calculation can make it so. Sir Leopold M'Clintock has brought the art of sledge travelling to such perfection, that this may be affirmed with perfect truth. Much has been said, by objectors to this route, about the impossibility of dragging heavy boats over the ice. All who are acquainted with M'Clintock's system of travelling, know well that such an idea would never enter his head. He would probably supply each sledge with a very light India-rubber boat, and narrow lanes of water would never stop him. If he arrived on the shores of a great navigable ocean in an Arctic winter, then, of course, his progress would be arrested. But, at the same time, a marvelous discovery will have been made, and his researches will be turned in other directions, leading to results of equal value and interest. The northern side of the Greenland continent will be carefully examined, as well as all the land to the westward. We may rely upon it that immense results will be insured by the exertions of scientific explorers wintering for two seasons in Smith Sound, that every branch of science will be enriched by their labours, and that, even if success is denied them in their endeavours to reach the Pole, their achievements in other directions will repay the expenses of the expedition a thousand-fold.

The advantages of the two routes will not bear comparison. The Spitzbergen route offers, in the event of success, a chance of reaching the Pole, and the opportunity of exploring the supposed Polar basin; but everything must be done very hastily, and therefore inefficiently, during the brief navigable season. In the probable event of failure the vessels will have accomplished nothing. They will have been a month or two struggling in the

pack, and will at last be drifted out again, either whole or in pieces.

The Smith Sound route, on the other hand, offers the discovery of the North Pole, of the northern side of Greenland, of the land to the westward, and all the numerous results in every branch of science, which are expected from a North Polar expedition. Moreover, the explorations will be made by sledges, and therefore carefully and thoroughly. In the event of failure in securing the main object, all the other results will be attained; so that, under any circumstances, good and useful work will be done.

By the Spitzbergen route there is the bare chance of doing little, by the Smith Sound route there is the certainty of doing much.

Three objections have been raised to another Arctic expedition—first, that it will be no use, secondly, that it will be dangerous; and thirdly, that it will be expensive. After what has been said of the great and beneficial results, both direct and collateral, which may be expected from North Polar exploration, it is unnecessary to dwell upon the first objection. There are many people who, with the *Times*, are altogether incapable of comprehending that there can be anything worth doing, which does not promise good interest on outlay, in hard cash; and to speak to them of advantages other than an actual money profit on goods delivered, would be a mere waste of breath. Yet even they might be reminded of the actual commercial profit that has been derived from Arctic Expeditions. The voyages of Willoughby and Chancellor opened the rich trade with Archangel. The discoveries of Hudson led to the lucrative Spitzbergen whale fishery, those of Davis and Ross to the equally remunerative fisheries in Davis' Strait and Baffin's Bay. The discoveries of the Danes in Greenland have yielded supplies in ivory, cryolite, and graphite. The Russian and Arctic expeditions have opened a rich trade in fossil ivory. Lastly, the voyages up Barrow's Straits have resulted in an extensive series of magnetic observations of practical utility to navigation.

But the public have a right to inquire closely whether any future expedition would incur even the remote possibility of such a fate as befel the "Erebus" and "Terror," and to this objection a satisfactory reply may properly be demanded. There is no analogy whatever between the ill-fated expedition led by Franklin, and that which, it is hoped, will be despatched to Smith Sound for North Polar exploration. No one feels this more strongly than the noble-minded widow of that great explorer. In the latter case, a vessel will be stationed at a point whence annual communication with England is easy and certain, and whence a retreat to the Danish settlements in Greenland is perfectly devoid of all risk; while Franklin was sent into an unknown region, without a thought of providing for his safe retreat in the event of disaster. Had one of Franklin's ships remained off Cape Warrender, at the entrance of Lancaster Sound, and the other not gone beyond Cape Riley, they would have been quite as safe as if they had never left Greenhithe. The Smith Sound exploring vessels, stationed at Cape Isabella and Cape Parry, will be in exactly similar positions, for Smith Sound, like Lancaster Sound, opens on the "North Water" of Baffin's Bay. It is not, however, to be supposed that there will be no individual danger to those who gallantly come forward to serve in a Polar expedition of discovery. On the contrary, it will be a service requiring great powers of endurance, courage, and self-reliance of a high order, and incomparable resolution. But it is the desire to overcome difficulties and dangers, and to emulate the deeds of former naval worthies, which induces men to volunteer for such services. Suffice it to say that the climate is the healthiest in the world, and that a retreat from Smith Sound to the Danish settlement of Upernivik in summer, if it should become necessary, is easy, and free from danger.

The objection on the score of expense will doubtless be raised with more sincerity, at least, than is this unworthy attempt to discourage naval voyages of discovery on the ground of danger. But if the despatch of a scientific expedition, the results of which

(1) A sledge party, commanded by M'Clintock, has walked 1220 miles in 105 days; on another occasion, 1330 miles. Meham did 1203 miles, Richards 1093, Osborn the same. Allen Young 1150, and Hamilton 1150. Sir Leopold M'Clintock says that a single sledge may carry sixty days' provisions, and go over 600 miles of ground, without assistance from depôts.

will be shown to be important by the leaders of science, is to be refused owing to the trifling expenditure it will occasion, let us be told so at once; and let not those who would advocate any iniquitous war with China or Japan, in pursuit of the main chance, protest against the imaginary risk of a scientific expedition. M'Clintock's voyage, and he was absent two years and a half, cost £8400. Parry's attempt to reach the Pole cost £9900. The actual expense of a Polar expedition up Smith Sound, consisting of two of those numerous 60-horse power gunboats which are now lying idle, or being sold to be broken up, would not exceed £30,000. Now if the solution of the greatest geographical problem that remains to be solved, and the attainment of those scientific results which have already been enumerated, are not considered worth the expenditure of so trifling a sum—an expenditure which would be richly and abundantly repaid—the character of the English people must be strangely altered. Certain it is that our forefathers would have held that such a sum appropriated for such an end was money well spent; and there is good reason for the belief that if the subject receives full and fair consideration, the public opinion of the country will now approve the despatch of a North Polar expedition. During the last ten years the sum of £150,000,000 has been spent upon the navy, out of which only a 230th part has gone to the scientific department of the profession. Surely it is not much to ask that this infinitesimal proportion should be imperceptibly augmented, in order that an important and valuable service may be performed!

An expedition for North Polar discovery, by way of Smith Sound, will yield most useful scientific results, will add largely to the sum of human knowledge, while it will run no risk of a catastrophe such as that which befel the crews of the "Erebus" and "Terror." For these reasons it deserves such cordial support from the public opinion of the country as will induce the Government to undertake it. When it is remembered how beneficial are the indirect advantages invariably derived from voyages of discovery, and how important it is that naval officers should have some nobler career opened to them, in times of peace, than the ceaseless round of holystoning decks and cleaning brass work, an interest will be felt in these voyages, even by men who do not personally appreciate their scientific results. The same enterprise, courage, endurance, and presence of mind are required to conduct an Arctic expedition as to face an enemy in the field; but in the former case those qualities are exercised in advancing civilization, extending knowledge, and exciting friendly sympathy and interest throughout the world; in the latter, they are wasted in the deplorable operations of war.—*Intellectual Observer.*

Leaves from Gosse's Romance of Natural History.

THE RECLUSE.

There are regions where the presence of man is a thing so totally out of experience, that the wild animals manifest no sort of dread of him when he does by accident intrude on their solitude. In the Galapagos Islands, perhaps the most singular land in the world, all the animals appear quite devoid of the fear of man. Cowley, in 1684, observed that the doves there "were so tame that they would often alight on our hats and arms, so as that we could take them alive." Darwin saw a boy sitting by a well with a switch, with which he killed the doves and finches as they came to drink. He had already obtained a heap of them for his dinner, and he said he had been constantly in the habit of doing this. The naturalist himself says that a mocking-bird alighted on the edge of a pitcher which he held in his hand, and began quietly to sip the water;—that a gun is superfluous, for with the muzzle he actually pushed a hawk off the branch of a tree: in fact, all the birds of the islands will allow themselves to be killed with a switch, or even to be caught in a hat.

Other naturalists have noticed the extreme tameness of many kinds of birds at the Falkland Islands; where, though they take precautions against the attacks of foxes, they appear to have no dread of

man. Formerly they were more confiding than at present. When the Isle of Bourbon was discovered, all the birds, except the flamingo and goose, were so tame that they could be caught with the hand; and on the lone islet of Tristan d'Acunha in the Atlantic, the only two land-birds, a thrush and a bunting, were so tame as to suffer themselves to be caught with a hand-net. I have myself had large and beautiful butterflies come and suck at flowers in my hand, in the forest-glades of North America.

Cowper has finely used this phenomenon to heighten the desolation of a solitary island, when he makes Solkirk, on Juan Fernandez, complain,—

"The beasts that roam over the plain,
My form with indifference see;
They are so unacquainted with man,
Their tameness is shocking to me."

But these facts are only local and partial exceptions to a general rule. They can in no wise be allowed to set aside the prevalence of that pristine law, by which God covenanted to implant a terror of man in all the inferior creatures, even those which are far stronger than he. "And the fear of you and the dread of you shall be upon every beast of the earth, and upon every fowl of the air, upon all that moveth upon the earth, and upon all the fishes of the sea." Often have I seen, and marked with wonder, the excessive vigilance and jealousy with which fishes watch the least approach of man. Often have I stood on a rock in Jamaica, and seen the little shoals come playing and nibbling at my feet, apparently all unconscious of the monster that was watching them; but the least movement of the hand towards them was sufficient to send them like arrows in all directions. And how often have I been tantalised by the excessive prudence of some fine butterfly that I eagerly desired to capture, when, day after day, I might see the species numerous enough at a particular part of the forest, and by no means shy of being seen, playing in the air, and alighting continually on the leaves of the trees, and continuing there, opening and closing their beautiful wings in the sun, and rubbing them together with the most fearless unconcern, though I walked to and fro with upturned face below,—yet invariably taking care to keep themselves just out of the reach of my net!

This power of judging of actual danger, and the free-and-easy boldness which results from it, are by no means uncommon. Many birds seem to have a most correct notion of a gun's range, and, while scrupulously careful to keep beyond it, confine their care to this caution, though the most obvious resource would be to fly quite away out of sight and hearing, which they do not choose to do. And they sometimes appear to make even an ostentatious use of their power, fairly putting their wit and cleverness in antagonism to that of man, for the benefit of their fellows. I lately read an account, by a naturalist in Brazil, of an expedition he made to one of the islands of the Amazon to shoot spoonbills, ibises, and other of the magnificent gallatorial birds, which were most abundant there. His design was completely baffled, however, by a wretched little sandpiper, that preceded him, continually uttering its tall-tale cry, which at once aroused all the birds within hearing. Throughout the day did this individual bird continue its self-imposed duty of sentinel to others, effectually preventing the approach of the fowler to the game, and yet managing to keep out of the reach of his gun.

There is, however, in some animals, a tendency to seek safety in an entire avoidance of the presence of man; a jealous shyness which cannot bear to be even looked at, and which prompts the creature to haunt the most reclusive and solitary places. This disposition invests them with a poetic interest. The loneliness of the situations which they choose for their retreats has in itself a charm, and the rarity with which we can obtain a glimpse of them in their solitudes makes the sight proportionally gratifying when we can obtain it.

The golden eagle seeks for its eyrie, the peak of some inaccessible rock, far from the haunts of man, whose domain it shuns. Here it forms its platform-nest, rearing its young in awful silence and solitude, unbroken even by the presence of bird or beast; for these it jealously drives from its neighbourhood. The bald eagle of North America achieves the same end by selecting the precipices of cataracts for its abode. Lewis and Clarke have described the picturesque locality of the nest of a pair of these birds amidst the grand scenery of the Falls of the Missouri. Just below the upper fall there is a little islet in the midst of the boiling river, well covered with wood. Here, on a lofty cotton-wood tree, a pair of bald eagles had built their nest, the undisputed lords of the spot, to contest whose dominion neither man nor beast would venture across the gulf which surrounds it, the awfulness of their throne being further defended by the encircling mists which perpetually arise from the falls.

Our own wild-duck or mallard is a shy bird, avoiding the haunts of

man, and resorting to the reedy margins of some lonely lake, or broad reach of a river. The summer-duck of America has similar habits, but more delights in woods. I have often been charmed, when standing by the edge of some darkling stream, bordered with lofty trees that so overhang the water as nearly to meet, leaving only a narrow line of sky above the centre of the river, with the sight of the coy summer-duck. When the western sky is burning with golden flame, and its gleam, reflected from the middle of "the dark, the silent stream," throws into blacker shadow the placid margins, then, from out of the indistinct obscurity, a whirring of wings is heard, and the little duck shoots plashing along the surface into the centre, leaving a long V-shaped wake behind her, till, rising into the air, she sails away on rapid pinion till the eye loses her in the sunset glow.

On other occasions we trace the same bird far up in the solitudes of the sky, breaking into view out of the objectless expanse, and presently disappearing in the same blank. We wonder whence it came; whither it is going. Bryant's beautiful stanzas, though well known, will bear repetition here:—

TO A WATER-FOWL.

Whither, 'midst falling dew,
While glow the heavens with the last steps of day,
Far through their rosy depths, dost thou pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean side?

There is a Power whose care
Teaches thy way along that pathless coast,—
The desert and illimitable air,—
Lone wandering, but not lost.

All day thy wings have fann'd,
At that far height, the cold, thin atmosphere,
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

And soon that toil shall end.
Soon shalt thou find a summer home, and rest,
And scream among thy fellows; reeds shall bend,
Soon, o'er thy shelter'd nest.

Thou'rt gone, the abyss of heaven
Hath swallow'd up thy form; yet, on my heart,
Deeply hath sunk the lesson thou hast given,
And shall not soon depart.

He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.

The ostrich is remarkably shy and wary. A native of wide sandy plains, its stature enables it to command a wide horizon, while its great fleetness makes the chase a most severe exercise. "When she lifteth herself on high, she scorneth the horse and his rider." The rheas, which are the representatives of the ostrich in South America, inhabit regions presenting many of the characteristics of the African plains, and have much the same habits. They are extraordinarily vigilant, and so swift of foot, that it is only by surrounding them from various quarters, and thus confusing the birds, who know not whither to run, that the Gauchos are able to entangle them with the bolas or weighted cord. Mr. Darwin says that the bird takes alarm at the approach of man, when he is so far off as to be unable to discern the bird.

Ancient writers mention a species of ox as inhabiting the forests of Europe, which they call the urus. It is described as being of a most savage and untamable disposition, delighting in the most wild and recluse parts of the forest, of vast size and power. It is generally believed that this race is preserved in some semi-wild oxen of a pure white colour, which inhabit one or two extensive woodland parks in the northern parts of our own island. It is interesting to observe the effect which the presence of man produces upon these animals. On the appearance of any person, the herd sets off at full gallop, and,

at the distance of two or three hundred yards, they make a wheel round, and come boldly up again, tossing their heads in a menacing manner; on a sudden they make a full stop, at the distance of forty or fifty yards, looking wildly at the object of their surprise; but, upon the least motion being made, they all again turn round and fly off with equal speed, but not to the same distance; forming a shorter circle, and again returning with a bolder and more threatening aspect than before, they approach much nearer, probably within thirty yards, when they make another stand, and again fly off; this they do several times, shortening their distance, and advancing nearer, till they come within ten yards; when most people think it prudent to leave them, not choosing to provoke them further; for there is little doubt but, in two or three turns more, they would make an attack.

The cows and calves partake of this jealous seclusion. When the former bring forth, it is in some sequestered thicket, where the calf is carefully concealed until it is able to accompany its dam, who, till that time, visits it regularly twice or thrice a day. Should accident bring a person near the secret place, the calf immediately elaps its head upon the ground, and seeks concealment by lying close like a hare in its form. A hidden calf of only two days old, on being disturbed, manifested its inborn wildness in a remarkable manner. On the stranger stroking its head, it sprang to its feet, though very lean and very weak, pawed two or three times like an old bull, bellowed very loud, stepped back a few paces, and bolted at his legs with all its force; it then began to paw again, bellowed, stepped back and bolted as before. The observer, however, now knowing its intention, stepped aside, so that it missed its aim and fell, when it was so very weak that it could not rise, though it made several efforts to do so. But it had done enough; the whole herd had taken the alarm, and, coming to its rescue, obliged the intruder to retire.

In the forests of Lithuania there yet linger a few herds of another enormous ox, which at one time roamed over the whole of Europe, including even the British Isles—the European bison. The great marshy forest of Bialowicza, in which it dwells, is believed to be the only example of genuine primeval or purely natural forest yet remaining in Europe, and the habits of the noble ox are in accordance with the prestige of his ancient domain.

A few years ago the Czar of Russia presented a pair of half-grown animals of this species to the Zoological Society of London; and a very interesting memoir on their capture, by M. Dolmatoff, was published in their *Proceedings*. A few extracts from that paper will illustrate the seclusion of their haunts and manner. "The day was magnificent, the sky serene, there was not a breath of wind, and nothing interrupted that calm of nature which was so imposing under the majestic dome of the primitive forest. Three hundred trackers, supported by fifty hunters, had surrounded, in profound silence, the solitary valley where the herd of bisons were found. Myself, accompanied by thirty other hunters, the most resolute and skilful, had penetrated in Indian file the circle, advancing with the utmost precaution, and almost fearing to breathe. Arrived at the margin of the valley, a most interesting spectacle met our eyes. The herd of bisons were lying down on the slope of a hill, ruminating in the most perfect security, while the calves frolicked around the herd, amusing themselves by attacking one another, striking the ground with their agile feet, and making the earth fly into the air; then they would rush towards their respective dams, rub against them, lick them, and return to their play. But at the first blast of the horn the picture changed in the twinkling of an eye. The herd, as if touched with a magic wand, bounded to their feet, and seemed to concentrate all their faculties in two senses, those of sight and hearing. The calves pressed timidly against their mothers. Then, while the forest echoed with bellowings, the bisons proceeded to assume the order which they always take under such circumstances, putting the calves in front to guard them from the attack of pursuing dogs, and carrying them before. When they reached the line occupied by the trackers and hunters, they were received with loud shouts and discharges of guns. Immediately the order of battle was changed; the old bulls rushed furiously towards the side, burst through the line of the hunters, and continued their victorious course, bounding along, and disdainingly to occupy themselves with their enemies, who were lying close against the trees. The hunters managed, however, to separate from the herd two calves; one of these, three months old, was taken at one effort, another of fifteen months, though seized by eight trackers, overturned them all, and fled." It was subsequently taken, as were five others, in another part of the forest, one of them only a few days old. The savage impatience of man manifested by these young sylvans, was in the ratio of their age and sex. The bull of fifteen months maintained for a long time its sullen and morose behaviour; it became furious at the approach of man, tossing its head, lashing its tail, and presenting its horns. After a while, however, it became tolerant of its keeper, and was allowed a measure of liberty.

All the kinds of deer are shy and timid, but that fine species the moose of North America is peculiarly jealous and suspicious. The Indians declare that he is more shy and difficult to take than any other animal; more vigilant, more acute of sense, than the reindeer or bison; fleetest than the wapiti, more sagacious and more cautious than the deer. In the most furious tempest, when the wind, and the thunder, and the groaning of the trees, and the crash of falling timber, are combining to fill the ear with an incessant roar, if a man, either with foot or hand, break the smallest dry twig in the forest, the Indians aver that the moose will take notice of it; he may not instantly take to flight, but he ceases to eat, and concentrates his attention. If, in the course of an hour or so, the man neither moves nor makes the slightest noise, the animal may begin to feed again; but he does not forget what attracted his notice, and for many hours manifests an increased watchfulness. Hence, it requires the utmost patience of an Indian hunter to stalk moose successfully.

The Indians believe that this animal, when other resources fail, has the power of remaining under water for a long time. It may be an exaggeration growing out of their experience of the many marvellous devices which he occasionally practises for self-preservation, and in which they believe he is more accomplished than the fox, or any other animal. A curious story is told, which may serve to illustrate the reputation of the beast in the eyes of those children of the forest, if it be worth no more. If there is any truth in it, we must assume that the animal managed to bring his nostrils to the surface at intervals; but how he could do this so as to elude the observation of his hunters is the marvel. For it must be borne in mind that they were Red Indians, not white men.

Two credible Indians, after a long day's absence on a hunt, came in and stated that they had chased a moose into a small pond; that they had seen him go to the middle of it and disappear, and then, choosing positions from which they could see every part of the circumference of the pond, smoked and waited until evening; during all which time they could see no motion of the water, or other indication of the position of the moose.

At length, being discouraged, they had abandoned all hope of taking him, and returned home. Not long afterwards came a solitary hunter, loaded with meat, who related, that having followed the track of a moose for some distance, he had traced it to the pond before mentioned; but having also discovered the tracks of two men, made at the same time as those of the moose, he concluded they must have killed it. Nevertheless, approaching cautiously to the margin of the pond, he sat down to rest. Presently, he saw the moose rise slowly in the centre of the pond, which was not very deep, and wade towards the shore where he was sitting. When he came sufficiently near, he shot him in the water.

The manner of hunting moose in winter is also illustrative of his reclusive disposition. Deer are taken extensively by a process called "crusting;" that is, pursuing them, after a night's rain followed by frost has formed a crust of ice upon the surface of the deep snow. This will easily bear the weight of a man furnished with rackets, or snowshoes, but gives way at once under the hoof of a moose or deer; and the animal thus embarrassed is readily overtaken and killed.

The moose, though occasionally taken by "crusting," seems to understand his danger, and to take precautions against it.

The sagacious animal, so soon as a heavy storm sets in, begins to form what is called a "moose-yard," which is a large area, wherein he industriously tramples down the snow while it is falling, so as to have room to move about in and browse upon the branches of trees, without the necessity of wandering from place to place, struggling through the deep drifts, exposed to the wolves, who, being of lighter make, hold a carnival upon the deer in crusting time. No wolf, however, dares enter a moose-yard. He will troop round and round upon the snow bank which walls it, and his howling will, perhaps, bring two or three of his brethren to the spot, who will try to terrify the moose from his vantage ground, but dare not descend into it.

The Indians occasionally find a moose-yard, and take an easy advantage of the discovery, as he can no more defend himself or escape than a cow in a village pond. But, when at liberty, and under no special disadvantage, the moose is one of the noblest objects of a sportsman's ambition, at least among the herbivorous races. His habits are essentially solitary. He moves about not like the elk, in roving gangs, but stalks in lonely majesty through his leafy domains; and, when disturbed by the hunter, instead of bounding away like his congeners, he trots off at a gait which, though faster than that of the fleetest horse, is so easy and careless in its motion that it seems to cost him no exertion. But, though retreating thus when pursued, he is one of the most terrible beasts of the forest when wounded and at bay; and the Indians of the north-west, among some tribes, celebrate the death of a bull-moose, when they are so fortunate as to kill

one, with all the songs of triumph that they would raise over a conquered warrior.

Who has not read of the chamois of the Alps and the Tyrol? and who does not know with what an unrelaxing vigilance it maintains its inaccessible strongholds? As long as summer warms the mountain air, it seeks the loftiest ridges, ever mounting higher and higher, treading with sure-footed fearlessness the narrow shelves, with precipices above and below, leaping lightly across yawning chasms a thousand yards in depth, and climbing up the slippery and perilous peaks, to stand as sentry in the glittering sky. Excessively wary and suspicious, all its senses seem endowed with a wonderful acuteness, so that it becomes aware of the approach of the daring hunter, when half-a-league distant. When alarmed, it bounds from ledge to ledge, seeking to gain a sight of every quarter, uttering all the while its peculiar hiss of impatience. At length it catches a glimpse, far below, of the enemy whose scent had come up upon the breeze. Away now it bounds, scaling the most terrible precipices, jumping across the fissures, and leaping from crag to crag with amazing energy. Even a perpendicular wall of rock thirty feet in depth does not balk its progress with astonishing boldness it takes the leap, striking the face of the rock repeatedly with its feet as it descends, both to break the violence of the shock, and to direct its course more accurately. Every danger is subordinate to that of the proximity of man, and every faculty is in requisition to the indomitable love of liberty. Hence the chamois is dear to the Swiss: he is the very type of their nation; and his unconquerable freedom is the reflection of their own.

(To be continued.)

EDUCATION.

ARITHMETIC.

(Concluded.)

Form of Questioning.—Troy Weight.

Repeat the Table, and tell how many of one denomination equals another. How many pennyweights in 72 grains? How many in 288, in 480? Explain how you know. In 60 pennyweights, how many ounces? In 135, how many? Explain. Any remaining? Count up 20 to 400, repeat it downward and tell the number. In 144 ounces, how many pounds? Repeat the number of lbs. up and down. How would you reduce lbs. to pennyweights, and the pennyweights to ounces? How would you arrange the different denominations of this Table conveniently for adding? Could you add denominations from left to right, as well as from right to left? Continue such questioning till their understandings are well enlightened on the subject of questioning; and follow up the interrogatory drill by simple, easily-comprehended examples to be worked on slates. Be sure to graduate your questions suitably. Increase processes, and graduate their complexity, so as to suit the pupil's advancement, and the growth of his intellectual capacity. A knowledge of calculating principles in their varied applications, requires at first to be brought before the pupil's mind in their greatest simplicity, and with a suitable extent; but in proportion as his knowledge grows and his faculties develop, instruction must go deeper. It must plough its way deeper and deeper into the intellect,—carrying with it more vigour and life, and more extended knowledge and higher applications.

Again: instruction to do its work efficiently must become with the scholar *himself an instrument of power*. But the mind must receive not only *impulse and field*; it has to give it *working skill*, by which it will become its own educative instrument. A potent educative life within will soon manifest itself without,—*in its progress*. What an advantage it is to a pupil to have his mind so trained as to have within itself a guiding intellectualizing power!

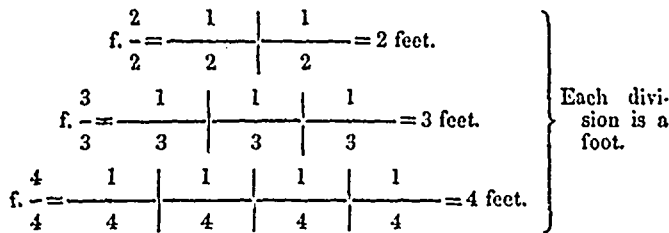
Proportion and Practice.

In commencing a new rule with a pupil or class, the teacher's duty is, **FIRST**, to explain the rule, its principles, their numeral applications and how they may be worked. And no set questions should be given till these, by simple applications with full explanations, are pretty well understood. To give children set questions to work in a new rule before they know anything about its principles, or how they are used in working them, goes in the face of common sense. First know, then do. First understand, then work.

As fractional parts are often, and with advantage, used in working questions in proportion, I would recommend exercising pupils first on aliquot parts, and such fractions as they can with explanation understand; then on the ratios of numbers; then on pairs of numbers, having a common ratio; and then on their applications in working questions.

Commence with visible illustrations, and so simplify them in beginning, as to make sure of reaching the understanding of the pupil.

Proceed as follows: First, aliquot parts.



First explain the lines and their divisions. Show that each division equals a foot; and the lines respectively 2 feet, 3 feet, and 4 feet. Each of the ones above the lines equals a foot in length; and the figures below indicate the number of feet in each line. Then explain how one foot is the $\frac{1}{2}$ of 2 feet; the $\frac{1}{3}$ of 3 feet; and the $\frac{1}{4}$ of 4 feet.

Exercise them in this way, with simple illustrations, on all the Tables, or till the principle of aliquot parts is well understood.

Then proceed to exercise them on the ratio of numbers. Explain what this mutual relation of two numbers to each other means. And in doing this, explain to them such words as you may have to use in your illustrations. Neglecting to do this, hundreds of teachers fail to make children comprehend the arithmetical rule of proportion. *Plain suitable words well understood* in using them, greatly help the pupil to understand what is taught him, and enables him at once to exercise his own mind understandingly upon the thing explained. Use, first, pairs of figures, easily comprehended, as follows: 2, 4; 3, 6; 4, 8; 5, 10; and so arrange them on the blackboard or slate as to enable the pupils readily to perceive the number of times the one is contained in the other; or the one is a part or parts of the other, thus:

- 2 ÷ 4 = 2 = equal the number of times the 4 contains the 2.
- 3 ÷ 6 = 2 = " " " 6 " 3.
- 4 ÷ 8 = 2 = " " " 8 " 4.
- 5 ÷ 10 = 2 = " " " 10 " 5.

Reversed.

- 4 ÷ 2 = $\frac{1}{2}$ = the part of 4 that 2 is.
- 6 ÷ 3 = $\frac{2}{3}$ = " 6 " 3 is.
- 8 ÷ 4 = $\frac{2}{4}$ = " 8 " 4 is.
- 10 ÷ 5 = $\frac{2}{5}$ = " 10 " 5 is.

Fully explain the proportions of these numbers to each other; how one number contains another so many times, or is a part of it, which we call their proportions. Question on these till answers tell that the principle of proportion is so far understood. Then

proceed a step farther, and give numbers whose ratios have fractions or fractional forms, as follows:

$$\left. \begin{array}{l} 5 \div 26 = 5\frac{1}{2} \\ 6 \div 14 = 2\frac{1}{2} \\ 7 \div 15 = 2\frac{1}{3} \end{array} \right\} \text{Reversed. } \left\{ \begin{array}{l} 26 \div 5 = 5\frac{1}{5} \\ 14 \div 6 = 2\frac{1}{3} \\ 15 \div 7 = 2\frac{1}{7} \end{array} \right.$$

Explain and question; and make themselves give examples,—thus showing that the principle is understood. Such exercises will prepare them for examples on pairs of numbers having the same proportions. Begin as follows:

$$\left. \begin{array}{l} 39 \div 13 \\ 48 \div 16 \end{array} \right\} = \frac{3}{4} = \text{ratio of both pairs.}$$

In following up your illustrations at this stage, give the numbers their usual arrangement, thus:

7 is to 21 as 20 is to 60; 15 is to 5 as 81 is to 27. That is 21 is to 7 as 60 is to 20,—the one is three times the other; and 5 is to 15 as 27 is to 81: that is, the one is a third of the other. Such simple exemplifications, if intelligently followed up, will not only unfold to them the doctrine of ratios; they will prepare them for a farther advance. Give now three numbers to find a fourth having the same proportion to the third that the second has to the first, thus:

Find a number that contains 6 as often as 8 contains 4. Ans. 12.—Explain. Question: 150 contains 15 tens; find a number that is 15 times 68? Ans. 1020.

Explain and arrange the terms. A few such examples will prepare them for simple questions, such as the following:

2 lbs. of butter and 18 lbs. of butter; make their prices in proportion to their quantities. Tell their prices in as many ways as you can.

Answers in cents.

lbs. lbs.	Cents.	Cents.	}	Ratio 9.
2:18::	5	45		
	7	63		
	8	72		
	11	99		
	13	117	Prices of 2 lbs.	Price of 18 lbs.

Here remember you are passing from the simple to the more complex part of your work. Hence the necessity of at first simplifying every part of the work of your illustration by processes of reasoning,—each step of which should carry the conviction of the pupil with it—encouraging self-effort—because comprehended.

And should one process of reasoning not remove difficulties, nor give clearness to the understanding, leave not the subject. Try another; and repeat your trials till successful. Take the question I have given as an example; and explain as follows: the price of two lbs. is 5 cents; the price of 18 lbs. is, therefore, 45 cents. 18 lbs. are nine times 2 lbs.; the price of 18 lbs. must then be nine times the price of 2 lbs., namely, 45 cts. Otherwise: 2 lbs. of butter are worth 5 cents, then 1 lb. is worth $2\frac{1}{2}$ cents; and if 1 lb. is worth $2\frac{1}{2}$ cents, 18 is worth $18 \times 2\frac{1}{2} = 45$ cents. Again: if we multiply 2 by 45, and 18 by 5, we get the same product, viz., 90. They are equally increased. The proportion of 2 and 18 is 9; the proportion of 5 and 45 is also 9; and twice 45, and 5 times 18 are 10 nines, or 90. This, likewise, proves that the proportions of the quantities and their prices are the same. But, again: if we lessen the quantities and the prices equally, their proportions must continue, thus:

$$\begin{array}{l} 2)2:18::5:45 \\ \hline 1:9::2\frac{1}{2}:22\frac{1}{2} \end{array}$$

For 1 is nine times less than 9; and $2\frac{1}{2}$ is nine times less than $22\frac{1}{2}$; or we can say 9 are nine times 1, and $22\frac{1}{2}$ are nine times $2\frac{1}{2}$; or the terms may be increased by 2 or any figure, the same

relation must continue. Proceed in this way to explain and illustrate the proportion of numbers, and a very few examples will make the rule sufficiently plain to pupils, intelligently to work questions, and *without the necessity of stating them by rule*, before they can work them.

They should now be able to form set simple questions for themselves, work and explain them to you; and as they explain them, their answers to your questions will at once show the knowledge they are acquiring from your own expositions. And as they answer see that every correct answer you get takes its place in *their minds as a permanent part of their onward course*; and that *incorrect answers, or anything incorrect in their answers, be not passed till corrected*. Any incorrect impression allowed to take hold on the pupil's mind at any stage of his schooling, is most likely to become afterwards a stumbling block to him, a *difficulty which will be found most difficult to remove*,—nay, may injuriously affect his mind through life.

After your pupils have commenced to work set, or book questions, do not discontinue illustrating the application of principles to them; make it a rule to put them through drill questioning on their work. Knowing this to be your duty, and, indeed, to be the most effectual way to keep the pupil's mind awake in the work, and a check on his doing any part of it without intelligently exercising his mind upon it, never allow any part of your teaching, so far as you can, to remain on the mere threshold of the pupil's understanding. Ever let it be your aim—to give every part of your teaching a *home in his intellect*. And now that I am about bidding you good bye for a little, accept the parting word:—At this stage of advance, your pupils should be able to take a more comprehensive view of numbers and their various relations and numberless applications. Expertness and skill in their manipulations and many of their relations in working results should be considerable. All their faculties should be so trained as to be able, at this stage, to enter on a much wider field for mental train. To this stage nearly all the course was preliminary. Now, the trying,—searching,—experimenting,—inventing powers of the mind should be more fully worked by themselves, guided, however, so far as found necessary, by the master. The bloom of previous training should now manifest itself. The more reflective period of school training should now have commenced. More independence of thought should show itself. The inventive faculties should show more developing power; and the reasoning powers should give indications of more independence and unbiased exercise. Originality of thought in experimenting and working out various results, should be evidence of efficient training. Such effects are, or ought to be, to every teacher the true measure of his teaching and training skill.

With yourself there must always be an irrepressible earnestness,—deep searching study,—experimenting efforts to unfold numeral principles—even to their minutest fibrils,—the study of plain expressive language, to carry home to the scholar, and impressively, ideas on every subject you illustrate. To be successful with children, you must become a child, in thought, language, feeling and action. Ignorance lies deep in the mind of every child, and progressively to work it out requires far more skill, and effort, and deep searching study, than is generally believed.

JOHN BRUCE,
Inspector of Schools.

Teacher-Artists.

It is said of the ancient Greek and Roman artists, they who most excelled in painting, and presented to the world the most masterly pieces of art, that when they wished to produce a beautiful creation, they spent much time before they devoted themselves to their work, in fasting and prayer, in order that they might purify their souls by holy thought, so that no creation of their minds might appear in the picture, but such as was pure and beautiful.

In accordance with their belief that the ideas and thoughts held in the mind would be embodied in the composition, they were led to examine themselves closely, and to prepare themselves carefully before entering upon their work.

Cannot we, who have devoted ourselves to the holy work of teaching, find in this a weighty lesson, and perhaps a keen reproof? Can we, who are daily and even hourly, working on pictures which shall live, even when the "rushing chariot wheels of time" shall have ceased to roll, face the thought, and say that we are innocent? Were it possible to unroll the "spirit-canvas" on which we have been painting, that we might see the pictures we have wrought, could we gaze thereon and say we were guiltless? Think we, that no dark traces there would face our guilty souls, and tell us we had not prepared ourselves by earnest thought and prayer, that we might paint them well? Oh! when we think that—

"Each one is an artist, ever painting
Tints of radiant beauty, hues of light,
Which must live in an immortal picture,
Or defacing it with spot and blight,"

how do we almost tremble at the great responsibility of painting? Steadily, day by day, beneath our unconscious hands, the picture is developing. Our very thoughts, and words, and actions, which seem to us so small, have each left there, their trace for good or evil. If they who wrought but on pictures which were perishable, deemed it so important that they should be prepared by communion with the Great Source of the Beautiful, how much more should we who are working for eternity? As imitation is one of the most distinctive elements of childhood, the loveliness of virtue, or the more unbeauteous aspect of sin, as demonstrated in our own daily lives, cannot fail to be reflected by the actions of those little ones, with whom we are constantly associated. As in this case, those who go before them go as a model to be studied, learned and imitated, of how great importance is it that this should be of such a nature as to leave no other than beautiful impressions on the picture formed within? For,

"If upon the stainless spirit canvas,
Which our Father's hand to us has given,
Coarse, unsightly daubs are seen, we cannot
Place it in the galleries of Heaven."

Oh! then, with how much care, "with hand how firm and steady," should each line be drawn in this picture which must be eternal!

Can we not vie with Greece and Rome? As they, by earnestness and zeal, have given to the world most noble works of art, cannot we, as faithful artists of our Lord, give also works of highest, worthiest merit; pictures, whose heaven-born glory shall gleam along earth's darkened halls of sin, and light our pathway to the land of the Beautiful beyond?

Perchance our pictures may be *early* called for by Him for whom we paint. Shall we not then, at thought of this, revive our flagging energies, and work in such a way that we might render them with joy?

Teachers, it is for us to say whether these pictures will be beautiful or otherwise. For us to determine in a great measure whether they *will* have a place in the "galleries of Heaven." Do we, as artists of the olden time, prepare ourselves with earnestness to enter upon our work? We cannot hope to produce beautiful creations, if the picture within our own souls is coarse and glaring.

Oh! if we find that we have *not* an artist's hand, were it not better that we should go our way, and leave *no* picture there, than mar the pure blank page by images unholy, which but throw shame upon the noble cause, and sin upon the painter?

As the artist seeks in flights of fancy more beauteous forms and colors with which to adorn his work than earth has yet afforded him, so we, by prayer may mount above the world's unlovelier state, and find the *real* things which shall make our pictures beautiful.

Be this our care, oh! Artists of the "Eternal Years," that here within our Master's studio where each of us are painting, it may not be seen that we have worked but carelessly; that we have but defaced the sheet by such images as but "pierce the coarser sense," but with patience and prayerfulness, labor,

"Till at length, completely crowned,
The wonder reared, enriched and wrought,
Comes in transfigured symmetry,
Out of the Realm of Thought."

(Iowa Instructor.)

OFFICIAL NOTICES.



APPOINTMENTS.

SCHOOL INSPECTOR.

His Excellency the Governor General in Council was pleased, on the 19th instant, to appoint Charles DeCazes, Esquire, to be Inspector of Schools for the District of Inspection comprising the Counties of Bagot, Rouville, and St. Hyacinthe, in the place of Ch. H. Leroux, Esq.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 19th instant, to approve of the following appointments of School Commissioners:

County of Yamaska.—St. David: Messrs. Calixte Bousquet and Abraham Manseau.

His Excellency the Governor General in Council was pleased, on the 8th instant, to approve of the following appointments of School Commissioners, viz:

County of Shefford.—Roxton: Alfred Rocque, Esq.

County of Shefford.—South Ely: Messrs. Narcisse Bissonnet and Magloire Trudeau.

County of Beauce.—St. Côme: Messrs. George Rodrigue, Joseph Bélanger, François Morrissette, Pierre Genest and Sévère Poulin.

County of l'Assomption.—Village of l'Assomption: Mr. Elisée Forest.

County of Saguenay.—Tadoussac: Messrs. Luc Maltais and François Bourgoin.

County of Arthabaska.—Chénier: Mr. Louis Morin.

City of Quebec.—Rev. Joseph Auclair, Messrs. Jacques Crémazie and Charles Eusèbe Lemieux.

County of Lotbinière.—North St. Sylvester: Messrs. Bernard McGuire, Thomas Bourgeau and Robert Lipsey.

County of Laval.—Bas du Bord de l'Eau de St. Martin: Messrs. Walter Nelson and François Charon.

County of Terrebonne.—Parish of Terrebonne: Messrs. Joseph Gauthier and Joseph Fillion.

County of l'Assomption.—St. Narcisse: Mr. François Veillet.

County of Arthabaska.—St. Albert: Prudent Lainesse, Isaac Héroux, Charles Déry, Esquires, and Messrs. Joseph Ducharme and Fidèle Demers.

County of Dorchester.—Ste. Marguerite: Messrs. Jean-Baptiste Lehoullier and Joseph Perron.

County of Temiscouata.—Notre-Dame du Portage: Mr. Edouard Michaud.

TRUSTEES OF DISSENTIENT SCHOOLS.

His Excellency the Governor General in Council was pleased, on the 8th instant, to approve of the following appointments of Trustees of Dissentient Schools, viz:

County of Quebec.—St. Columban: Edward Burstall, Archibald Campbell, Charles Chaloner Smith, Esquires.

County of Megantic.—Inverness: Mr. James Henry.

DIPLOMAS GRANTED BY THE NORMAL SCHOOLS.

LAVAL NORMAL SCHOOL.

Model School.—Julien Cloutier and Geo. Ferdinand Morisset.
Quebec, 25 July, 1865.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

QUEBEC BOARD OF CATHOLIC EXAMINERS.

2nd Class Model school (E).—Henry Goodwin.
2nd Class Elementary (F).—Joséphine Labrecque, Adéline Amarilda Bazin, Adéline Marchand, Luce Proulx.

May 27, 1865.

2nd Class Elementary (F).—Marie Elizabeth Dorval.

September 15, 1865.

N. LACASSE,
Secretary.

BOARD OF EXAMINERS OF AYLMER.

1st Class Elementary (E).—Sarah S. Hall; (F.) Joseph Damase Gauthier.

2nd Class Elementary (E).—William Mahar, Joseph Damase Gauthier.

August 1, 1865.

JOHN WOODS,
Secretary.

BOARD OF EXAMINERS OF RIMOUSKI.

1st Class Elementary (F).—Ulfranc St. Laurent; Praxède Lefebvre dit Réclanger, Eléonore Paradis, Rosalie Pouliot, Marie Agathe Ringuet.

2nd Class Elementary (F).—Marie Eléonore Corbin, Clémentine Léveillé, Arthémise Morency.

August 20, 1865.

P. G. DUMAS,
Secretary.

BOARD OF EXAMINERS OF CHICOUTIMI.

1st Class Elementary (F).—Marie Léonille Bouchard, Joséphine Philomène Bouchard, Marie Caroline Claveau, Alexandrine Godreault; Edouard Evenant Tremblay, Séraphin Truchon, Benjamin Vandral.

2nd Class Elementary (F).—Aurélien Doré, Marie Anne Pacaud.

August 1, 1865.

THS. H. CLOUTIER,
Secretary.

NOTICE TO SCHOOL COMMISSIONERS AND TRUSTEES.

In pursuance of a Resolution adopted by the Council of Public Instruction for Lower Canada, on the 9th May, 1865, and duly approved by His Excellency the Governor General in Council, notice is hereby given that from and after the 1st JULY, 1866, no Academy, Model School, nor Elementary School in Lower Canada, shall any longer be permitted to use other books than those approved by the said Council of Public Instruction, and that the Superintendent of Education shall be requested to refuse the grant to School Municipalities contravening this Rule.

NOTICE TO SCHOOL COMMISSIONERS AND TRUSTEES.

School Commissioners and Trustees are requested to transmit to this Department, as in duty bound, the names of all persons elected by the Ratepayers for School purposes, whether they be elected during the month of July or at any other time. The information thus to be furnished being indispensable, the grant will be withheld from Municipalities not complying with this notice.

NOTICE TO TEACHERS.

Teachers' signatures affixed to Semi-Annual Reports should correspond with their first and family names as given by them to the Secretary of the Board of Examiners from which they obtained their diplomas, in order that those Municipalities in which they are employed may not experience any delay in receiving their allowances.

SITUATION WANTED.

A gentleman from the University of Cambridge, England, and his wife are desirous of giving instruction. He can teach the Classics, the general branches of English, Drawing, and Flower Painting. The lady would teach English, the elements of French, and Music. The highest testimonials will be furnished. Apply at the Education Office.

A young lady holding a Model School Diploma from the McGill Normal School, is desirous of a situation as Teacher. Enquire at this Office.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), SEPTEMBER, 1865.

Teachers' Diplomas.

We copy *in extenso* a short statute passed during last session on the above subject. This law being very short and clear, will speak for itself.

It was feared that the obligation which bound certain teachers to renew their diplomas after three years, would in many cases be a hardship. By the new statute the matter is left to be regulated by the Council of Public Instruction. Until regulations shall have been passed by that body, and approved by His Excellency the Governor General in Council, all diplomas will remain in force.

AN ACT TO AMEND CHAPTER FIFTEEN OF THE CONSOLIDATED STATUTES FOR LOWER CANADA, RESPECTING EDUCATION.

Whereas it would conduce to the advancement of Education in Lower Canada to extend the duration of certificates granted to teachers under the one hundred and fifth and one hundred and sixth sections of Chapter Fifteen of the Consolidated Statutes for Lower Canada; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. The one hundred and sixth section of Chapter fifteenth of the Consolidated Statutes for Lower Canada, is hereby so amended as to read thus:—

106. The certificates granted and to be granted by every such Board constituted under the next preceding section, shall only avail for the employment of the Teachers obtaining the same, within such County or Counties, and for such class or classes of Schools, as the Governor in Council, upon the report of the Council of Public Instruction, may from time to time ordain; and those granted after the fourth day of March, one thousand eight hundred and fifty-nine, by the several Boards of Examiners in the Cities of Montreal and Quebec, and in the Districts of Kamouraska, Gaspé, Three Rivers and Ottawa, and in the Counties of Sherbrooke and Stanstead respectively, shall in like manner only avail for such territorial limit, and for such class or classes of Schools, as the Governor in Council upon like report may from time to time ordain.

2. The Council of Public Instruction for Lower Canada, by regulation to be approved by the Governor in Council, may from time to time provide in such manner, and under such conditions as may be deemed expedient, for requiring any Teacher or Teachers holding any certificate granted by any Board of Examiners of Teachers in Lower Canada, to submit to examination *de novo*, by such Board; and in default of any such Teacher so doing, or in case of failure thereupon for any cause to obtain a new certificate, the certificate theretofore granted shall become and be held null and void.

Re-opening of the School of Agriculture of St. Anne.

We reproduce the following information from the *Gazette des Campagnes*. The number of pupils who entered the School of Agriculture of Ste. Anne from the first of September, when the present term commenced, to the end of that month, was thirteen. Of this number, ten were entitled to the bursaries founded by the Board of Agriculture for Lower Canada, and three were left entirely dependent on their own resources.

As those who enter this school to prepare themselves for so

useful an occupation as that of the agriculturist deserve honorable mention, we subjoin their names, which are as follows:

Michel Gauvin, Ancienne Lorette; Augustin Fortin and Auguste Gagné, Islet; Adéard Forgues, St. Michel (Bellechasse); Cyprien Langlois, St. Laurent (Isle d'Orléans); Ernest Ouellet, Ste. Anne; Elie Lepage, Rimouski; Narcisse Gauvin, Ancienne Lorette; Damase Roy, St. Valier (Bellechasse); Ephrem Desnoyers, St. Jean-Baptiste (Rouville); John Hector, Toronto; Pierre Valois, Point Claire (Montreal); Jacques Cartier, St. Antoine (Chambly).

Twelve additional pupils were expected in the earlier part of the present month, ten of whom were to be inscribed on the roll as bursars. This will make the attendance much greater than in previous years,—a gratifying proof that scientific agriculture is steadily gaining friends in Canada and that the prospect of ultimate success is encouraging and satisfactory.

To gain admittance to the school it is requisite that candidates shall, 1st, present unimpeachable testimonials as to morals and character; 2ndly, they must be at least sixteen years of age; and 3rdly, they must be able to read and write the French language, and possess a knowledge of the first four rules of arithmetic.

Pupils will be charged twenty-four dollars a year, payable in advance in instalments of eight dollars each, the Terms ending the 1st January, 1st May, and 31st December. Whenever a Term shall have been commenced the fee must be paid in full, even if the pupil shall be absent or leave the school altogether. On payment of the fee a pupil, besides receiving instruction, will be entitled to admittance to the library, to the use of the tools and implements, and he will also be supplied with bed and bedding excepting sheets.

Books, paper and other articles of stationery will be furnished at the request of parents, and charged at the prices current in Quebec. This will probably average one or two dollars more per annum.

The boarding department is conducted by Madame E. Ouellet, under the immediate surveillance of the Principal. Terms \$6 a month, payable in advance.

The pupils enjoying the partial bursaries founded by the Board will be required to pay but \$2 each term for instruction, and \$3 per month for board.

Twenty-seventh Meeting of the Teachers' Association in connection with Jacques-Cartier Normal School.

This Convention met on the 25th August last.

Present: The Hon. the Superintendent of Education, Messrs. Caron, Valade and Stenson, Inspectors of Schools; Mr. J. E. Paradis, President; Mr. Emard, Vice-President; Messrs. L. H. Bellerose, H. T. Chagnon, A. Dalpé, H. E. Martineau and J. B. Priou, Members of the Council of the Association; Messrs. U. E. Archambault, A. Aubuchon, S. Aubuchon, C. Brault, H. C. H. Chagnon, C. Ferland, N. Gervais, B. Guérin, M. Guétin, O. Lamarche, A. Lamy, A. Mallet, H. O'Regan, L. René, H. Rondeau, J. E. Roy, P. H. St. Hilaire and the teacher-pupils of the Normal School.

The Secretary being absent, Mr. Archambault consented to act in his place.

The minutes of last meeting (held in May) were read and approved.

Mr. N. Gervais read a paper on the necessity of adopting an improved course of studies in the schools, in which he showed how this object could be attained with advantage.

Messrs. Caron, Stenson, Lamy, H. E. Martineau, St. Hilaire and Archambault ably discussed the question, whether the definitions of the rules of arithmetic should be learned by children, or whether they should merely be explained to them.

Mr. Emard, president of the meeting, in a review of the debate expressed his gratification at finding that the great majority of the speakers were of the opinion that the definitions of the rules of arithmetic should be learned by heart, in accordance with the principle that in teaching, a text should always be referred to.

Mr. C. Brault read a paper on *Meteorology*.

The Hon. the Superintendent of Education complimented Messrs. Gervais and Brault on their instructive and interesting essays, and gave valuable advice to the teachers, impressing upon them the duty of devoting themselves to the practical improvement of their schools; one of the best means to accomplish this end would be to hear from each teacher, at these meetings, details on his particular method of instruction and manner of managing his pupils so as to obtain the best results in the least possible time. He also invited the Inspectors to give similar details in their reports, reminding them that their remarks on these subjects were always published *in extenso*.

It was then resolved, on motion of Mr. Archambault, seconded by Mr. St. Hilaire, that the following question be postponed until next meeting, viz: Which grammar is to be preferred, Poitevin's or Chapsal's?

The names of Messrs. H. E. Martineau, A. Dalpé, H. Pesant, F. X. Manscau, M. Guérin and O. Lamarche were announced as those of the members chosen by the Council of the Association to prepare essays for the next meeting.

Mr. Inspector Valade also entered his name for a lecture.

The following subjects were then chosen for discussion:

1. Which grammar is preferable, Poitevin's or Chapsal's?—Debaters inscribed, Messrs. Boudrias and Cassegrain.

2. What is the best method of teaching the rules of Interest in arithmetic?—Debaters inscribed, Messrs. Bellerose and Emard.

The Convention then adjourned to the last Friday in January next, at 9 A. M.

Report on Public Instruction for 1864.

We publish in this number the Report proper, the appendices of which contain, No. 1, Special Reports on the Normal Schools, and the Inspection of Boards of Examiners; No. 2, Extracts from the Reports of the Inspectors of Schools; No. 3, Statistical Tables; No. 4, Financial Statements, in all 315 p. The table marked I is but the conclusion of table B, and ought to have followed the latter. This report is sent free to teachers, ministers, and school corporations. To other persons it is sold at 50 cts., and can be procured at the Education Office or at the booksellers.

Report of the Superintendent of Education for Lower Canada, for the Year 1864.

To the Honorable
The PROVINCIAL SECRETARY,
Quebec.

EDUCATION OFFICE,
Montreal, 14th March, 1865.

SIR,—I have the honor to submit my report on the state of public instruction in Lower Canada, for the year 1864.

This report is accompanied with the detailed statistical tables and extracts from the reports of the School Inspectors, which, in pursuance of the decision of the Committee on Printing, are to be published only every three years.

The reports of the Inspectors again refer to the obstacles to the working of the law and to the progress of primary instruction, which have so often been pointed out in my reports, and which have been, up to the present time, but partially remedied by the legislative and administrative measures adopted. I have also already indicated the steps to be taken to remedy this state of things, but other more pressing, if not more important, claims on their attention have, doubtless, hitherto prevented the Government and the Legislature from carrying out these suggestions, which I shall, nevertheless, again reiterate in the hope that, sooner or later, favorable circumstances may permit the accomplishment of another movement similar to that effected by the legislation of 1856, and by the administrative measures which were its result and development.

The most important points are:—

1st. The great difficulty still experienced in procuring school appliances, books, geographical maps, and all objects required in teaching.

2nd. The insufficiency of the majority of the school-houses, their contracted dimensions and disadvantageous interior distribution in respect of hygiene, and the promotion of public instruction.

3rd. The smallness of the salaries of the teachers, and their precarious position in consequence of frequent abuse of authority in relation to them on the part of the school commissioners.

The establishment of normal schools stands in the first rank among

the measures adopted with a view to increase the efficiency and improve the position of the teacher. In establishing these schools the same principle that obtained in the establishment of dissenting schools led to the granting of separate normal schools for the two great religious divisions of the population, the Catholics and the Protestants.

An almost necessary consequence of this division was the establishment of two Catholic normal schools, and one Protestant normal school; the great mass of the Protestant population of Lower Canada being located in the western section, it followed that the Protestant normal school must be established at Montreal. But as the Catholic population of the Montreal section is numerically, if not relatively, more considerable than that of the Quebec section, it was difficult to avoid placing a Catholic normal school at Montreal; while on the other hand it was evident that the geographical position of that city, by no means a central one as regards the rest of Lower Canada, did not entitle it to enjoy alone the advantage of possessing these institutions. If this arrangement was open to the objection of increasing the expenditure, it also afforded the advantage of disseminating the training of teachers over a larger surface, and in such a manner as to reach all classes of the population and all sections of the country. There is no doubt whatever but that the three normal schools have attracted a far larger number of pupils and popularised the new systems of teaching much more effectually than a single school would have done.

Among the objections made to the establishment of these institutions, the first was the small number of pupils they would have, and, at all events, it was said, the small number who would obtain diplomas, and, having obtained them, engage seriously in the work of teaching.

The following table of the total number of pupil-teachers who have attended the normal schools since their establishment is a sufficient proof that the first objection was unfounded. The number would have been much greater had not the insufficiency of the grant hitherto prevented the establishment of a female pupil teacher's department in the Jacques Cartier School.

TABLE of the number of pupils who have attended the normal schools:

School Year.	Jacques-Cartier School.			McGill Sch.			Laval Sch.			Number of Male Pupil-Teachers.	Number of Female Pupil-Teachers.	Grand total.
	Male Pupil-Teachers.	Male Pupil-Teachers.	Female Pupil-Teachers.	Male Pupil-Teachers.	Female Pupil-Teachers.	Total.	Male Pupil-Teachers.	Female Pupil-Teachers.	Total.			
1st session, 1857.	18	5	25	30	22	22	45	25	70			
1857-1858.	46	7	63	70	36	40	76	89	103	192		
1858-1859.	50	7	76	83	34	52	86	91	128	219		
1859-1860.	53	9	72	81	40	54	94	102	126	228		
1860-1861.	52	5	56	61	41	53	93	98	109	207		
1861-1862.	41	10	38	63	39	52	91	90	110	200		
1862-1863.	57	8	72	80	39	52	91	104	124	228		
1863-1864.	56	7	67	74	34	49	83	97	116	213		

The following table shows the number of diplomas granted in each school and for each degree of teaching. The number, it will be seen, is 723 in all; but this figure represents more than the number of pupils who left with a diploma, for many of them received two and even three diplomas successively. The number of graduates is, therefore, less than the number of diplomas granted, and is divided as follows among the three schools:—

Jacques-Cartier School	106
Laval School	233
McGill School	236
	575

This is more than one-third of the total number of pupils; and while, on the one hand, this proportion proves the severity of the examinations, on the other it establishes the success of these institutions.

DIPLOMAS granted to pupils of the normal schools since the establishment of these institutions:—

Kind of diplomas granted.	Jacques-Cartier.	McGill.			Laval.			Total.	
	Male Pupil-Teachers	Male Pupil-Teachers.	Female Pupil-Teach.	Total.	Male Pupil-Teachers.	Female Pupil-Teach.	Total.	Numb. of Male Pupil-Teach.	Numb. of Female Pupil-Teach.
Academy....	12	3	3	12	13	28	28	28	
Model School.....	73	9	94	103	59	74	133	141	
Elementary School....	73	27	181	208	23	83	106	123	
Total.....	158	39	275	314	95	157	252	292	
								432	724

As to the willingness of the former pupil-teachers to teach, and their perseverance in teaching, the reports of the Jacques-Cartier and Laval Normal Schools contain information which, on the whole, as pointed out by the Principal of the latter school, almost surpasses our hopes.

I have no doubt whatever but similar results can, if necessary, be shown as regards the former pupils of the McGill School.

The inference from these statements is that the vast majority of the former pupils have been engaged in teaching; that a large proportion of those who received their diplomas previous to 1862, and whose three years' term of teaching, specified in the application for admission to the school, is now expired, are still teaching, and seem to have adopted teaching as a permanent career; and, finally, that almost all those who have not taught, or who have done so but for a short period, have been able to plead the excuse of sickness or reasons entirely beyond their control. Those who have wilfully failed to carry out their engagement form but a very small proportion, and they have almost all paid the fine.

With these remarks, I now give the enumeration of the results obtained.

Of the 106 pupil-teachers who have obtained diplomas at the Jacques-Cartier Normal School—

- 47 were teaching at the date of the report;
- 14 who had just received their diplomas, were commencing, or about commencing to teach;
- 3 were dead;
- 20 were no longer teaching, but had taught;
- 10 were continuing their studies at the Normal School;
- 12 had not taught.

106

Moreover, 14 were teaching or had taught without holding the diploma of the Normal School, having obtained that of one of the Boards of Examiners. This gives a total of pupils teaching, or who have taught after attending the school, including the 14 recently admitted as teachers, of 95.

Of the 47 former pupils holding diplomas who were still teaching at the close of the year 1861, previous to the distribution of diplomas—

7	have taught during 7 years.
4	" " 6 "
1	has " 5 "
5	have " 4 "
9	" " 3 "
10	" " 2 "
10	" " 1 "

Of those who are no longer teaching—

8	have taught during 4 years.
1	has " 3 "
2	have " 2 "
9	" " 1 "

In the case of the latter, as has been pointed out, ill-health and the difficulty of finding new situations have had some share; reducing to a very small figure the number of those who have voluntarily abandoned teaching after having engaged in it.

As regards the Laval Normal School, of the 81 pupil-teachers holding diplomas at the date of the report—

- 43 were teaching;
- 15 were no longer teaching;
- 2 were school inspectors;
- 4 had died;
- 2 were finishing their studies at college;
- 7 continued at the Normal School;
- 8 only had not taught.

81

Moreover, 10 who had not obtained a school diploma were teaching, or had taught, under diplomas from the Boards of Examiners; one of those who died, and two of those who had returned to the school, had also taught for some time; this gives a total of 79 teaching, or who have taught.

In like manner, of 152 female teachers holding school diplomas—

- 112 were teaching;
- 30 had taught;
- 4 had died;
- 4 were teaching at the school;
- 2 only had not taught.

152

Moreover, 16 were teaching under diplomas; 7 had taught in that manner; one died while teaching; and one returned to the Normal School, after having been engaged in teaching; making 167 teaching, or who have been engaged in teaching.

Of the 43 former male pupil-teachers, and the 112 former female pupil-teachers holding the diploma of the school, who were still engaged in teaching at the date of this report,

6 had been teaching for 7 years.

18	"	6	"
23	"	5	"
17	"	4	"
27	"	3	"
30	"	2	"
34	"	1	"

Of the 18 male pupil-teachers, and the 34 female pupil-teachers holding the diploma of the school, who have ceased to teach—

1 taught for 6 years.

5	"	5	"
4	"	4	"
8	"	3	"
20	"	2	"
14	"	1	"

Thus the Laval and Jacques-Cartier Normal Schools have, since their establishment, sent out 341 individuals who have engaged in teaching, of which number 249 were teaching at the date of the reports.

Of the number of former pupils holding diplomas, 13 had taught for seven years—that is, since the first distribution of diplomas, and are at present still engaged in teaching; 23 for six years; 29 for five years; 34 for four years; this gives 99 former pupils who have taught for a greater number of years than are required by the regulation, and who, with the exception of 18, were still teaching at the date of the reports.

The number of those who had taught for three years amounted to 45; these, with the exception of 9, are still teaching at the present time. In these latter figures, those who have taught with a diploma from the Board of Examiners, or without any diploma, are not taken into account. It is also to be observed that amongst those who have given up teaching are included two teachers who have been promoted to the important office of school inspector, several others whom their health has compelled to retire, and some who, as has been seen above, have returned to the Normal School to prepare themselves to acquire a diploma of a higher class. Lastly, the total number of pupils holding diplomas who have not engaged in teaching at all only amounts to 22, and of this total a portion is to be ascribed to illness and accident.

In the absence of positive information as to the results obtained with respect to the former pupils of the McGill Normal School, the number of pupils who have gone forth from our Normal schools and engaged in teaching may be safely set at 500, and the number of those who are now teaching at 400.

But, even supposing that such favorable results had not yet been attained, there would be no ground for discouragement, for the usefulness of institutions of this description is not to be calculated only by the number of teachers who have gone forth from them, but also by the influence which they exercise directly and indirectly over the instructing body. Now, there can be no doubt but that the establishment of Normal schools, and the dispersing over various parts of the country of the pupils from those schools, has given rise to a great spirit of emulation, and contributed to diffuse better systems of instruction. A considerable number of the pupils from the schools have even penetrated to the most remote parts of the country, and are teaching in new settlements in which, not very long ago, some difficulty was experienced in obtaining teachers who were merely holders of diplomas from a Board of Examiners.

The attention of the Government and of the Legislature has been frequently drawn to the urgent necessity of erecting suitable buildings for the Laval and Jacques-Cartier Normal Schools. The arrangement by which the former of those schools is still located in a hired building, to which is attached no court-yard or play-ground, is far from being economical or advantageous in any respect.

With respect to the Jacques-Cartier Normal School, I have had the honor of frequently representing to the Government that the wing of the old Government House, occupied by that institution, is not only insufficient for the purpose, but also that, in consequence of irreparable defects in construction, its ruin is impending, and may from day to day place the lives of professors and pupils in jeopardy. The erection of these buildings is therefore one of the most urgent requirements of this department, if it is wished to persevere in normal instruction and the training of teachers.

Among other means calculated to increase the efficiency of the body of teachers hitherto employed, are the establishment of a savings fund for aged or sick teachers, the publication of a Journal of Public Instruction in both languages, the establishment of conferences of

teachers, and the re-organization, under more stringent regulations, of the Boards of Examiners.

In several previous reports it has been already proved that the savings fund can never attain a flourishing condition until the Government grant shall have been increased by one-half.

Conferences of the different associations of teachers which have been formed in Lower Canada have been attended by an encouraging number of the members of the instructing body; it is, however, to be desired that all teachers should participate at least once or twice during the year in the great advantages which may result from these institutions. School commissioners have been strongly recommended to grant freely to teachers leave solicited for this purpose, in view of the certain and ample compensation which they will receive for the time lost in the improvement of the systems of education, and the progress of all kinds which will ensue. The teacher's courage is tempered; he feels revived by contact with his fellows and his superiors, and returns to his daily labor at the conclusion of the conferences with renewed energy. The different essays read by the teachers, and the sketches of the educational discussions which followed in those associations, have constituted one of the most important and useful resources in the editing of the Journal of Public Instruction.

The re-organization of the Boards of Examiners, and the enforcing of new regulations, appear to have had a salutary effect on the composition of the educating body. Several branches of instruction have received a new impulse in our primary schools in consequence of the publication of the programme of examination.

One of the most important points of the new regulation is the inspection of the Boards by the delegates of the Council of Public Instruction. I subjoin to this report those which have been hitherto submitted by the delegates in question.

The following is a summary of the annual statistical returns which the secretaries of the Boards are bound to transmit to this Department:—

ANNUAL STATISTICAL SUMMARY of the Boards of Examiners in Lower Canada, for the year 1864.

BOARD AT	Duration of the sittings, in days.	Number of candidates examined.	Average number of teachers examined daily.		Number of diplomas granted for academies		For academies 2nd class.		For Model Schools 1st class.		For Model Schools 2nd class.		For Elementary Schools 1st class.		For Elementary Schools 2nd class.		Number of candidates admitted, and classification of diplomas.			Number of candidates rejected.
			Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Academy.	Model School.	Elementary School.	Grand total.		
Montreal, Catholics	7	181	25					3		1		18	25	4	52		4	159	163	18
do Protestants	6	69	15	2			3	6		1	1	6	21	4	13	2	10	47	59	10
Quebec, Catholics	5	49	12							1			2	2	19		1	21	22	27
do Protestants	6	22	3									3	2	5	5			15	15	7
Three Rivers	4	59	12		2			6		1			22		15	2	7	37	46	13
Sherbrooke	4	33	10		2		1	3	2				2		16	2	6	24	32	1
Kamouraska	3	25	8										4		12			16	16	9
Gaspé	2	6	3										4	2				6	6	
Stanstead	4	51	10									6	14	6	25			51	51	
Ottawa	4	30	7	2								8		19				27	27	3
Beauce	4	23	5										9		12			21	21	2
Chicoutimi	3	10	3	1									5		2			7	7	3
Rimouski	3	14	5											1	5			6	6	8
Bonaventure	3	6	2										2	2	1	1		6	6	
Pontiac	4	17	4										2	1	7	7		17	17	
Richmond	4	33	8										1	14	5	12		32	32	1
Waterloo and Sweetsburg, Cath.	3	17	5	2									2	11		4		17	17	
do do Prot.	5	98	19	2									5	39	9	31		90	90	8
Total	74	743	10	2	2	2	7	15	4	2	60	240	65	234	6	28	599	633	110	

This table and a simple inspection of the registers kept by the Department prove that there is now so great a number of male and female teachers holding diplomas that every locality, even the poorest and most remote, can obtain them. A greater degree of strictness in the examinations is therefore more than ever requisite, and would be conducive to the interests of the schools and to those of the teachers themselves. To the competition of ill-qualified male or female teachers, although holders of diplomas, with competent teachers, is to be ascribed the fact that the teachers' salaries remain stationary, and in many places even decrease.

(To be continued.)

Notices of Books and Recent Publications.

FLEMING.—Report on the Intercolonial Railway Exploratory Survey, made under instructions from the Canadian Government in the year 1861. By Sandford Fleming, Civil Engineer, 160 pp., Royal 8vo, with two large maps. Desbarats, Publisher, Quebec.

This official report is printed with more than usual care, and is enriched with two well executed maps. We make the following condensed extracts:

"The main object of the Survey was to enable the Government to judge of the comparative merits of the various routes which have been proposed as well as any other routes which seemed worthy of attention and feasible for a Railway to connect the Provinces of Nova Scotia and New Brunswick with Canada.

"A railway is already in operation from Halifax, the capital of Nova Scotia, northerly to Truro, in length 16 miles; and the Canadian railway system extends to River du Loup. The portion of the contemplated Intercolonial Railway remaining to be constructed lies therefore between Truro and River du Loup.

"Having described the engineering feature of the lines recently surveyed and submitted estimates of the quantities of work considered necessary to complete the bridging and grading on each, I shall now refer to all the projected routes which seem worthy of attention, and which possibly may be found practicable on thorough surveys being made.

"I do not desire it to be understood that I now report all the lines about to be described as practicable. Some of them I believe to be practicable, but my personal knowledge of others is not sufficient to warrant me in expressing a positive opinion as to their feasibility. The lines and combinations of lines about to be referred to, are those which, from partial examinations and information acquired, I think, offer a reasonable chance of being found practicable; and they are here described and classified in order that a judgment may be formed as to which route or routes may be most eligible for further surveys.

"These lines may conveniently be divided into three classes.

"First.—*Frontier Routes.*—Comprising those projected lines which, at one or more points, touch or pass close to the frontier of the United States.

"Second.—*Central Routes.*—Those lines which are projected to run through the interior and keep at some distance from the Frontier as well as from the Gulf shore.

"Third.—*Bay Chaleur Routes.*—Comprising those lines which touch the waters of the Gulf of St. Lawrence on the Bay Chaleur.

"This is the most direct line between River du Loup and the City of St. John which is likely to be found practicable. It crosses and recrosses the 'air line,' drawn from the extreme points to the north-easterly angle of Maine, no less than twelve times, and does not diverge from it at any point more than ten miles. There is, it must be confessed, some little uncertainty with regard to the feasibility of this line, between the Forks of the Miramichi and the River Tobique—as well as between the Degelè and River du Loup, these sections having been imperfectly explored; but there is good reason to expect that a careful survey would result in showing that a line not unfavorable might be had through these sections as well as elsewhere."

The cost of the section extending from Moncton to Truro, in Nova Scotia, is estimated at \$3,200,000, and of that portion passing through New Brunswick and Canada (from Rivière du Loup to Apohaqui) at \$15,435,500; making the total cost of the road, according to Mr. Fleming's calculation, \$20,635,505, or an average cost of \$16,000 per mile.

LEMAY.—*Essais Poétiques, par Léon Pamphile Lemay.* 8vo, 320 pp. \$1.—12mo, 60 cts. Desbarats, Publisher.

The public is much indebted to Mr. Desbarats for these two very

fine editions of a work that must really be ranked with the best literary productions of the Old World. The uncommon talent of the author was, we believe, first noticed by *le Journal de l'Instruction Publique*, on the appearance of a poetical essay from his pen in *Le Canadien*—which essay is still one of the best, if not the best of the compositions collected in the present volume. The first poem is a translation of Longfellow's *Evangeline*, an attractive but difficult subject. The peculiar measure, the terseness of the images, the originality of form given to some of the ideas, and the touching simplicity of the narrative present almost insurmountable obstacles to the translator, and it would have been too much to expect that Mr. Lemay should have surmounted them all. We do not wish therefore to be understood as conveying any unfavorable criticism if we express our surprise at his failure to render some easy passages after he had so completely triumphed over the greatest difficulties in the work. This we can only account for on the supposition that he does not possess a perfect knowledge of English. For instance, where Gabriel and *Evangeline* are represented as watching the fire of the forge, the text is:

"And as its panting ceased, and the sparks expired in the ashes,
"Merrily laughed, and said they were nuns going into the chapel."

Which Mr. Lemay renders thus:

"Quand on n'entendait plus le soufflet bourdonner,
Ni sous le dur marteau l'enclume résonner,
Et que sous les charbons dormait la pâle flamme,
En laissant l'atelier, sans malice dans l'âme,
Ils se disaient pareils aux prêtres du Seigneur
Qui viennent de chanter les matines au chœur."

Let us hope that these blemishes may disappear in another edition. The groundwork is solid and there are very fine passages to set against these defects.

The description of *Evangeline*, one of the parts most difficult of rendering, is admirably imitated, except the beautiful line:

"When she had passed, it seemed like the ceasing of exquisite music."

On the whole the tone is somewhat more solemn, and the narrative more burthened with words than in the original. The last lines are exceedingly beautiful; it would seem as if the writer had more and more identified himself with his model, and that his lyre, so long tuned in unison with that of the author of *Evangeline*, had at length borrowed its sweetest tones.

GLACKMEYER AND MACDONELL.—The Charter and By-Laws of the City of Montreal; together with Miscellaneous Acts of the Legislature relating to the City: with an Appendix. Compiled, revised and codified, by order of the City Council. By Chs. Glackmeyer,—8 vo, 526 pp. John Lovell, Montreal. Same publication in French; Louis Perrault, Printer.

This code of by-laws and regulations for the city of Montreal has been compiled by Mr. Glackmeyer, City Clerk, and translated into French by Mr. MacDonnell, his assistant. It will be of great service to those charged with the direction of the affairs of the city and to the citizens in general, who have often been at a loss to find the text of a by-law bearing upon any particular case. Both volumes reflect the highest credit alike upon the compilers and the publishers.

LA REVUE CANADIENNE.—The numbers for June, July and August contain the end of Mr. DeBoucherville's novel *Une de perdue deux de trouvées*; *Jacques et Marie*, by Mr. Bourassa—Mr. Royal in his stead contributing a monthly review; articles on the Mexican question and the St. Alban's Raid, by Mr. DeBellefeuille; the end of Rev. Mr. Ouellet's essay on Cardinal Wiseman, an article by Rev. Mr. Nantel and an Art Review by Mr. Bourassa, and finally an article on the Montreal Water Works and the most celebrated aqueducts of the Old and the New World.

CIRCLAIRE de l'Ecole de Médecine et de Chirurgie de Montréal. 17 pp. Plinguet & Laplante, Publishers, Montréal.

This annual, announcing the opening of the course for the 22nd year at this school, contains all the information required on the several subjects into which the classes are divided.

LEPROHON.—*Antoinette de Mircourt, roman canadien par Madame Leprohon, traduit de l'anglais par A. Genand.*—18mo., 342 pp. Beauchemin & Valois, Montréal.

Mrs. Leprohon's book was noticed in these columns when it appeared, and we would only add now that she has been very happy in

meeting with a translator so able and consciencious as Mr. Genaud has proved himself to be.

DESSAULLES.—*La guerre américaine, son origine et ses vraies causes, par l'hon. J. A. Dessaulles.*—Montreal, 1865. Office of Le Pays. 538 pp. in 180.

This is a series of lectures on the civil war, and, especially, on slavery. The author, who holds strong northern views, has treated the subject with his usual ability.

LAFRANCE.—*Abrégé de grammaire française, par C. J. L. Lafrance, directeur de l'Académie Saint Jean-Baptiste.*—12-mo, 122 pp. Darveau, Quebec.

LORIMIER.—*Trois jours de fêtes littéraires, par Charles C. De Lorimier.*—Royal 8vo. 45 pp. Eusèbe Sénécal, Montreal.

The pupils and former pupils of St. Mary's College, Montreal, inaugurated the new and splendid hall, under the great church now building on DeBleury street, by three consecutive sittings. Mr. De Lorimier has collected the essays and speeches delivered on those occasions, and they are now issued in a very neat pamphlet, which is embellished with a large woodcut by Walker, representing the new hall.

PARKMAN.—*France and England in North America—A series of Historical narratives.*—Part first.—*Pioneers of France in the New World*; By Francis Parkman.—Boston. 420 pp. 8vo. Little & Brown.

The gifted author of the *Conspiracy of Pontiac*, who has spent the greatest part of his life in collecting books, documents and manuscripts bearing on the early history of America, and who, like the late lamented Prescott, labours under an affliction that, to men of less energy, would seem an insuperable obstacle in the performance of such a task, has at last published the first volume of a series which will contain the results of his patient and untiring researches. During many years he has not been able, through weakness of sight, to read or to write continuously for much more than five minutes at a time and often not at all. The work now before us is divided into two parts; the first gives a graphic and thrilling account of the unsuccessful attempts at Huguenot colonization on this continent, and is entitled "Huguenots in Florida;" the second part contains a history of the discovery and first settlement of Canada, and has for its title "Champlain and his Associates."

The style of the author is most charming, giving to the entangled adventures of bygone days all the interest and beauty of modern fiction. While the historian or rather the annalist has spared no pains to attain the most minute correctness of details, the writer has thrown over his dreary and wearisome researches, the most beautiful and glossy drapery which hides his toil and labour altogether. What a graceful romance, what a charming poem, is the first thought of the reader; but then what a patient investigation of facts, what a life of minute searching and scraping of books and of manuscripts!

Mr. Parkman is indebted to the researches of others as well as to his own labour, and in every instance he gracefully acknowledges it. Our Canadian antiquarians, Messrs. Faribault and Viger, and our Canadian writers, are duly quoted whenever he has availed himself of the historic lore accumulated through their indefatigable industry.

The many qualities which make of this work a book as pleasant to the general reader as it will be dear to the man of learning, are however marred by an unseemly weakness which we would fain pass over in silence, were it not that it would appear as a want of moral courage on our part to do so. Although the author is not without a certain liberality and fairness, he is too apt to spurn the religious convictions of others, and in doing so, he often goes so far as to sneer at things which most Christian communities have deemed sacred. There is in many cases a want of good taste in his remarks and sometimes even a want of proper feeling. We are sure for instance that the subscribers to the funds for the Propagation of the Gospel, which has its central office in London, and the association *pour la Propagation de la Foi* whose head-quarters are in Lyons, will be equally shocked at the following passage which is more in Voltaire's style than in that of a Protestant writer:

"With respect to Donnacona and his tribesmen, basely kidnapped at Stadaconé, excellent care had been taken of their souls. In due time they had been baptized and soon reaped the benefit of the rite, since they all died within a year or two, to the great detriment, as it proved, of the expedition."

BEAUMONT SMALL.—*Animals of North America—2nd series—Fresh water fish*; By H. Beaumont Small.—Montreal. 72 pp. 8vo. Longmoore.

Mr. Small intends to make of this a compendium of Canadian zoology. His work is dedicated, by permission, to the Montreal Game and Fish Protection Club, a useful institution whose efforts deserve much praise.

THE SATURDAY READER.—Such is the title of a valuable periodical issued by our enterprising publisher Mr. Lovell. It consists of sixteen 4th pages, printed in close type, and containing a large supply of reading matter of a sober and useful character. Price \$2 yearly.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The Superintendent of Education for Lower Canada having, in the course of this month, gone to Aylmer and Portage-du-Fort to inspect the registers and examination papers of the Boards of Examiners for the counties of Ottawa and Pontiac, availed himself of that opportunity to visit the schools of the two above-named places. At Aylmer he visited, with Mr. Inspector Rouleau and the Revd. Mr. Michel, the Catholic academy, conducted by Mr. Deguise, who holds a diploma from the Laval Normal school, and the girls' school conducted by Miss MacDonald, also a graduate of the same institution. Both schools have afforded ample proof of the ability and zeal of the teachers. The academy is however irregularly attended, and the rooms and school furniture are not what they ought to be. The two schools are in one building, where there is hardly sufficient space for both; but a large stone building is now being erected for the girls' school, so that the whole of the present school-house will be left to the academy. The Hon. Superintendent also visited the Protestant Academy, conducted by Mr. McQuat, B. A. of McGill College, who also holds an Academy diploma from the McGill Normal school, obtained at the close of last session. Mr. McQuat enters on his new duties with a good will and every required qualification. All this, however, will be of little avail if the pupils are not sent regularly to school, or if they are allowed to disregard the efforts made by their worthy teacher as some among them appear to have done. The special grants to such institutions are the occasion of much competition on the part of the several counties, and parties who wish to retain them must be made to understand that unless they give some kind of return for the liberality of the government, the boon will be transferred to other places. It is therefore to be hoped that some efforts will be made on behalf of both the Protestant and Catholic academies. The teachers are competent and the matter will rest with the parents and rate-payers. At Portage-du-Fort the Superintendent visited the common school, which is attended by Protestant and by Catholic children, and which is well conducted by Mr. Beer. He was accompanied by O. Leblanc, Esquire, secretary of the Board of Examiners, and by the School Commissioners. The school is well attended, but there are few French pupils and the French language is not taught. In the evening, the Superintendent, on the invitation of the School Commissioners, lectured in the Town hall, in French and in English, to a numerous audience, reviewing the whole of the educational laws and commenting on various educational topics of a practical nature. After the lectures were over a vote of thanks was moved by the Revd. Mr. Kiernan, seconded by Dr. Purvis and carried. A full account of the proceedings appeared in the *Pontiac Pioneer* of the 22nd of September.

STATISTICAL INTELLIGENCE.

—If the following account is true, London is no longer the metropolis of our planet. That distinction belongs to the Japanese city of Jeddo, which a correspondent of the *Boston Traveller* thus describes:

"But what shall I say of this greatest and most singular of all cities? A volume is needed to describe it without attempting to give its history. I have read of old Ninevah and Babylon below the ground, and seen and handled the works of art which have been disinterred, and created so much admiration on both sides of the Atlantic, but one living Jeddo above the ground is worth a hundred old fogy cities below it. I cannot give you an idea of it, it is so unique, so unlike everything except itself, and so impossible, as you will think.

"I have seen several places of interest, and maintained a cool head, but I was bewildered and confounded when I saw this. It is situated on the western shore of this charming gulf, twenty miles wide by twenty-four long, to which the Lake Tiberias is nothing, except in the sacred feet which once trod its shores. It stretches for twenty miles or more along a beach of a semi-circular form, with its horns turned outward, and along which a street extends, crowded with blocks of stores and houses, and teeming with moving crowds, while shop-keepers, artisans, women and children seem equally numerous within doors and at the doors. Indeed,

a dozen or fifteen miles might be added to the city in this direction, since there is nothing but an unbroken succession of towns and villages for this distance, which are as populous and well-built as the city itself.

"In crossing the city from the shore to the western outskirts I have walked two miles and a half, and then proceeded on horseback for ten miles further, making twelve miles and a half, while in other places it may be wider. According to the lowest estimate, the city covers an area equal to seven of the New England farming towns, which are usually six miles square. And all is traversed by streets, usually wide, well constructed, perfectly neat, and crossing each other at right angles, streets lined with houses and stores as compactly as they can be built, and crowded with moving and stationary masses, as thick as in Washington street, or New York Broadway, at least for considerable distances. The population is estimated generally at three millions, which Mr. Harris, our minister, thinks is no exaggeration. For my part, judging from what I have seen when I have gone into the heart of the city, and crossed the city from side to side, I should be willing to add as many millions more; for the living, moving masses, seen from sunrise to sunset, and everywhere the same, fairly seemed beyond computation."

—The following interesting items are from Mr. Roswag's new work on the subject entitled *Les Metaux Précieux*. From the year 1500 to 1848 America yielded 27,122 millions of francs in silver, and 10,028 millions of francs in gold. These numbers comprise 13,774 millions of silver drawn from Mexico, 43,059 from Peru and Bolivia, 230 from Chili, and 58 from New Granada. As to gold, the share of Brazil was 4,625 millions of francs; that of Granada, 1,952; of Mexico, 1,341; of Peru and Bolivia, 1,171; of Chili, 862; and of the United States, 76. Europe during the same period only produced 2,330 millions of francs in silver, and 1,600 ditto in gold. Africa yielded 2,500 millions from Guinea. Hence the total quantity of precious metals existing in 1848, including 1,000 millions supposed to exist before 1500, formed a total of 44,578 millions of francs—viz., silver, 30,152, and gold, 14,426. From 1848 to 1857 the stock of precious metals has been increased by 2,170 millions of francs of silver, and 6,004 of gold. Of the latter, California has produced 2,506 millions, and the rest of America 445. Australia has yielded 1,095, and Europe 743, including Russia for 678 millions. Asia has contributed 505 millions, and Africa 108. Of silver, Australia has yielded 9 millions; America, 1,827; Europe, 321; and Asia, 22, forming a total of 2,179 millions of francs. There consequently exist at present in the world 32,331 millions of francs of silver, and 20,430 of gold. The ratio of gold to silver, which before 1848 was as 1 to 2, is now as 2 to 3. In weight there existed before 1848 about 31 kilogrammes of silver for every kilogramme of gold; in 1856 this proportion had fallen to less than 24 kilogrammes of silver for one kilogramme of gold. Since 1856 the total annual increase of the precious metals may be stated at 240 millions of francs of silver, and 500 of gold, being more than double the former.

—The growth of the population of the British Islands during the last one hundred and fifty years is prodigious. The surplus has furnished the great majority of the population of British America, Australia, and the United States. Great Britain and Ireland have furnished upwards of 30,000,000 of people to these countries, and yet the home population, which was in the year 1700, only 7,650,000, and in 1800, only 15,800,000, is now upwards of 30,000,000. The British Islands have doubled their population twice in one hundred and sixty-five years. France in the year 1700 contained 19,669,000 inhabitants, in 1800, 27,349,000, and in 1860, 37,000,000—so that her population has not doubled once during the same one hundred and sixty years, although she has done but little in the way of colonization. The other European States show but a very slow rate of increase; in fact, we believe that one or two of them remain in *statu quo*.

—From returns of the Registrar General, in the middle of the present year, the population of the following towns were:—London, 3,015,494; Liverpool, 476,368; Manchester, 354,930; Salford, 110,833; Birmingham, 327,812; Leeds, 224,025; Bristol, 161,809; Edinburgh, 174,180; Glasgow, 423,723; Dublin, 317,666.

NECROLOGICAL INTELLIGENCE.

—Rev. Mr. Faucher, who died recently at Lotbinière, was one of the oldest *curés* of the District of Quebec and a most zealous friend of the cause of Education. He was the founder of the Lotbinière Academy, a very successful and well managed school.

—Death is very busy with our veteran politicians just now. Mr. Notman has just been laid in the grave, and now we are called to mourn the decease of the Hon. James Morris, one of the oldest and prominent Reformers in the Upper Province. Mr. Morris was seized with paralysis some years ago, and though he recovered from the worst effects of the stroke, he never became strong, and has for some time been laid aside

from public duty. Two days ago the members of his family were summoned to his bedside, and yesterday evening he breathed his last. Mr. Morris was born in Paisley, Scotland, in 1798, and was consequently only 67 when he died. His father, Mr. Alexander Morris, emigrated to Canada in 1801 with his family, and became a resident first of Montreal, and afterwards of the township of Elizabethtown. James Morris was educated at Sorel, by Mr. Nelson, father of the late Dr. Wolfred Nelson, of Montreal, and became a merchant in Brockville, in which occupation he amassed considerable wealth. He was brought very prominently into public life by the Clergy Reserve struggle, and was elected to the Upper Canada Parliament in July, 1837, for the county of Leeds. He was again elected for Leeds to the Parliament of the United Provinces, and in 1844 was called to the Legislative Council, and has since been, until lately, one of the most prominent members of that body. In 1851, when the charge of the Post Office was transferred from the Imperial to the Provincial authorities, Mr. Morris was appointed Postmaster General, with a seat in the Cabinet; and his admirable habits of business and desire for economy, did great service in the organization of the new system. He arranged a postal treaty with the United States, and introduced the uniform rate of five cents letter postage now existing. In 1853, Mr. Morris resigned his office of Postmaster General, and became Speaker of the Council, and in the following year went out of office at the fall of the Hincks-Morin Government. From 1854 to 1858, he led the Opposition in the Upper House, and was appointed Speaker when the Brown-Dorion Government took office in that year.

Mr. Morris was possessed of great shrewdness, tact, and knowledge of affairs; he was kind and conciliatory in his manner; and in all his public actions was animated by an anxious desire to serve his country. He was a steady, consistent member of the Reform party, and will long be remembered as a prominent participant in its trials and triumphs during a period of more than thirty years.—*Toronto Globe*.

—All lovers of genuine humor will have heard of the death of the author of *Sam Slick* with regret. Mr. Haliburton had fixed his residence in England some years ago, and had entered the political arena there, but except as the champion of the British North American colonies, he had never risen to a very prominent position in the Imperial Parliament. He was the son of Judge Haliburton and was born at Windsor, Nova Scotia, in 1796. Having completed his studies at King's College, he was successively admitted to the bar, appointed a judge while still comparatively young, and promoted to the Chief Justiceship of Nova Scotia. His reputation as an author is due to his celebrated delineation of Yankee character, *Sam Slick, the Clockmaker*, which first appeared in a local newspaper and met with great success in the United States and also in England, where it was published in book form, and finally passed through several editions in both hemispheres. *The Attaché*, or *Sam Slick in England*, published after his visit to Britain in 1842, a *History of Nova Scotia*, in two volumes, and several humorous works and political pamphlets followed his first and most successful literary effort. The most remarkable among the publications here alluded to, are *Bubbles of Canada*, *The Old Judge*, and *Natur' and Human Natur'*. In the year 1858, the University of Oxford conferred upon him the honorary degree of Doctor.

MISCELLANEOUS INTELLIGENCE.

—About the year 1794, there was a man living in Providence named Elijah Ormsbee. He was born in Rehoboth, but had worked for a season near Albany. While there, his observation of the difficulty of navigating the Hudson by sails alone, led him to think of steam as a propelling power. While employed at Cranston, repairing a large steam engine employed for pumping water from an ore bed, he was called on by David Wilkinson, and communicated to him the idea of a steamboat. He offered to furnish the boat, provided Mr. Wilkinson would provide the engine. The proposition was accepted. Mr. Wilkinson went home, made his patterns, cast and bored the cylinders, suggested two plans of paddles, and the boat was finished. At a retired place called Winsor's Grove, about three miles and a half from Providence, Ormsbee completed his arrangements, and, on one pleasant evening, made his first trip to Providence. On the following day, he went in his steamboat to Pawtucket to show her to his friends, and the two ingenious mechanics exhibited her between the two bridges. "After our frolic was over," says Mr. Wilkinson in writing of the matter more than half a century afterwards, "being short of funds, we hauled the boat up and gave it over."

It is fair to claim that had the Pawtucket been a larger stream, so that steam had been as important for it as for the Hudson, or had some discerning capitalist been ready to afford the pecuniary aid needful for testing and perfecting the invention, the chaplet that adorned the head of Fulton might have been woven over the brows of Wilkinson and Ormsbee, and the Pawtucket river and Narragansett bay would have had an additional claim to fame.—*Centennial Address, North Providence*.