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THE
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FOR LOWER CANADA,

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AND BY MR. JOHN RADIGER,

OF THE DEPARTMENT OF EDUCATION, ASSISTANT EDITOR.

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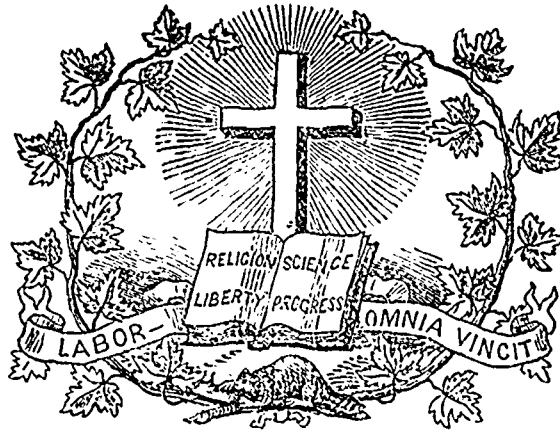
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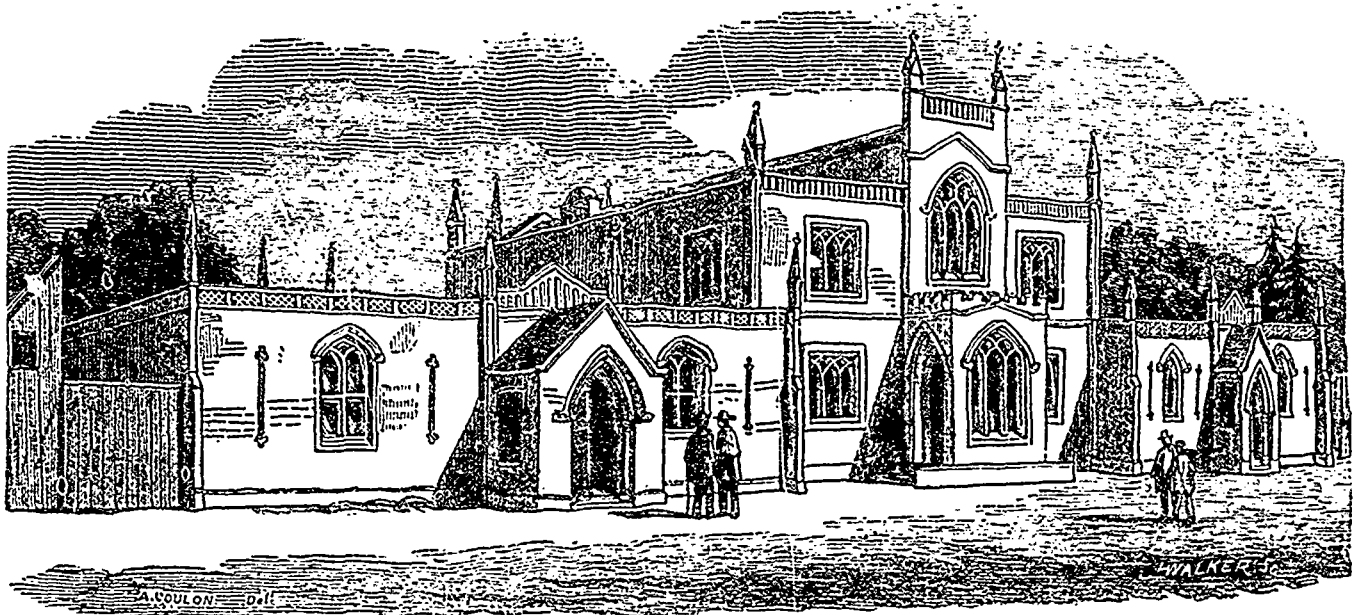
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Montreal, (Lower-Canada) February, 1857.

No. 1.

SUMMARY.—**EDUCATION:** Normal Schools, from the *New-York American Journal of Education*.—**POETRY:** A Child's Question.—A Child's Grammar.—**AGRICULTURE:** The Use of Snow.—Small Farms.—**OFFICIAL NOTICES:** Appointments.—Education Office.—Laval Normal School.—McGill Normal School.—Jacques Cartier Normal School.—School Commissioners.—Examiners.—Division of Municipalities.—Donations received by the Department.—Convocation of Teachers.—Notices, &c.—**EDITORIAL:** To Our Readers.—A Speech of His Excellency the Governor General on Superior Education.—Another Speech in favor of Superior Education.—The First School in Canada.—The Press of Canada.—Memoir of the late William Evans, Esquire.—Memoir of the late Archbishop of Paris.—**MONTHLY SEMINARY.**—**OFFICIAL DOCUMENTS:** Report of the Superintendent of Education on the Distribution of the Grant for Superior Education for 1856.—Table showing Distribution of Grant for Superior Education.—Table showing Distribution of Grant for supplementary aid to poor Municipalities for 1856.—Remarks on that Distribution.—Circular No. 19,

on the execution of the two New Laws relating to public instruction.—Circular No. 20, relating to the Distribution of prizes by the School Inspectors.—Circular No. 21, relating to the publication of the *Lower Canada Journal of Education*, the formation of the superannuated teachers pension fund or savings bank, and the opening of the Normal Schools.—Regulations for the formation and management of the pension fund for superannuated teachers.—General regulations for the establishment of Normal Schools in Lower Canada.—Special Regulations for the admission of pupil-teachers into the McGill Normal School.—Prospectus of the McGill Normal School.—Statement of monies paid by the Department of Education from 1st. January to 15th February 1857, incl.—Statement showing number of children attending schools in Montreal and Quebec.—Statement of departmental correspondence for last six months of 1856.—**WOOD CUTS:** View of the McGill Normal School, Belmont street, Montreal, Lower Canada.—Plan of the Distribution of the interior of the McGill Normal School.



VIEW OF THE MCGILL NORMAL SCHOOL, BELMONT STREET, MONTREAL, LOWER CANADA.

EDUCATION.

NORMAL SCHOOLS.

(From the New-York *American Journal of Education*.)

The most difficult and delicate part of the instructor's task in the education of the human mind, and where he is most likely to fail to fulfil the high object of his mission, and to inflict serious and irremediable injury upon the immortal soul, is in taking the incipient steps—in laying the foundation—in taking the intellectual and moral element of the human soul, as they come fresh from the hands of their Maker, unperverted, and nurturing them with appropriate elementary truth, stimulating, strengthening, directing, and developing them, so as always to obey the teachings of nature and of truth. Here is a work unsurpassed for difficulty, delicacy, importance, and peril. In these respects it has no equal within the compass of the allotted duty to man. It is that upon whose correct or incorrect performance depends whatever is excellent or base, blissful or miserable, in human character and destiny. It involves consequences as endless as immortality, and as vast as eternity. Is it then more difficult to supply our primary schools with instructors, in all respects well qualified for the duties of their sphere, than to furnish our academies and colleges with the right kind of presiding officers? I hold that it is. Not that you may not obtain an instructor of a primary school with less trouble and expense than you can procure a competent and successful college officer—nor that the teacher of the common school has the same need of a knowledge of the ancient languages, and of the higher branches of mathematics that the college officer has—but that the office of the primary school teacher requires rare and special qualifications—the first order of real educational talent; that it embraces within the compass of its legitimate duties the most difficult and important part of the work to be done by the instructor, a part in which there is more omission of what the capacity and necessities of the pupil exact—more blind and inappropriate action in the dark, and at random, more utter and disastrous failures of the teacher, wisely and successfully to discharge the duties of his responsible function, and more real and permanent injury inflicted upon the mind and heart, than in any or in all subsequent stages of education. The evidence of this is seen in the general apathy and drowsiness of juvenile intellect—in the common listlessness and want of interested engagedness of pupils in their studies—a disinclination and strong aversion to books and to study—in uniform inaccuracy in almost every attempted performance—in the want of correct and manly deportment, so commonly witnessed in scholars attending school—in the frequent disorder and disruption of schools—in the generally depressed standard of popular education—in the well-known fact, that our common schools generally give such a limited and imperfect education—that they so rarely give the public thoroughly educated scholars, and in a thousand other ways, known and read of all men. How rare is it, in some communities, that the intellectual and moral character, and the habitual conduct of schools, do not afford affecting proof of the extreme incompetency of instructors—of their utter failure to perform their appropriate work or to approximate toward it.

Permanent injury is done to ignorant, confiding infancy, and to inexperienced youth. It may be unconsciously and ignorantly done, but it is no less pernicious and disastrous. Amid the general disappointment, contention, and alienation, all may be in doubt as to the real cause of the mischief, which was simply the fact of the want of due qualifications in the instructor. He might have a decent recitation, mechanical knowledge—a parrot-like memoriter knowledge of

the rudiments of the English language, and yet while he is grossly deficient in mental discipline and rudimental attainment, he has no knowledge of the human mind, with which he is constantly dealing, nor of a single faculty of it, or of the science of teaching. He is handling subjects of which he knows but little—he is treating with elements of most subtle, delicate, and pliable nature, of which he knows comparatively nothing. Thus, tens of thousands among our 92,600 teachers of primary schools are doing immense mischief to the precious interests of our three and a half million of scholars. But the result is legitimate, natural, unavoidable, considering the qualities of the principal actors in it. Few, very few, apprehend the extreme difficulties involved in the office and duties of the primary school teacher. They are inherent, complicated, serious, requiring the possession of rare, peculiar, appropriate talent and qualities to contend with them. They are not the difficulties incident to the office of the 12,263 preceptors of our academies, in the discharge of their duties to their 263,096 pupils. Theirs is, in general, a plain, easy service, directing and aiding mind, already taught to think, investigate, demonstrate, and acquire knowledge. Nor are they the difficulties attending the discharge of the important duties of the 1,678 professors called to instruct the 27,821 students of our 239 colleges, which are little more than the requisition of conformity to rules stereotyped in college statutes, and enforced by the sanction of venerated usage, and the strength of wholesome, public sentiment. Mind repairs to these institutions so far disciplined and enlightened, that it requires comparatively little aid, in addition to close and faithful application to the use of existing auxiliaries to mental culture, to achieve the scholar's victory, in the acquisition of a liberal education. The duties of the instructor and pupil are all plain and easy. Printed rules prescribe the duties, and well-known penal laws define the conduct. Especially, mind is developed and enlightened, so that it only needs a little guidance to direct it in its onward and upward career.

All these difficulties combined, are trifling in comparison with those which are inseparable from the office of the primary school teacher, originating in the unformed, unenlightened, undeveloped intellectual and moral elements of children and youth—in the delicacy of wisely adapting instruction and discipline to all varieties of disposition, capacity, and attainment—in the relations of the teacher to every description of sentiment and style of domestic discipline, and in the great variety and multiplicity of onerous and responsible duties to be discharged. Here is an array of difficulties rarely to be found in any other sphere. And they must generally be met, with very little sympathy or aid from parents, or any other auxiliary agency. And they are usually imposed upon inexperienced, unpracticed youth, who have but a limited, and often very defective, knowledge of the simplest rudiments of their mothertongue—no scientific acquaintance with the human mind, or with the science of its education—no practical disciplinarian talent, not knowing how to govern themselves, and a very limited sense of religious or moral obligation, a small amount of general intelligence and acquaintance with the world. Most cruel and awful injustice of the fathers to the children of the present generation, and to the unnumbered myriads of unborn generations! Is it, therefore, marvellous that it is often said: No liberal profession comes so far short of its object as that of the instructor of the primary school! There is very little, and often no fitness between the instrument and the contemplated service and end; consequently the object sought is so rarely realized. Under existing circumstances, it is more than vain presumption—it is preposterous—to expect any other issue.

What kind of instruction do the exigencies of primary schools require?

In addition to what has already been intimated, only some general suggestions can now be made in answer to this inquiry.

A paragraph of the Prussian school law replies: "In order that a master may be enabled to fulfil the duties of his station, he ought to be religious, wise, alive to the importance of his profession. He ought to thoroughly understand the duties of his profession; to have acquired the art of teaching and managing youth, to be firm in his fidelity to the state—*i. e., patriotic*—conscientious in the discharge of his duties, friendly and prudent in his relation to the parents of the children, and with his fellow-citizens in general; finally, he ought to inspire all around him with a lively interest in the progress of his school, and render them favorably inclined to second his own wishes and endeavors."

The instructor, then, should have a thorough education, a high character, a well-regulated temper, and a knowledge of the science of school teaching. Nothing but a very high education can fit a person for the proper performance of that most delicate, difficult, and important duty of the education of a child, where the teacher is both the guide and the model. It requires, also, an education of the habits for the work. The instructor should be free from coarseness and vulgarity, and from any indications of stupidity and incompetency for his duties. "It is much better," says a Prussian School Inspector, "to be without teachers altogether, than to leave the training of your children to persons of narrow minds, unrestrained passions, ungoverned tongues, and meagre intelligence." The teacher should be courteous and refined. A courteous and intelligent manner of speaking has a salutary influence, not only on the young, but also on society. Nothing less than this refinement of feeling will qualify a man for a matter like education, which requires a long, persevering, careful, wise, intelligent, and most tender handling—a work which had better be left alone, than be attempted in a manner to create disgust, or embitter early associations, or to render virtuous and ennobling pursuits disgusting through subsequent life.

The teacher should have fully and distinctly in his mind the whole course of instruction, not only as it respects the subjects to be taught, but also all the best modes of teaching, that he may be able readily and decidedly to vary his method according to the peculiarities of each individual mind that may come under his care. This is the true secret of teaching.

A teacher should be free from all arrogant pretensions and affected humility—should rule his school by love. He should have a strong love for his employment, entire devotion to his work, and a profound conviction of the sacredness and importance of the office which he fills.

The object of education in this country is to make immediately available, for the highest and best purpose, all real talent in the nation. To effect this purpose, teachers must possess strong, independent, and influential minds.

Upon parochial ministers and school teachers, far more than we are generally aware of, the intelligence, the morality, and the religion of the people depend. The cordial co-operation of these professions is important. The minister acts upon the adults, the teacher upon the young. The influence of the minister is necessary to secure the success of the teacher's efforts; and, on the other hand, without the earnest aid of teachers, the fairest hopes of the minister may be blighted in the bud.

How can such instructors as the necessities of primary schools require be obtained?

We must have teachers who know the theory and practice of school-keeping—who know what to teach and how to teach—who have all the information, discipline, and other qualifications requisite for a correct and successful discharge of their duty. The ordinary course of education will never produce them. It never has—it never will. If we would

have an ample supply of able and accomplished teachers, we must adopt proper measures to raise them up—we must have institutions to educate them. A very few of extraordinary powers may be found, as we sometimes find able mechanics and great mathematicians, who had no special training in their favorite pursuits; but these general exceptions to a general rule will never multiply fast enough to supply our schools with able teachers. The great majority that offer themselves for this service, having obtained sufficient education to presume to undertake it, and who will find employment, because they are cheap servants, are not of class. Teachers must be educated—trained for their work. This doctrine has been acted upon in Prussia ever since 1735—that is, 121 years; and the great success of the German system is attributable to those provisions of the system which relate to teachers, connected with Normal schools, or schools established and sustained by government to educate instructors of primary schools. There are many of these schools, located in the different departments of the country, resorted to by teachers from all parts of Germany, to be trained in science and literature, and in principles and practice of teaching. In 1848, there were 34,000 teachers, having charge of primary schools, who had been thus thoroughly educated in the studies they were required to teach, and in the best methods of teaching. No young man was admitted into a Normal school who was not sixteen years of age—who had not passed through a course of instruction in an elementary primary school—nor could any young man be received of the excellence of whose moral character there was the least ground of suspicion. The course of instruction is three years, the first of which is devoted to the continuation of the course of instruction which the pupil commenced in the primary school; the second, to instruction of a still higher character; and the third, a practice in a primary school connected with the establishment. The examinations are very rigid, and no one is allowed to instruct a primary school who has not completed the course of study pursued at the Normal school, and who has not testimonials of due qualification from the school commissioner.

A liberal gentleman established a teachers' seminary in France as early as 1810, but it was not till 1832 that the German system of Normal schools was adopted by the French government, and established throughout the country. In 1848 the number of schools was 93, and the number of graduates at them was 10,555.

In 1832, M. Guizot, minister of public instruction, addressed to the Chamber of Deputies the following sentiments: "It cannot be too often repeated, that it is the master that makes the school. Primary instruction depends altogether upon corresponding Normal schools. The prosperity of these establishments is the measure of the progress of primary, elementary instruction. Normal schools wherever they exist, form in each department a vast force of light, scattering its rays in all directions among the people. The Normal school has rendered immense service to the country; it has given us our best instructors—it has raised to a considerable extent the love of popular instruction. The teachers that come from Normal schools are infinitely superior to others. They are superior in capacity—by their faithful observance of rules—and almost always by their zeal, and by their conduct toward the local authorities, and the heads of families."

So early as 1805 is found in London the germ of institutions in England for training teachers for elementary schools. Subsequently the necessity of training well-qualified instructors, by means of a special course of instruction and practice, was ably discussed, and the mode and results of such training, as exhibited on the Continent, and especially in Prussia, were ably advocated, in Parliament, in pamphlets, reviews, and the daily press. In 1835, Lord Brougham, in a speech

to the House of Lords, said, "These seminaries for training masters are an invaluable gift to mankind, and lead to the indefinite improvement of education. It is this, above all things, that we ought to labor to introduce into our system. Place Normal schools—seminaries for training teachers—in a few such places as London, York, Liverpool, Durham, and Exeter, and you will yearly qualify 500 persons, fitted for diffusing a perfect system of instruction all over the country. These training seminaries will not only teach masters the branches of learning and science, in which they are now deficient, but will teach them what they know far less—the mode of imparting what they have or may acquire—the best mode of training or dealing with children, in all that regards temper, capacity, and habits, and the means of stirring them to exertions and controlling their aberrations." The result was that, in 1853, there were 36 Normal schools, or training colleges in England and Wales, four in Scotland, and one in Ireland, in successful operation. These institutions are doing the same great work in Britain that they have accomplished in Germany and France. They are regarded as among the most useful institutions of the British empire.

In 1849, the Spanish government, by royal decree, established a central Normal school at Madrid—nine superior schools, twenty elementary schools on the Peninsula, and two in the Balearic and Canary Isles.

Normal schools exist also in Belgium, Denmark, Sweden, and Greece. In all foreign countries, wherever the inestimable blessings of universal education are appreciated, and a system for their diffusion exists, seminaries to educate teachers are established. They are the principal element in every organized system for the advancement of popular learning. The people say, "What constitutes a good school?" Not a building constructed on the best model of school-house architecture—nor its furniture and conveniences—nor its spacious, elegant, healthful playgrounds—nor excellent textbooks—nor library well furnished with books, apparatus, maps, charts, and instruments—nor numerous healthy and bright scholars. None, nor all of these things. But an able and accomplished teacher. The school is what the teacher is. Therefore wisdom everywhere decides—Educate your teachers, and thus come good schools. This is the universal doctrine of the friends of popular education in foreign nations.

Similar sentiments are entertained by the same class of enlightened citizens in the United States and in Canada.

In 1834, when the citizens of Massachusetts discovered that a great part of their money annually expended for the purpose of educating the rising generation was wasted, in consequence of the incompetency of instructors, as wise men they immediately took effectual measures to establish seminaries to educate teachers. Among the leading advocates of the establishment of such institutions were the Rev. Dr. Putnam, J. Q. Adams and Daniel Webster. M. Putnam said: "If there be any department for the able and proper performance of whose duties special instruction is absolutely necessary, it is that of the educator. I have once taught school, I believe with tolerable acceptance to my employers, but though just from college I found myself deficient in the first steps of elementary knowledge. I had studied all the mathematics required at Cambridge, but did not know how to come to a young mind so as successfully to teach numeration. I had studied the classics, but could not teach a boy how to construct a simple English paragraph. I found myself wanting in that highest of arts, the art of simplifying things so that children can grasp them. From my own experience, I venture to say, that no liberal profession comes short of its objects as that of the instructor. Teachers need specific preparation for their work, and this very preparation is what Normal schools confer. If there is a province in which specific preparation is necessary, it is this. We want

no law schools, or any higher schools or colleges, at this time, so much as we want seminaries to qualify teachers for their important duties."

Mr. Adams said: "Our old system has made us an enlightened people, and Normal schools would elevate the town schools to the new wants of a growing community. On this great and glorious cause let us expend freely, yes, more freely than on any other." Mr. Webster said, "I am anxious to concur with others in aid of this project. The ultimate aim is to elevate and improve our common schools, and secure competent instruction to every child that is born. No object is greater than this, and the means, and the forms, and the agents are each and all important." Regarding common schools as the foundation of our social and political system, and rejoicing in the noble efforts made to advance them, Mr. W. expressed his readiness gladly to bear his part of the expense of supporting teachers' seminaries.

Massachusetts has four Normal schools for the education of teachers for common schools, and forty-eight scholarships connected with colleges for the education of teachers of high schools. Annual appropriation, \$11,000.

In 1838, four years after the establishment of teachers' seminaries in Massachusetts, H. Bernard, of Connecticut, commenced a series of efforts, which resulted in the opening of a similar institution in that State. His doctrine was, As are the teachers, so are the schools; poor instructors make poor schools; good teachers make good schools.

A Normal school was established at New Britain, Connecticut, in 1850. Within the five following years, 867 pupils were connected with it. During 1853, 294 were in attendance.

New York has a State Normal School at Albany, the average number of whose students from every county in the State is 250. It has graduated 780 instructors, of whom 391 were males and 387 females. It has a library of 7,000 volumes, 1,000 miscellaneous books, and 6,000 text-books. The State appropriates \$12,000 annually to sustain it. There is also in the city of New York a Normal school which has 21 teachers and 782 pupils, of which Hon. S. S. Randall, the city superintendent of schools, speaks in the following manner: "No portion of our system of public instruction is of greater practical value and importance than that which provides for the complete and continued preparation of the several teachers employed for their responsible position. With the sole exception of those already holding, from the city superintendent, certificates of qualification of the highest grade, each female teacher, in the employment of the Board, is required to attend the Normal school on Saturday of each week, and the several male teachers on the evenings of Tuesday and Friday. In these institutions they are thoroughly and systematically carried forward, in the several branches of education requisite to a complete knowledge of their profession; and on the completion of the full course of instruction prescribed for that purpose, they are entitled to the highest certificate of qualification. In the mean time, they are constantly engaged in the practical work of instruction and discipline, in their respective schools, under the immediate supervision of experienced teachers. The combination of theory and practice, thus afforded, constitutes a peculiar and crowning excellence of our system of public instruction."

Pennsylvania has a seminary in Philadelphia for the education of teachers. In 1855, the Legislature of New Jersey established one at Trenton, to which it appropriated \$50,000, to be paid in annual instalments, \$5,000 each. Rhode Island has a similar institution at Providence, established by the Legislature in 1854. The Legislature of Michigan established a Normal school at Ypsilanti in 1850. The citizens of the place gave \$13,000 to furnish buildings. The State of Kentucky has a teachers' seminary at Frankfort. In 1847, the Parliament of Canada West established a semi-

inary at Toronto to educate teachers of common schools on the German plan; Canada East has similar institutions.

It appears, therefore, that we have thirteen Normal schools in eight States of the Union, four of which are in Massachusetts—not one-half the number which the Spanish government established in Spain in 1848, and about one fourth of the number in Germany, and one seventh of the number in France, at the same date. In addition to these Normal schools, teachers' institutes are holden in several of the States with marked success. The difference between the teachers' institute and the Normal school is not unlike that between a muster-drill of a few weeks and a regular course at West Point.

These facts evince the prevalence, to a certain extent, of sound sentiments with respect to the only way thoroughly to educate the rising generation. To educate the uneducated world, you must first educate its teachers. To educate the three and a half millions of children in the United States, you must first educate 92,000 teachers. Reason, philosophy, common sense, the results of the practical application of this doctrine to the elevation of the standard of education in Europe and America, during the last century and a quarter, commend it to all mankind for adoption. It is encouraging and hopeful to see these sentiments ruling in our highest educational councils. But let us not mistake our present extremely low position in this matter. For example, Kentucky has a Normal school; but what can that do to qualify 2,306 teachers for the responsible charge of the 71,492 pupils of its 2,234 schools? In Connecticut, what can one Normal school do, with its 250 or 300 pupils, toward furnishing 1,787 able and accomplished teachers, to educate the 71,267 children and youth attending her 1,656 schools? So in Pennsylvania: what can a single teacher's seminary in the city of Philadelphia do to give the 10,025 able and accomplished teachers to the 413,706 scholars repairing for instruction, to its 9,061 schools?

Again: New York has a most excellent system of popular education, and its crowning excellence in its provision for the education of teachers. But what toward accomplishing this noble purpose can two teachers' seminaries, with their 1,000 pupils do, since the State must have 13,965 able and accomplished instructors to educate the 675,221 children and youth who flock to its 11,580 schools for instruction?

To present this aspect of the subject in a more general manner, what can thirteen teachers' seminaries, located in eight different States, with their less than 5,000 pupils, do toward supplying the pressing demand for well-qualified teachers for the million of scholars asking to be well educated in those States? To say nothing of the urgent necessities of the twenty-five remaining States and Territories, in which there is not a solitary Normal school to educate the 54,744 teachers wanted to take charge of the 1,500,000 of scholars found in their 49,060 schools?

Surely the great and essential work of educating and duly qualifying the instructors of nineteen twentieths of mankind who get no education, not acquired in the primary school, and of the common-school teacher, has but commenced. But what wiser and more philanthropic economy can characterise human counsel and action than would be exhibited by the prosecution of it, until every child that is born shall early sit at the feet of the instructor, whose thorough and familiar acquaintance with literature and the sciences gives him ability to teach whatever is necessary to be taught, and whose knowledge of the science of teaching enables him to give his instruction in the wisest and best manner?

If wisdom, magnanimity, and philanthropy ever prescribed a plain course of imperious duty, it is this. By the unalterable ordination of Heaven, it is made the duty of every generation to educate every succeeding generation, and to give that generation that is to follow, and soon assume the onerous responsibilities of the world, in the departments

of Church and State, as good an education as possible. What, then, can be plainer than the obligation requiring all appropriations made for that purpose, to be expended so as to secure its accomplishment, to the greatest possible extent? How can that be done? Not by expending your money on incompetent teachers who know nothing as they ought to know it, and do nothing as they out to do it, but by first expending a portion of your funds, to qualify your instructors for their difficult and delicate work, thus doing your work in the only way in which it can be well done, and so accomplishing, by the same means, ten thousand-fold more to effect your high purpose than could have been effected by less enlightened agents.

The principle advocated here is one to whose application, in other relations, wise men are no strangers. When the Czar of Russia would teach his subjects the arts and practice of war, he supports at military schools, in different parts of his empire, 9,000 cadets, and educates them thoroughly in theory and practice, that they may communicate military knowledge through the army. This is a wise, an economical investment in the military talent of young men. He proceeds in the same way when he would disseminate through his realm a scientific knowledge of mining, agriculture, of the construction of roads and bridges. He educates young men to educate others. England acted on the same wise principle when, in 1856, she appropriated \$270,000, of the \$4,000,000 which she expended for education, to support fifty-four Normal schools to educate teachers of primary schools. Doubtless the expenditure of every dollar of the \$270,000 rendered every other dollar of the \$3,730,000 devoted to primary schools a thousand times more available to educate the rising generation than it would have been had the teachers employed been destitute of special training for their work. The greatly improved education of 2,108,473 scholars in England and Wales corroborates this statement. The same truth is illustrated, as well as confirmed, by the history of popular education in Germany during the last century. It is visible in Prussia, Austria, and every other German State. In Prussia, the influence of the forty-six Normal schools, at which the 34,030 teachers of 2,540,775 scholars have all been educated, attests the same. The same may be learned by the elevation of the standard of popular education in France, within the last twenty-five years, by the influence of about 100 Normal schools over its three or four millions of scholars. And doubtless were one-fourth of the \$9,000,000, or \$10,000,000, annually expended on primary schools by our nation, appropriated to educate and train teachers for their work, the good accomplished would be increased ten, if not twenty-fold above present results.

Therefore, while a choice selection of the best scholars found among the graduates of our colleges, to preside over our higher institutions of learning, is deemed wise, shall not proper and early measures be taken to qualify instructors successfully to perform the more difficult and delicate part of education, that of the primary school? What magnanimous and benevolent scheme could have stronger claims of the Patriot, Philanthropist, and Christian? The evils of past experience, the present urgent necessities of children and youth throughout the world, and the wants and imperious claims of unborn generations, down to the end of time, upon the fathers who have their education in charge, urge to early and appropriate action.

This subject addresses itself to governments—the constituted guardians of the public interest, and especially of the education of the youth. It is a primary duty of the State to educate the children of the State. This is the opinion of all great legislators and statesmen, of great political philosophers of all ages and nations, of all the great champions of civil and religious liberty in the Old World and the New. This has ever been the doctrine of American statesmen. "Educate the people," was the first admonition addressed by

Penn to the commonwealth which he established. "Educate the people," was the last legacy of Washington to the republic he founded. "Educate the people," was the unceasing exhortation of Jefferson. "Educate the people," said Clay, Adams, Webster, and all their patriotic and illustrious predecessors and compeers. Educate, correctly and thoroughly, all the children of the state, is the demand of the prevailing sentiment, not only of our own nation, but of all civilized nations. The people, with united voice, say, "Give our sons and daughters a thorough and accomplished education." They require liberal, ample, and wise provision for this purpose. A full compliance with this demand is a cardinal element in every wisely constructed system of popular education. It is fundamental. It is the propelling power—the mainspring of the machinery. The establishment of teachers' seminaries throughout the United States, in character and number sufficient to qualify our almost one hundred thousand teachers, is one of the most desirable and important things of the age. It is the great reformation which should be made, and would be the crowning glory of these times.

POETRY.

"WHAT HAVE I?"

A CHILD'S QUESTION.

I have these eyes, these beaming eyes,
Which by my God are given,
To read his message from the skies,
And see his face in heaven.

I have a voice, a pleasant voice,
Which by my God is given,
To praise him here, and to rejoice
For evermore in heaven.

I have these hands, these busy hands,
Which by my God are given,
To do whatever he commands,
And strike my harp in heaven.

I have these feet, these nimble feet,
Which by my God are given,
To tread his paths with footstep fleet,
And pace the courts of heaven.

I have a soul, a precious soul,
Which by my God is given,
To know in part, but not in whole,
Until it gets to heaven.

If soul and body thus fulfil
The ends for which they're given,
Death parts them here, but soon they will
For ever meet in heaven.

A CHILD'S GRAMMAR.

1. Three little words you often see,
Are Articles—*a, an, and the.*
2. A noun's the name of any thing—
As *school or garden, hoop or swing.*
3. Adjectives tell the kind of noun—
As *great, small, pretty, white, or brown.*
4. Instead of Noun... the Pronouns stand—
Her head, his face, your arm, my hand.
5. Verbs tell of something being done—
To read, write, count, sing, jump, or run.
6. How things are done, the Adverbs tell—
As *slowly, quickly, ill or well.*
7. Conjunctions join the words together—
As *men and women, wind or weather.*

8. The Preposition stands before
A Noun—as *in, or through, a door.*

9. The Interjection shows surprise—
As, *Oh! how pretty! Ah! how wise!*

The whole are called nine parts of speech,
Which reading, writing, speaking teach.

AGRICULTURE.

(From the Lower Canada Farmer's Journal.)

USE OF SNOW.

Snow is in Canada one of those over abundant gifts of Providence that, like the air we breathe and the water we drink, are too common often to excite our interest or our gratitude. Yet snow is a thing wonderful in its origin and structure, and having great and important uses in nature.

Snow differs from ice in its origin. Snow is frozen vapour, whereas mere ice is frozen water. Vapour in freezing, as we may see by looking at the frosted window panes, and the little tufts of icy needles that form in frosty weather on the heads of nails, forms delicate crystals, and these when produced in the air as snow flakes, are exceedingly thin, six-sided films of ice, often extended into stars by the projection of pointed or feathered expansions of their angles. In mild weather these stars become very large and being entangled together, form large loose flakes. The thinness and smoothness of the snow crystals, gives the slippery anti-friction surface of the polished sleigh track, and the lightness and the porosity of the mass renders it one of the best non-conductors of heat, and consequently enables it to protect the ground from excessive frost.

The snow is in truth a huge fleecy blanket spread over the surface, to protect tender plants and prevent the frost from penetrating too deeply into the soil. So true is this, that however cold the air above, the temperature under the snow will rarely be found much below the freezing point. Hence, under a deep covering of snow, the ground is frozen only very slightly: and when the snow is gone, vegetation is not retarded by the coldness of a frozen subsoil. Under snow the temperature is also equitable and the great injuries which result from alternate freezing and thawing of plants are prevented. Many plants can be imbedded in frozen soil without injury, but if alternately frozen and thawed they soon perish.

But snow is not only a covering, it is a manure, or rather a collector of manure. The old popular impression to this effect, is confirmed by chemical investigation. It has been ascertained by Liebig and Johnston that, while the composition of newly fallen snow is nearly identical with that of rain water, snow which has remained for some time on the ground, affords, when thawed, a quantity of ammonia not previously present in it. This is accounted for by the porous character of the material, which enables it to absorb ammoniacal or other vapors, thus purifying the air, and at the same time collecting one of the richest and most volatile of manures for the nutrition of vegetation in the spring. Ammonia is also known to enable plants to thrive with less light than they ordinarily require, hence it is not impossible that when under snow and plentifully supplied with this substance, they may actually grow. This, as well as the effect of a gradual thawing of the snow in preventing the leaves from being frost-bitten, may account for the bright green colour with grass often presents after the snow has left it.

Snow like rain falls on the lands of the just and the unjust. It benefits the bad as well as the good farmer. Yet the uses above stated, suggest the question—do we use all the means in our power to receive benefit from this useful gift of nature. Our ordinary clearing and cultivation tend to lay bare the land to the influence of winter storms, and to cause the snow to drift into piles, and to fill up water courses and hollows, instead of evenly covering the surface. In this way, much of its benefit is lost. In nature, on the other hand, the shelter of the forest, and even of the shrubs and withered herbage ensures a more even covering of snow. If possible, we should imitate nature in this, and by belts of trees or hedge rows shelter those places which by experience we find to drift bare of their natural winter covering. The benefits of such shelter are largely realised in Great Britain, and also on new farms in this country, while sheltered by the forest; but the bare unsheltered surface of many of the older districts, has this want of protection from the destructive effects of the winter blasts, added to the other causes of its increasing sterility.

Other effects of the more or less equal distribution of snow are also worthy of notice. When parts of a field are bare and other parts

covered with snow-banks, the penetration of the frost is unequal, and the snow-water instead of sinking with its ammoniacal matter into the soil, runs off into the streamlets and drains, cutting trenches in the soft ground, and rapidly swelling the brooks and rivers. Thus, two-fold losses are sustained, independently of the manifold winter inconveniences of snow-drifts.

If you wish to keep your sons on the farm, you must put more intellect into your farming. A bright boy wants food for the mind, as well as work for the body. Mere routine will not satisfy him. He will be willing to work when mind directs the hand. Otherwise, you cannot keep him at home. He will be off, ere you are aware. Therefore, read and think, and work out your reading and thinking on your farm. Your boys will stay with you then.

SHEEP must be well protected in cold and wet weather. Sheds for this purpose are to be made, closed on every side but the south. Some straw should be provided in very cold weather for bedding. To fatten them, or any other animal in winter, keep them dry and warm. The more rest they have, consistent with health, the better they fatten.

They need two and a-half to three pounds of hay each per day, and from one to three gills of ground corn, or corn and cob-meal. A varied diet of roots and grain is best, as it is not so heating as all grain. Steam the roots and chop them fine. One feed of roots and one or two of grain per day will lessen the amount of hay required. They must have fresh water twice a day at least—and a trough with tar sprinkled with salt, of easy access. Some green pine tops thrown in to them occasionally to browse on, are said to do well in lieu of the tar; but do not neglect to give them salt frequently. Chopped oats may be fed to them in place of corn, if preferred. They may be put up as soon as cold weather comes on, allowing the use of a small lot in fine weather, with access to the shed. These are general directions, to be modified in their application to particular locations and circumstances.

Farmers should provide themselves with a good agricultural library, in addition to their weekly or monthly agricultural journals. They will never regret the purchase, and I will guarantee an outlay of twenty-five dollars so expended, will be more than twice repaid by the information so procured. A farmer will find "Randal's Sheep Husbandry" soon paid for, by its telling him how to put on an extra layer of fat on his twelve wethers, which will bring in to him some extra dollars.

When you want an agricultural book or treatise, ask the editor of your agricultural paper which is the best work, suited to your wants, locality, &c., upon the particular branch or subject needed, and he will not fail to give you good advice.

SMALL FARMS.

Mr. Editor:—I find in an old Roman poet this precept to Roman farmers:

"Praise a large farm,—till a small one."

Although it was penned almost two thousand years ago, yet it applies with unabated force to American, and especially to New England farmers. There is among our tillers of the soil a passion to be large land-owners, which is prejudicial to the agricultural interest. Many begin life penniless and landless. Their first scanty earnings are spent in the purchase of land. They go on as their means increase, adding field to field until some of them may have half a township in their possession. For this object they rise early, sit up late, and eat the bread of carefulness. For this they sacrifice all improvement of themselves.

Now is there not a more excellent way? Would it not be better for land-holders to moderate their passion for land, to be content with a few acres, and spend surplus money in the more careful tillage of those few? There would then be land in New England for all that desire it; agricultural skill would be developed, and many enterprising persons would be retained on farms through life to ennoble the pursuits of their early years, to enlighten by their instruction and example their fellow-laborers, while they are now driven to shops, to merchandize and to professional life, only to be bailed at every turn of fortune.

No one thing, at this time, is more detrimental to the farmers of New England than their propensity to till too much land. It is making whole counties poorer every year. So great has been this impoverishment that it is estimated that a thousand million of dollars are now needed to bring back the soil of the Free States to the

high fertility it possessed when the woodman's axe first felled the forests and let in the sun—and this same process must go on till we learn that first lesson in farming; that our income does not depend upon the scanty tillage of many acres, but upon the liberal tillage of a few.

There is an intimate connexion between large farms and scanty crops—the earth makes just returns. She yields sparingly or bountifully as we trust her. As most men having large farms, no capital besides their land, buildings and stock, they are not able to introduce more expensive but tried modes of culture, to make experiments or to reclaim their waste lands. When they are urged to make such and such improvements, their plea invariably is, "We cannot afford it. The best we can do is to support our families and pay our taxes. Improvement is out of the question." So they go on, year after year, in those old ways of culture by which a large part of New England soil has become so profitless.

I would suggest to those large land-holders that they turn part of their land back again into capital, and that they use that capital in tilling as they ought to till the rest. Or if they have sons, to divide a portion among them. Then they would be compelled to limit their own strength and skill to a smaller surface. Their net income would be greater, their lands would become better, the withered pasture lands would receive attention, and the meadows, those mines of agricultural wealth, would be drained and recovered.

October 1856.

OFFICIAL NOTICES.



APPOINTMENTS.

His Excellency the Governor General has been pleased to approve of the following appointments, viz:—

EDUCATION OFFICE.

Louis Giard, Esquire, to be secretary.
Joseph Lenoir, Esquire, to be french corresponding clerk, and assistant editor of the "Journal de l'Instruction Publique," and librarian.
John Radiger, Esquire, to be english corresponding clerk, and assistant editor of the "Lower Canada Journal of Education."
Alexander de Lusignan, Esquire, clerk of statistics and accountant.
Mr. Jacques Laparre, first copying clerk and storekeeper.
Mr. Jean Baptiste Lenoir, second copying clerk.
Mr. Paul Blouin, messenger.

LAVAL NORMAL SCHOOL.

The Reverend Edward J. Horan, Pr. to be Principal, ordinary professor and superintendent of the boarding-house for male pupils.
Mr. François Xavier Toussaint, to be an ordinary professor, and master of the study.
Mr. Joseph Emile de Fenouillet, to be an ordinary professor.
Mr. Andrew Doyle, to be teacher of the boys model school, and associate professor in the normal school.
Mr. Louis Morin, surveyor and civil engineer, and Mr. Ernest Gagnon, professor of music, to be associate professors.

MCGILL NORMAL SCHOOL.

John William Dawson, Esq., Principal of the University of McGill College, to be Principal, and associate professor.
Mr. William Henry Hicks, and Mr. Samson Paul Robins, to be several, ordinary professors.
Mr. Leon Fronteau, graduate of the University of France, to be an associate professor.
Mr. James McGregor and Miss Mary McGraken, to be teachers in the model school.

JACQUES-CARTIER NORMAL SCHOOL.

The Reverend Hospice Verrean, Pr., to be Principal, an ordinary professor, and superintendent of the boarding-house for male pupils.
Mr. Léopold Devismes, to be an ordinary professor and master of the study.
Mr. Dominique Boudrias, to be teacher in the boys model school.
Mr. Patrick Delaney, to be a teacher in the boys model school, an associate professor and master of the study, in the normal school.
Mr. J. B. Labelle, professor of music, to be an associate professor.

PIERRE J. O. CHATEAU,
Superintendent of Education.

SCHOOL COMMISSIONERS.

County of Gaspé.—Cap Chat : Messrs. Rousseau and Antoine Labrie.—Newport : Messrs. George Sutton, Jr., Roderick McNeil, Edward Wall, James McIsaac and John McOwen.

County of Terrebonne.—Sto. Adele : Messrs. J. B. L. Villeneuve and Fardeau.

County of Témiscouata.—Green Island : Mr. L. M. Marceau.

County of Iberville.—St. Athanase : Mr. Vincent F. Turcot.

County of Chateauguay.—St. Jean Chrysostôme No. 1 : Messrs. Timothy Gorman, John Severs, Edward Sloan, William Barren and William Power.

County of Ottawa.—Ste. Angélique de Papineauville : Mr. John Tweedie.

County of Pontiac.—Sheen : Messrs. John Downey, Thomas Harrington Foster Armstrong, Edward Carolin and Edward Kelly.—Chichester : Messrs. John B. McDonnell, John Poupore, John Mehan, Brien McGoldrich and Angus R. McDonnell.

County of Drummond.—Wickham : Mr. John Barlow.

County of Wolfe.—Wotton, Mr. Joël Miquelon.—Garthby : Messrs. Théophile Lebel, Pierre Lineaux, Félix Vachon, Edouard Grenier and Hubert Normand.—Stratford : Messrs. Bernard Garneau, Alphonse Arcand, George Champeaux, Michel Hébert and Eutcher Arcand.

EXAMINERS.

To be members of the Board of Examiners for the county of Ottawa. The Reverend Mr. Morris, *vice*, the Reverend John Johnston resigned, and the Reverend Mr. Sykes, *vice*, Mr. John Starrs, absent.

ANNEXION OF SCHOLASTICAL MUNICIPALITIES.

His Excellency the Governor General have been pleased to approve of the annexion, to the scholastical municipality of St. Columban de Sillery, in the county of Quebec, of that part of the municipality, heretofore known as the scholastical municipality of Stadacona, which was not annexed to St. Columban de Sillery by virtue of the proclamation of erection bearing date the 4th July last.

— ALSO —

To separate the Townships of Sheen and Chichester in the County of Pontiac, and to erect them into distinct scholastical municipalities.

PIERRE J. O. CHAUVÉAU,
Superintendent of Education.

DONATIONS MADE TO THE DEPARTMENT OF EDUCATION.

The following donations have been thankfully received by the Superintendent of Education.

From His Excellency the Governor General, 15 copies of "Dunckley's charter of nation," to be distributed among the parochial libraries.

From the Minister of Agriculture, 442 copies in french, and 100 copies in english of the "Treatises on Flemish Husbandry," to be given for prizes in the schools.

From the honorable the speaker of the Legislative Assembly, 297 copies in french and 150 copies in english, of the work published by the Legislative Assembly, entitled "Canada at the Universal Exhibition of 1855," to be given for prizes in the schools, or distributed among the parochial libraries.

From Mr. le Commandeur Viger, 50 copies of "Les Servantes de Dieu en Canada," to be given for prizes in the schools.

From Major Campbell, C. B., 10 volumes of the "Westminster, Edinburgh and Quarterly Reviews," for the library of the department.

From Adolphus Kanney, Esq., New-York, a complete set of maps and engravings on astronomy, natural philosophy and chemistry by Johnson, for the normal school.

From Messrs. Sadlier & Co, Montreal, 44 volumes samples of school books, for the library of the department.

From Messrs. Farmer Brace and company, New York, 25 volumes samples of school books, for the library of the department

From Mr. McCullum, of the provincial model school at Toronto, 3 copies of a chart of national history.

From the Religious Ladies of the Hôtel-Dieu of Montreal, 2 copies of the life of demoiselle Mauce, in 2 volumes.

From the Sisters of the Congregation of Notre Dame de Montreal, 2 copies of the life of la sœur Bourgeois, in 2 volumes.

From the Sisters of the General hospital, Montreal, 2 copies of the life of la sœur Youville.

From J. U. Beaudry, Esq., 250 volumes belonging to the "Institut National," to be placed in the library of the department until otherwise disposed of.

From George Batchelor, Esq., New York, a copy of the "New French Instructor" and a copy of the "French pronouncer and Key."

From J. T. Brousseau, Esq., Quebec, a copy of Bonneau's grammar and a copy of an abridgment of the same.

From Henry Dunn, Esquire, secretary of the "British and Foreign school Society," London, a copy of "The Hand book to Model Schools."

From Mr. Barrau of Paris, "Ohoix de Poésies pour les écoles," by Mr. d'Altemont.

From F. X. Valade, Esq., two copies of the fourth edition of the "Guide de l'Instituteur."

From Professor Lovering, Cambridge, Mass., "Proceedings of the American Association for the advancement of science." 2 vols.

From Woolworth, Esq., secretary to the directors of the University of Albany, "Documents relating to the colonial history of the State of New York," 6 vols. in 4°.

From Dr. E. B. O'Callaghan, Albany, a collection of reports on public instruction in the State of New York.

From Hugnet Latour, Esquire, copies of Virgil, Juvenal and Sallust, Ed. Delphini and twelve pamphlets, reports, &c., of the proceedings of the Natural History Society of Montreal.

CONVOCATION OF SCHOOL TEACHER.

School teachers are particularly requested to assist at the ceremony of the inauguration of the Normal Schools at Montreal, on Tuesday, the third day of March next.

The inauguration of the Jacques-Cartier Normal School will take place at eleven o'clock in the forenoon, in the hall of the school, Notre Dame street.

The inauguration of the McGill Normal School will take place at three o'clock in the afternoon, in the hall of the school, Belmont street.

School teachers residing within the limits assigned to the Jacques-Cartier Normal School are also specially invited to attend on the next day, the fourth of March, at eleven o'clock in the forenoon, at a conference which will be held in the hall of the school. In the evening a collation will be served up at the same place.

A soirée will also be given in the evening of the inauguration day, in the hall of the McGill Normal School, to the teachers and pupils of the school and to all other teachers who may wish to attend. Speeches will be delivered by the Superintendent of Education, the Principal and the Professors of the Normal School and by other friends of education. The chair will be taken at half-past seven o'clock, P. M.

NOTICES.

— School Commissioners will be pleased to bear in mind that their semi-annual reports should be signed by at least the majority of them. Many of the reports sent in were of necessity returned, being informal in this respect.

— Secretary Treasurers who do not send in their receipts in duplicate will experience some delay in receiving their half-yearly grant. By the late arrangements cheques will be sent immediately on the arrival of the receipts, provided the reports are satisfactory.

— Commissioners wanting teachers should apply at this office. The Department in recommending teachers, will only attend to there being no complaints registered against the latter in the records of the office, and that they have obtained diplomas. Teachers unemployed, should send in to this office their names, residence, etc., and those finding situations, or changing their residence, should also give notice to the Department as a list is kept, and all requirements relative to teachers are advertised in the *Journal*.

— The regulation obliging certain model schools, mentioned in the report on the distribution of the grant for superior education to procure teachers provided with diplomas enabling them to teach in model school, has been modified, and the delay therein fixed is prolonged, until the next meeting of the Board of Examiners for the district in which the school is situated.

— School commissioners will be pleased to bear in mind, that those municipalities whose reports shall not have been transmitted to this office before the end of the half year, will irremediably forfeit their share in the grant.

— Circulars Nos. 19 and 20 have been recopied into this number of the *Journal*, for the benefit of those who may not have received them, or who may not have kept them.

— School commissioners and teachers are requested to read attentively Circular No. 21, relating to the publication of the *Journal of Education*, the formation of teachers saving banks and the opening of the Normal Schools.

— Editors of newspapers to whom the *Lower Canada Journal of Education* has been addressed, will please exchange, and send a copy of their paper to the Education Office. Those who receive the two, english and french, will please send two copies, one to serve for editorial purposes, and the other to be filed in the library of the Department.

MODEL SCHOOL ATTACHED TO THE JACQUES-CARTIER NORMAL SCHOOL.

This model school will be opened on the third day of March next. The school will be intrusted to Messrs. Boudrias and Delaney, who are now at Toronto for the purpose of perfecting themselves in the system followed at the model schools in that city.

Care must be taken not to mistake this school for the Normal school itself. Young men only who intend to make teaching their profession, are admitted in the Normal School, but all boys from five to sixteen years of age, will be admitted into the model school, and every exertion will be made to give them above all, a good commercial education. The charge for schooling will be five shillings per month, payable in advance.

The following is the programme of studies; accurate reading both in french and english, object lessons, arithmetic, algebra, rudiments of geometry, history, geography, french and english grammar, elocution and declamation in both languages, mental calculation, writing, book-keeping,

linear drawing and singing. Pupils may also, for a small additional fee, be taught instrumental music.

Parents should send in the names of their children to the Principal, before the opening of the school on the third March next.

H. VERREAU, Pfr.,

Principal of the Jacques Cartier Normal school.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) FEBRUARY, 1857.

TO OUR READERS.

We feel highly gratified in sending forth this first number of the *Lower Canada Journal of Education*.

When we express ourselves thus, we do not allude to our own labors, we simply give utterance to our feelings in view of the present improved condition of our educational system.

Unparalleled efforts have been made of late years in the cause of education by a considerable number of the public whom we now address, and it is no more than an act of justice to which they are entitled, to inform them how successful those efforts have been.

We would be deemed presumptuous, were we to say that a new era is opening with the publication of this journal, nor indeed is it our intention to underrate by any means what has been done in former years. We have expressed elsewhere our opinion of the zeal and exertions of the late Superintendent, and have paid a well deserved tribute to those friends of education who with him fought so long, so manfully, and so successfully in what was thought for a time, a hopeless cause.

We are sure nevertheless that they will themselves feel all the importance of the measures that have been taken in furtherance of their own views. The Legislative enactments of the last session have been followed by a prompt and generous action on the part of the people of Lower-Canada.

Most of the municipalities have taken advantage of that provision of the new Law, which allows them to increase their assessment rates. Many have given their children the full benefit of the Law by doubling the assessment rate, and levying an additional amount of thirty per cent, as they were authorised to do, in order to meet unforeseen expenses.

The clause which made it imperative on all municipalities to levy at least the *minimum* fixed by the Law for the monthly fees, has been obeyed almost everywhere; and in those parishes and townships where it has not been enforced for the present year, it has been replaced by an increase in the assessment rate. Several municipalities have even combined both improvements, have doubled their assessment rates, added thirty per cent to the amount so doubled, and collected the monthly fees.

Such results are the more gratifying when we reflect that the law was sanctioned on the nineteenth of May last, and could not well be promulgated and generally known, before the end of July.

These measures have all been adopted in view of one great end; that of improving the condition of the teachers.

Indeed, all that is required to secure to our children the benefit of a good education can be summed up in a very few words: the training of good teachers in our Normal schools; the improvement of our present teachers by means of associations, of libraries, and of the *Journal of Education* for those who will be unable to attend the lectures at the Normal schools; the furnishing our schools with good text books, maps and school apparatus, and last, though not least, the securing to our teachers a fair remuneration for their labors, a pleasant home in or about the school house, and the prospect of an annuity in their old age.

A rapid glance through this first number of the *Journal of Education* will convince our readers that every thing has been done to advance these most important objects. A perusal of the Circular No. 21, and of the Rules and Regulations attached to it, will more fully explain the provisions made for the publication of the two journals, for the establishment of Normal schools, and for the formation and management of the superannuated teachers' pension fund.

Regulations for the formation and establishment of township and parochial libraries will shortly be published.

The selection of school books, is a subject specially entrusted by law to the Council of public instruction, and will be brought under the consideration of that body soon after the appointment of its members.

The importance of Normal schools is urged in a very able manner in an article which has just appeared in the *New York American Journal of Education*, and which, having been transferred to our columns, will be read with great interest at the present moment. It will be seen that independently of the reasons which may be adduced in favor of our having in Lower Canada several Normal schools instead of only one, on the ground of the difference of language and religion in the several sections of our population, and also on account of the isolated position of many settlements in different parts of the country, the wants of our population alone, the number of schools, and the number of teachers to be employed, are of themselves sufficient arguments in favor of the decision arrived at.

The practical results of such schools are not to be judged merely by the number of school-masters trained in them. Their influence is great, apart from that. The teachers themselves, however few in number, will cause improvements to be made not only in the schools confided to them, but in every school in the vicinity. School commissioners and teachers who may occasionally visit the institution, will never return to their homes without taking back with them the design of some useful change either in school discipline, in the selection of books, or in the providing of some improved school apparatus and furniture.

It is of course much to be feared, that many young men, after having been trained in the Normal schools, will not fulfil that condition of their agreement, by which they are bound to teach during three years in a public school, but at all events they will have become interested in the cause of education, and the country will no doubt benefit by the instruction imparted to them.

If the counsels of timidity and the sad misgivings of scept-

icism were always listened to, few attempts would ever be made to reform the social condition of mankind. It is always easy to indicate the obstacles to be encountered, not so however, to suggest the means of triumphing over them.

But even if the most gloomy of the many discouraging pictures that have been foreshadowed to us were to be realised, we would not despair of succeeding in this great enterprise. Institutions like those now about to be thrown open to the youth of our country are not to be judged by a short and summary trial. They require years, to be well tested, and he who is aware of all the difficulties attending the introduction of any new educational system will not look upon the sums spent for attaining the desired end, as thrown away, even tho' the return to be expected from it, be neither so prompt, nor so satisfactory as might be wished.

We beg the pardon of our readers for expatiating so fully on a subject which, at the present moment we feel bound to admit, is paramount in our mind.

Such will be however the nature of our intercourse with them. We shall make them the confidants of our hopeful anticipations, of our many perplexing doubts and sad misgivings, and even of the painful effects of such disappointments as may fall to our lot in our arduous career. They will learn to work with us, as we contend, it becomes the duty of every man, woman and child in the land, in the great undertaking of public instruction, to rejoice with us when undoubted progress is made, and to mourn with us, over the few instances of a retrograde or even of a stationary tendency, when such shall occur.

Lest indifference should follow in the footsteps of monotony, we shall allow them such relaxation from the pervading idea of all our lucubrations, as will not however permit them altogether to lose sight of the great object we have in view. Every thing congenial with public instruction will find its place in our columns, varied, we hope, in the most pleasing manner. Poetry will now and then lend us its harmonious accents. Science, in its innumerable departments, will afford us amusement and instruction. History, and more especially that of Canada, will frequently unfold an interesting page to our young readers. The passing events of our day, without any allusion to local politics, will teach us many a lesson, and finally Religion, that aromat (as a great English chancellor had it,) without which all science would be putrified, religion, we hope, will pervade all our writings, and by its sacred influence will exclude from our columns anything that might offend the eye, even of the most scrupulous of our readers. With the help of these powerful elements, and we hope, with the assistance of all the friends of education, "le Journal de l'Instruction Publique," and the "Lower Canada Journal of Education" will be enabled to accomplish the all important mission confided to them.

That mission, difficult in any country, is rendered more so in ours, by the complications, which difference of language, origin and creed bring with them in every public undertaking. These, however, we hope not only to surmount, but we are sanguine enough to see in them, if properly attended to,

new elements of success. Amidst the furious struggles of the political world, all sections of the population require a neutral ground where they can meet for one common object, with one common accord. This can no where be found but in education, in science, and in literature, and presents little difficulty with us in Lower Canada, from the fact, that through mutual forbearance, education has never been the cause of either political or religious dissension.

It will be one of our chief objets to make each section of the population better known to the other, and to spread useful information through the means of each of these journals, on the educational progress not only of its own class of readers but equally of those of the other. Having at our disposal a large supply of English and of French newspapers and periodicals, as well from the old world as from our own continent, we shall be enabled, with the aid of appropriate translations, to offer to the readers of each of our papers, matter that is not generally within their reach. We will endeavour from these sources to diversify the columns of both publications, and render them entertaining to all; and we may add, that to our knowledge, a great number of families, who are acquainted with the two languages, will become subscribers to both. This fact will, of course, increase our responsibility and stimulate our exertions in relation to each of the two journals.

Under two different names, clothed in two different languages, but both harbingers of peace, both advocates of the same cause, we send forth these two papers, and with care, with fondness, with anxiety alike for both, for both we ask—and to both, we trust the public will say—success.

Speech of the Governor General on superior Education.

Many of our readers will recollect that the building occupied by the High school, in Belmont street, was in February last destroyed by fire. This calamity was severely felt by all, not merely on account of the destruction of the building, altho' the cabinet of Natural History and the apparatus were consumed with it, but principally, because it was likely to retard the extension of the course of instruction previously pursued in that institution, which, its governors were most anxious to effect. Most energetic efforts, however, were made by the officers of the University of McGill College to remedy the disaster, and in a few months only after its occurrence, the handsome and commodious edifice now erected was seen to arise upon the site of the former Hall, the work was vigorously proceeded with, and finally, on the 6th October last, the interesting ceremony of the inauguration of the New Burnside Hall, took place in the presence of His Excellency the Governor General, as visitor of the University—the Superintendent of Education—the governors and officers of the college, all the students, and a large assemblage of the most influential citizens of Montreal.

After several addresses from professor Howe, the Rector, the Superintendent of Education, and the Principal, the President of the University, the honorable Mr. Justice Day, J. S. C., presented an address to His Excellency the Governor General as visitor on the subject of the financial and material history of McGill College, to which His Excellency was pleased to make the following reply, which was listened to by all with the greatest attention, and elicited loud applause both from the students and the audience.

His Excellency's reply made a deep impression on the minds of all present, more particularly as it chiefly had reference to a topic, which had become the subject matter of much discussion throughout the province,—“the relative importance of superior and common school education.”

His Excellency expressed the satisfaction his attendance there that day, had given him. He felt that in being enabled to meet in that building, they had a proof of energy and zeal which had guided and was likely to guide those to whom the interests of the University were confined. Five short months ago the spot on which they stood was marked by a heap of ashes, but by the energy and activity of the gentlemen who controlled the destinies of the University, that fine building had been erected, a pledge

to the Government and the public of the manner in which the affairs of the College were likely to be administered. With respect to the question of the importance and influence of the education afforded by the University, it had been ably dealt with by the Principal and the President of the Board. No one was more fully convinced of the truth of their remarks; no one more heartily concurred in their views than he. He knew the difficulties with which they had to contend in this new country, where young men were so eager to enter at an early age upon the active pursuits of life, so impatient to surmount the difficulties surrounding them and to win their fortunes, that they were unwilling to devote any attention to studies which had no direct bearing on their future avocation. He hoped the time was shortly coming when the erroneous system would no longer be carried to the extent now done, and he trusted that one of the earliest fruits of so desirable a change in the public feeling would be the prosperity of this University, and the fitting reward of those who had labored so earnestly in conducting its affairs. With regard to the question whether so much time should be devoted to classics and mathematics, he might remark that if anything was more striking to the mind of a reflective man than another in this practical age, it was the close relation between theories and the practical application of them. No man can say what are the limits which divide abstract science from its practical application. A hundred years ago, when men were trying scientific experiments with the lightning from the heavens, no one could have conjectured—it would have been regarded as an idle dream, if any one had foretold that so complete a control of that subtle fluid would be obtained, that the citizens of Montreal could send to and receive messages from Toronto to-day by its agency in a time so short as to be scarcely appreciable. No one can say but the destinies of empires may be changed by the use of such chemical processes as the new mode of manufacturing iron recently discovered, and made public by Mr. Bessener. The abstract formula worked out by the mathematician in his closet, may form the basis of some great economical discovery of reform. It was the true philosophy to regard every additional discovery in the domain of Natural History or the other sciences, as so much gained to our race and generation, so much added to the world's riches, so much laid up in store for us and our posterity. So far with respect to the claims of abstract science, but the same remarks applied as well to the uses of literary pursuits generally. It was a very grave mistake those men made, who did not, early in life, study to acquire literary tastes. Whether it be to acquire a taste for classical or general literature, the man who throws away the opportunity of securing it, will find when worn down by the fatigue of business, by disappointment or sickness, that he has thrown away one great means of happiness which Providence had placed within his grasp. For genuine happiness could not be found in mere money getting, or success in business. The might be made the means or elements, out of which to create happiness for oneself, but they do not bring the fruition. Literature lends a charm to life, which we seek in vain in its active employments. With respect to the proper course of studies in such an institution as this, he would say that any University which did not give sufficient attention to the study of the classics, upon which nearly all our literature has since been based, not only did not offer a complete course of training to the student, but robbed his life of the pleasure which these studies ever bring. Yet he knew that in some Universities classical literature was overvalued, and the time and attention of the student was too exclusively devoted to classical studies; not because those studies were not good as a means of training the mind, but because they were made to exclude other studies which were likewise good. The Principal had spoken very truly about the distinction drawn between the discipline of the mind and mere teaching. No discipline could be better than that obtained through the acquisition of languages. If a language be but properly taught, the mind gets a discipline which it can get in no other way, and the student learns to apply this knowledge and this discipline to the acquisition of other languages and of other knowledge. With respect to the study of the Greek and Latin languages: there was no instrument of human thought so perfect, perhaps, as the Greek language. Though it was made matter of objection that these languages were not in common every day use in the affairs of life, yet the knowledge of this perfect instrument of thought, a language from which no inconsiderable portion of our own is drawn, must be of great importance. With regard to Latin, the argument was not so strong in this regard, but stronger in others. For, while in the Greek we had the admirable political writings of Thucydides, and the narrative of early struggles for freedom in Herodotus, in the Latin, we found writings of still greater importance, having a more direct bearing upon our institutions. There we found the basis of our political institutions, of the law which governs half the civilized world and portions of which are administered every day in our Courts of Justice, and the substratum of all the languages of the South of Europe, which are, without a knowledge of Latin, a riddle and enigma, to all who used them. These studies then could not be neglected. Natural Science equally merited attention. Without a knowledge of it men shut their eyes to what was laid before them in every field, and every lake and river around them. Old societies had their faults no less than new; and one of the faults of the Universities in the old country had been—he hoped he might say now correctly, had been—the exclusive attention paid to classics and mathematics, causing a neglect of Natural Science. He believed this was an error not likely to be committed here. With regard to the mode of instruction, he was one of those who believed that the Professorial and Catechetical or Tutoria methods, were both required to secure success. To give lectures only without taking pains to ascertain how far those instructions had been received and stored in the minds of the stu-

dents,—how far they had been benefitted and improved by them, was to leave a part of the work undone. He was glad to learn that both methods were employed in McGill College. He would refer to another reason why Canadians should support this institution. They were now duly impressed with a sense of their own importance,—of the great destiny reserved in the future for their country. They should, therefore, have ambition that their own statesmen, lawyers and divines should be able to hold up their heads among any people by whom they were surrounded or with whom they were brought in contact. To do so they must receive as perfect an education as their rivals, and he trusted that in institutions such as this, such men might be trained up for Canada. In speaking of the people by whom they were surrounded, he did not refer alone to their neighbours upon the American continent. They were now in contact with all the world. Their steamships crossed the ocean in so short a time, that they were brought into immediate contact and constant intercourse with the people upon the other side. It was of the highest importance, that in their endeavors to secure the best education, they should employ the most efficient staff of teachers procurable. If they could get the best here, take them by all means; if not, bring them in from wherever they could find them, and be thankful to secure their services. If a farmer from the best agricultural districts of Britain came and settled here, and gave his neighbours the benefit of his skill and experience, they would be thankful to reap the benefits of his example and advice. So in education, they would best assure their attainment of the highest success, if they entertained a certain feeling of humility, and were content to learn everything from their neighbors which would increase their own store of learning or their prosperity. He was sure such would be the policy of the Governors of McGill College, who had already given an earnest assurance of their intention in that regard, in their selection of a Principal. Canada had reason to be proud of having secured Mr. Dawson's services; and he believed Montreal might hereafter boast of possessing in McGill College an institution which would do credit to their city, and especially to the governors and friends of the institution, whom it had given him pleasure to have the opportunity of meeting there, under such auspicious circumstances, that day.

Another Speech in favor of Superior or classical Education.

Sir E. Bulwer Lytton has been elected Lord Rector of the University of Glasgow. He was installed as such on the tenth of January last, and made a most eloquent speech, which, like that of our Governor General at the inauguration of Bunside hall, shows the many advantages of a classical education.

The Lord Rector dwelt on subjects of great importance and adduced many good reasons to prove that even the study of foreign languages cannot replace the Greek and Latin classics. Some of his arguments are however, in our humble opinion, groundless, although adduced in support of a good cause. We cannot for instance admit, that because the writings of Voltaire and of Rousseau are deistical, and because those of Bossuet and Bourdaloue are catholic, that the French classics should be avoided in protestant schools. Racine and Corneille are certainly as great, if not greater poets than Voltaire, and we see little if anything in their writings that could offend a christian of any persuasion. Fénelon, Bernardin de St. Pierre, Labryere, and several others, are equally eminent, if not more so than either Rousseau or Voltaire; the same remark may be made respecting most of their works, as was made above, when alluding to the immortal plays of Racine and of Corneille.

In fact, *Télémaque* and *Paul et Virginie*, are in the hands of almost every English and American college boy, and no one has ever complained of the tendency of these two books. We venture to assert that they are preferable, on the score of morality, to either Virgil's Eclogues, or Horace's Odes.

It is also very strange, that the Lord Rector, who has given such a degree of attention to French literature, should not have named Massillon in the same sentence with Bossuet and Bourdaloue. While that great orator had not the sublimity to which Bossuet so frequently and it seems so easily attains, he is nevertheless equalled by no one, whether ancient or modern, except by the prince of Roman orators, in his knowledge of the human heart, and in the harmony, the purity, the richness of his diction.

There is also some truth mixed up with a fair proportion of exaggeration in Sir Bulwer Lytton's disparaging allusions to the literature of the Revolution and the Empire. Still, such instances of injustice are not unfrequent among critics, more especially when they have to encompass within the narrow limits of a speech, the expounding of some theory or other, with which all facts and accessory opinions, by a certain operation similar to the one invented by Procrustes, must be made to coincide.

In the latter part of his speech, the Lord Rector has been more happy, and we recommend to the attention of our readers the following passage, full of the highest and most useful precepts of art and morality.

We will yet venture one more remark.—Would not the slightest exaggeration in the application of some of the precepts laid down, tend to curtail, in some instances, that charity and generosity without the assistance of which, our miserable condition here on earth, would become intolerable?

“For these reasons, and for many more, though modern language must always be a most valuable accessory to a polite education, they can never become exclusively its groundwork; and unless we did for hardy youths at a college what is done, I suppose, for young ladies at boarding schools (a laugh)—since up the literature of whole nations into sapless extracts; or, unless we confined ourselves rigidly to the literature of our own, (and even there we would scarcely agree upon the authors to be received universally as models) we must, perforce, come back to the languages of Greece and Rome. And is that a subject of regret? What literature so peculiarly adapted as that which those languages contain for citizens and freemen? In an age when so much more was learnt from conversation than from books, the life of study and the life of action were so close to each other, that the roar of the Agora shook the Platan trees in the gardens of the Academy. Hence it is the characteristic of ancient literature that it is preeminently practical; it abounds with lessons useful to civilized men in all lands and all times—it never grows old. A newspaper of last year is a staler thing, more apart from the talk of the very hour in which I am now addressing to, than a quotation from a speech of the Corinthian Ambassadors in Tuheydides, or a reference from Horace to the *principum amicitias*. And with this practical character there is nothing mean nor cynical. Cast from your memory a few licentious passages episodical to the true spirit of the chaste Camænae from which I am sure that you turn with the quick instant of masculine purity you take from your Scottish homes, and what a mass of healthful literature remains! Love of country, recognition of social duties, the spirit that can defy the haughty, the humanity that spares the subjected, reverence to virtue as that celestial something which takes nor resigns its dignities “*arbitrio popularis aura*”—it is nothing that all these should come before our eyes in youth, radiant with the loveliness of Athens, or stately with the majesty of Rome? (Cheers.)

Thus far, then, we are agreed, and you will lose no opportunity now presented to you to increase your intimacy with the languages and the authors whose uses in after-life you so evidently appreciate. But unquestionably your culture of the ancient learning is not to supersede your natural destination as the examiners and enforcers of the new ideas which link you with the age in which you are to be the actors. (Loud cheers.) You have your choice in the many subdivisions of intellectual labor—the church, the various branches of the medical profession, commerce and manufactures—in short the busy callings of life. I pretend not here to aid to the lessons of the eminent persons who administer the instruction of the University. I can but suggest a few general hints, which may equally apply to each vocation that you may severally adopt. And, first, let me impress upon you the value of definite purpose. Having once chosen that calling which then becomes your main object in life, cling to it firmly—bring to bear on it all your energies, all the information you are elsewhere variously collecting. All men are not born with genius, but every man can acquire purpose, and purpose is the backbone and marrow of genius—nay, I can scarcely distinguish one from the other. For what is genius? It is not an impassioned predilection for some definite art or study, to which the mind converges all its energies, each thought or image that is suggested by nature or learning, solitude or converse, being habitually and involuntarily added to those ideas which are ever returning to the same central point, so that the mind is not less busily applying when it seems to be the most released from application. That is genius, and that is purpose—the one makes the great artist or poet, the other the great man of action. And with purpose comes the grand secret of all worldly success, which some men call will, but which I would rather call earnestness. If I were asked from my experience of life, to say what attribute most impressed the minds of others or most commanded fortune, I should say “earnestness.” Take for instance, the House of Commons as the highest type of a popular assembly. What is the great secret of success there? You all remember that Demosthenes placed the threefold art of the orator in delivery. I think the word he used was acting or stage play. But though delivery, no doubt, is the appropriate excellence of the mere orator, the threefold gift of the parliamentary speaker is earnestness. Have but fair sense and a competent knowledge of your subject, and then be thoroughly in earnest to impress your own honest conviction upon others, and, no matter what your delivery, though your gestures shocked every rule in Quintilian, you would command the ear and influence the debates of the most accomplished, the

most fastidious, and, take it altogether, the noblest assembly of freemen in the world; while some man, in whose delivery no fault could be detected, except the one defect of that earnest conviction which Roscius himself could not teach if the man has not got it, would be indeed admired as a fire-work, but would never guide like a star. As it is in the House of Commons, which is but the representative of the national mind, so it is with all life throughout these nations.

The earnest man wins way for himself, and earnestness and truth go together. Never affect to be other than you are—either richer or wiser. Never be ashamed to say, “I do not know.” Men will then believe you when you say “I do know.” Never be ashamed to say, whether as applied to time or money, “I cannot afford to waste an hour in the idleness to which you invite me—I cannot afford the guinea you ask me to throw away.” Once establish yourself and your mode of life as what they really are, and your foot is on solid ground, whether for the gradual step onward, or for the sudden spring over a precipice. [Cheers.] From these maxims let me deduce another—learn to say “No” with decision; “Yes” with caution—“No” with decision whenever it resists a temptation; “Yes” with caution whenever it implies a promise. A promise once given is a bond inviolable. (Cheers.) A man is already of consequence in the world when it is known that we can implicitly rely upon him. I have frequently seen in life a person preferred to a long list of applicants, for some important charge which lifts him at once into station and fortune, merely because he has this reputation, that when he says he will do a thing he will do it. Muse, gentlemen, over those maxims, you will find it easy enough to practise them, for when you have added them all together the sum total looks very much like—a Scotchman. [Much laughter and applause.] Let me now touch, though but nimbly, as becomes a layman, upon those sacred truths which are interwoven with your faith and enforced by your spiritual teachers. It is enough for me earnestly to impress on you a reference of all your actions to that Divine standard of good which we can never attain, but should ever seek to approach, so that, to use a homely image, the conscience may be the bookkeeper of life. Every man who would perform great actions must perpetually refer to some judgments or criterion elsewhere, which serves both for his stimulus and his guide. In that terrible night when Alexander the Great was forcing his way across the swollen waves of the Hydaspes, thunder and lightning and hurricane around him, and the elephants of Porus on the opposite bank, he is said to have exclaimed, “Oh, Athenians, what dangers I brave to be recorded with praise by you!” But in conquests more arduous and lasting than those, Alexander—conquests which every one has to achieve over his own heart and its tempters, how grand and how accurate becomes the motive that stimulates and guides to the man who habitually inquires. “How will this bear a record in the eyes of Him who alone unerringly reads each desire, and alone impartially weighs every deed?” [Cheers.]

THE FIRST SCHOOL IN CANADA.

We see by Mr. Myrand's article mentioned elsewhere, that the first school in Canada was kept by Father Lejeune, at Quebec, in 1632. It consisted of a negro boy and an indian boy, to whom the good father taught reading and writing. He wrote to France that he would not exchange his class for the best university. The following year he had twenty pupils, most of whom came on foot every day from several miles in the country. That school was the foundation of the famous Jesuits' College, which produced men of eminence under the French regime and was numerous attended when suppressed in 1776. The course of studies was identical with that of the college of Louis-le-Grand, in Paris. It occupied an immense quadrangular building with a yard in the centre, which for the times, must have been a stupendous construction, and is still one of the largest in Quebec. It has ever since 1776 been occupied by the troops and is known under the anomalous appellation of “the Jesuits' Barracks.”

The Press of Canada.

Le Courrier du Canada is the only french newspaper at present published daily in Lower Canada. *Le Moniteur Canadien* was published daily for some time in 1851. The *Courrier* is printed by J. T. Brousseau, Bnade street, Quebec, and resembles much in size and appearance the *Courrier des Etats-Unis* of New York. The first number came out on the 2nd February instant. It is the property of a joint stock company, the capital of which is said to be £10,000. One of the Editors, Charles Taché, Esquire, was the

member for the County of Rimouski since 1847; he resigned his seat only a few days before taking the editorial chair. Mr. Taché was sent to Paris as Commissioner conjointly with Sir William Logan, to represent Canada at the universal exposition of 1855, and was decorated with the cross of the *Légion d'honneur* by the Emperor. He published a prize essay on Canada, and other works on the exposition. The other editor is Hector Langevin, Esquire, formerly editor of the *Mélanges Religieux* at Montreal. There is besides, an assistant-editor, Mr. J. A. Garneau, the son of the well known historian of Canada. Mr. Stanislas Drapeau is the *gérant* or manager.

There will be also numerous contributors, it is said, some of whom will be paid, on the system adopted by the French reviews. Every article will be signed by the writer.

The 3rd, 4th and 5th numbers contain several articles on the subject of public instruction, among which we notice the beginning of one, very ably written by D. P. Myrand, Esquire, chief French translator to the Legislative Assembly.

There are besides the *Courier*, three other French newspapers published in Quebec. *Le Canadien*, *Le Journal de Québec*, and *Le National*, the two first of which have intimated their intention of appearing daily after the first of May next.

The first paper published in Canada was printed in Quebec by Messrs. Brown and Gilmore in 1764; it was called the *Quebec Gazette*, and is still in existence. It was for a long time published in both languages on the same sheet. It afterwards came out daily, the one day in French and the other in English; the French *Gazette* was discontinued in 1842.

The next newspaper published in Canada was *La Gazette de Montréal*, by Fleury Mesplets in 1784. *Le Canadien* was first established in Quebec in 1806, and was conducted by Mr. Pierre Bédard from that date until 1810, when it was suppressed by Sir James Craig, who seized the types and imprisoned the editors. It was revived in 1820 by Mr. Valleraud and again interrupted in 1823. Etienne Parent, Esquire, now Assistant Provincial Secretary for Canada East, re-established in 1830 and edited down to 1842 the paper still published in Quebec with the same title.

There are at present in Lower Canada thirteen French newspapers, seven of which are printed in Montreal, four in Quebec, one at St. Hyacinthe and one at Three Rivers. Sixty-nine other French papers have been started at different times since 1764, but have all been discontinued.

The first daily paper ever published in Canada, was the *Montreal Daily Advertiser* which was issued for the first time in 1831. *The Daily Advertiser*, was followed a few months afterwards by the *Montreal Daily Herald*.

There are thirty-seven English papers and three published in English and in French in Lower Canada. Of these, twenty-three are published in Montreal, seven in Quebec, and two in Sherbrooke. Three Rivers, Aylmer, on the Ottawa, St. John's, Stanstead, Granby and Knowlton in the Eastern Townships, and New Carlisle in the district of Gaspé have one each. The publication of another English paper is announced; it is to be entitled, the *Quebec Herald*.

The first paper published in Upper Canada was issued on the 18th of April 1793 at Newark (Niagara), and was edited by M. Louis Roy, who, we believe, died in Quebec a few years ago. It was called *The Upper Canada Gazette or American Oracle*. *The Observer* was published in 1820. *The Canadian Freeman* about the same time, and the *Colonial Advocate* was started by William Lyon Mackenzie, Esquire, M. P. P., in 1823.

The Globe, founded in 1844 by George Brown, Esquire, M. P. P., became a daily paper in 1853, and was the first in Upper Canada. There are in Upper Canada one hundred and fifty three newspapers and periodicals. Out of that number, three are published in German, and twenty-four are edited in the city of Toronto.

The press of Canada consists therefore of two hundred and six newspapers and periodicals, out of which one hundred and eighty-six are published in English, four in English and French, (*The Canada Gazette* in Toronto, the *Military Gazette*, and the *Lower Canada Law Reports*, in Quebec, and the *Jurist*, in Montreal,) thirteen in French, and three in German.

There are seventeen daily papers; ten in Lower Canada and seven in Upper Canada. *The Leader*, a Toronto paper, has a morning, an evening, a semi-weekly and a weekly edition.

Twenty-five newspapers or periodicals from their names appear to be devoted to religious interests, or to sectarian controversy. These are *The Catholic Citizen*, *The Canadian Ecclesiastical*

Gazette, the *Ecclesiastical and Missionary Record*, the *Gospel Tribune*, the *Union Baptist* and the *United Presbyterian Magazine*, in Toronto; the *Churchman's Friend*, in Windsor; the *Christian Messenger*, in Brantford; the *Christian Banner*, in Cobourg; the *Canada Evangelist*, and the *Christian Advocate*, in Hamilton, and the *Christian Offering*, at Oshawa; in all fifteen in Upper Canada.

The *Canadian Presbyterian*, the *Grande Ligne Evangelical Register*, the *Juvenile Presbyterian*, the *Liberal Christian*, the *Life Boat*, the *Missionary Record*, the *Montreal Witness*, the *True Witness*, the *Presbyterian*, and *Le Semeur Canadien*, all published in Montreal, make ten religious or controversial papers in Lower Canada: other papers devote their columns to politics and literature, with a more or less avowed sectarian spirit.

There are four legal periodicals; two, we believe, in Upper Canada, the *Lower Canada Law Reports* and the *Lower Canada Jurist*.

We know of but one medical periodical,—it is called the *Medical Chronicle*, and is published in Montreal. Others, however, have been in existence in both sections of the province, but have been discontinued.

There are three agricultural papers; the *Agriculturist*, in Toronto, the *Farmer's Journal* and *Le Journal d'Agriculture*, in Montreal.

Two periodicals are dedicated to science; the *Canadian Naturalist and Geologist*, in Montreal, and the *Canadian Journal*, in Toronto.

Four papers are devoted to Education; the *Upper Canada Journal of Education*, and the *Canada Sunday School Advocate*, in Toronto, the *Journal de l'Instruction Publique*, and the *Lower Canada Journal of Education*, in Montreal.

Two military gazettes, one at Quebec, the other at Ottawa City. If we add to these special publications, the *Canadian Musical Review*, and *Geikies Literary News*, in Toronto, *Stclair's Monthly Circular and Literary Gazette* in Quebec, the *Canada Temperance Advocate*, and the *Canadian Railroad and Steamboat Guide*, in Montreal, we find that the columns of the remainder are dedicated to politics and literature generally.

We have not included advertising circulars which are merely of a commercial nature; neither do we mention the Transactions of the Literary and Historical Society of Quebec, and other Scientific bodies, which do not come out periodically, but at very long and very irregular intervals.

Much of the above information has been derived from a proof sheet of Mr. Lovell's *New Canada Directory*, and also from the late Mr. Huston's *Répertoire de Littérature Canadienne*.

In conclusion, it may be said that Canada is as abundantly supplied with intellectual food as any other country. He who wishes to read, may read,—it must be admitted, however, here as elsewhere, that there may be some little difficulty in the choice.

MEMOIR OF THE LATE WM. EVANS, ESQUIRE.

We are deeply pained to announce to-day the death of Wm. Evans, Esq., the venerable Secretary of the Agricultural Society for Lower Canada. It has been our fortune to meet few worthier or more patriotic men than he, few more diligent in the promotion to the uttermost of his ability, of the prosperity of this his adopted country. Enthusiastically devoted to agricultural pursuits, it has been his endeavor for many years past to raise the standard of Agriculture in Lower Canada from the position to which it had sunk, to teach and to lead the way in a system by which the worn out farms of the long settled districts might recover their fertility, and farming in the Eastern Province be made to rival in profitability that of the West. Nor have his efforts been altogether in vain, we hope. He has spent over two score years, we believe, as an agriculturist in Canada. Long ago, he furnished agricultural contributions to the columns of this journal. Afterwards he became Secretary of the Lower Canada Agricultural Society and editor of the *Agricultural Journal*, published under the auspices of that Society. Lately, having retired from the direction of that journal, he renewed his connection as a contributor with this paper,—a connection only now dissolved, by death. Elsewhere will be found his last communication, addressed to us a few days since, and crowded out of our columns until now, when the brain that conceived and the fingers which wrote it have alike ceased to have life or motion. How touching are its concluding sentences now, in which, promising to resume the review of Mr. Nesbitt's lecture, he says:—"I cannot now expect that I shall be

(1) In Mr. Lovell's specimen pages of the *Canada Directory*, the number of newspapers, &c., published in Canada is stated at 220, this difference, we presume, arises from the several editions of the same newspapers having been counted as separate journals.

spared many years to continue these labours, but while it may be the will of God to spare me, I shall persevere in the good cause of endeavoring to promote the improvement of agriculture in Canada." Alas! even as he wrote, his vow was fulfilled; the span of life allotted him by his Maker was even then coming to an end. We have not learned the immediate cause of his death, which must have been somewhat sudden, though he has been ailing for some time and suffering much. We are aware that during the early part of the autumn he suffered from an attack of paralysis, which he spoke of to us as a warning, that he "had not long to stay." He was fitted and prepared, we believe, for the long, long journey he has taken. Full of years, enjoying the esteem of all who knew him, and surrounded by a large circle of tried friends, he has passed peacefully away: a man whom many loved while living, many will regret in his death: one who strove faithfully to do his duty in that state of life to which it has pleased God to call him.—*Montreal Gazette*.

MEMOIR OF THE LATE ARCHBISHOP OF PARIS.

The archbishop of Paris, who was murdered on the 4th of January last, in the church of St. Etienne-du-Mont, while officiating, was 65 years of age. He was born at Trois-Châteaux, in the diocese of Valence, and his name was Marie-Dominique-Auguste Sibour. He was first consecrated as bishop of Digne on the 27th of February 1810, and was subsequently raised to the archiepiscopal see of Paris, under the government of general Cavaignac, on the 10th of August 1848, to replace Monseigneur Affre, who was shot on the barricades in June of the same year.

When we recollect that the palace of archbishop De Quelen, the predecessor of Monseigneur Affre, was attacked by the mob in 1831, and that the prelate then narrowly escaped with his life, we must admit that the post is one of no little danger. The late archbishop Sibour was universally beloved, without any distinction of creed or party. He did a great deal to promote education, founded several seminaries and schools, and was possessed of high literary attainments. His charity was proverbial, he had only a short time previous to his untimely death, sent some money to the wretch Verger, his murderer, and before leaving for the ceremony during which he was stabbed, he had been distributing alms in his palace. His motto was: "*Major autem horum est charitas.*"

This is only the third instance on record of bishops having been killed, or of attempts having been made on their lives, whilst officiating. Pretextat, bishop of Rouen, was murdered when celebrating mass on Easter Monday by order of the wicked queen Frédégonde, on the 14th of April 586; and Saint Charles Borromée, archbishop of Milan, in Italy, was shot, but the wound was not mortal, while saying mass in his cathedral, in 1569.

It is a strange coincidence, that the abbé Surat, who supported the late archbishop Sibour, and received him in his arms when he received his mortal wound from the dagger of Verger, was the same person who performed the same service for archbishop Affre when the latter was shot on the barricades.

The obsequies of Monseigneur Sibour were celebrated with the pomp due to his high position and the circumstances attending his death. The imperial household, the department of state, the army, the navy, the French Institute, university and college professors, the Artists Associations (under the presidency of baron Taylor), painters, sculptors, architects, engravers, inventors of mechanical appliances, the stage, authors, were all represented. The sorrow on this occasion was general and heartfelt. Five guns were fired to announce the commencement of the religious ceremonies, five more, at the elevation of the Host, and five more, at the end of the funeral service. The body remained exposed during the whole of the day, and towards evening was carried down into the vault of the archbishops of Paris.

The Imperial Institution of deaf-mutes was represented at the funeral ceremonies at Notre-Dame, by a numerous deputation of the scholars of that establishment. These poor children remembered with deep emotion that the society, the recipient of whose bounty they and their unfortunate brethren in misfortune were, was founded seven years before under the patronage of Monseigneur Sibour, and that one of the last ministerial acts of the life of this pious and charitable prelate, was devoted to its interests.

Monseigneur Sibour was the 15th archbishop of Paris since its first creation into an archiepiscopal see in 1621. This diocese, the most important in France, since it contains more than 1,700,000 inhabitants, had for its first bishop Saint Denis, who was beheaded in 272. This apostle of the Gauls was succeeded by 109 bishops. Out of that number six are revered by the church as saints, and ten were cardinals. Since the commencement of the 19th century this

great see has only been occupied by five archbishops. Cardinal du Belay held it from 1801 to 1809; then came a blank of eight years, during which Cardinal Mauray, who had been named, could not take possession in consequence of the refusal of Pope Pius VII., to give him the canonical institution. In 1817 cardinal de Talleyrand Perigord was called to the see of Paris, and died in 1821. He was replaced by Monseigneur De Quelen, his coadjutor, whose death took place on the 31st of December, 1839. Monseigneur Affre succeeded him on the 10th of August, 1840; and then came Monseigneur Sibour, who filled it for 8 years, 2 months, and 16 days.

MONTHLY SUMMARY.

—We are indebted to Mr. A. Coulon who has superintended the repairs to the old government house and to the old High School, for the drawings of the woodcuts in this number, and in the first number of *le Journal de l'Instruction Publique*. The correctness with which they are made, corresponds with the ability shown by Mr. Coulon in the discharge of the duties confided to him by the Board of Works.

—The City Council of Quebec has voted £200,000 additional, making £300,000, in favour of the North Shore Railroad, the vote has been ratified by the citizens.

—The Hon John Young, now in England, has published a letter in favour of the St. Lawrence route of navigation in answer to a letter by Mr. Cunard.

—The Board of Trade of Quebec has recommended the construction of other light houses in the river and gulf of St. Lawrence.

—Parliament meets on the 26th instant. The time for receiving petitions for private or local bills will expire on the thirteenth of March next.

—The Government are determined to interfere in the question of the Hudson's Bay Territory. They have delegated Chief-Justice Draper to represent the interests of the province in England in this important matter.

—Judge Burns was elected chancellor of the University of King's College, Toronto, in the place of the honorable Hume Blake, resigned.

—Mr. Aubry, a doctor of laws in the University of France, has arrived at Quebec, and has opened a course of Civil Laws in the Laval University.

—The province of Prince Edward's Island has now a Normal and a Model school. The inauguration of both took place in the month of October last, and was presided over by His Excellency Sir Dominick Daly. A soiree was given to the teachers, at which some of the most distinguished ladies of the colony took charge of the refreshment tables.

—Mechanics Institutes have been lately established in several of the parishes in Lower Canada. We notice Belle-Riviere, Saint Ours, Plessisville, Chambly, St. Ambroise de Kildare, St. Jean Port-Joly, Ste. Scholastique, St. Gervais and Yamachiche, among the localities that have got up these useful institutions.

—Lectures have been, or are about to be delivered in various literary institutions, as follows:—At the Mechanics' Institute of Montreal, by Mr. Lord, on the History of France, and by Mr. Oscanian, on the customs and manners of the East; at the Institut-Canadien of Montreal, by Mr. Emile Chevalier, of the history and resources on the Hudson's Bay Territory, and by Joseph Doutre, Esq., on acerestation; at the Institut-Canadien of Laprairie, by the Revd. Mr. Gravelle, *curé*, on the early history of Canada; by H. Lanctot, Esq., school inspector, on the electro-magnetic telegraph, its history and influence on civilization; by H. O'Regan, Esq., on practical education; by H. Lanctot, Esq., N. P., on the emigration from Lower Canada to the United States, its causes and its results, and by Dr. R. C. Dufresne, on human physiology.

At the St. Patrick's Society of Montreal, by M. Edward Murphy, on the microscope and its revelations; at the Natural History Society of Montreal, on the importance of the study of natural history, by professor Dawson; on the geology of the Ottawa regions, by E. Billings, Esq.; on the natural history of the alkalies, by professor Hunt; on scripture geology, by the Revd. A. De Sola; on the balena mysticinus, its natural history and economical relation to Canada.

At the Church of England Association for young men of Montreal Introductory Lecture, by His Lordship Bishop Fulford; on the primitive church, by the Revd. W. Bond; on the early British church, by the Revd. Canon Gilson; on the mission of St. Augustine to England, by the Ven. Archdeacon Lower; on Wickliffe and the Lollards, by the Revd. Canon Leach; on the present condition of the church, by the Dean of Montreal. At the Young Men's Christian Association, on Sabbath Schools, their rise and influence, by the Revd. W. Bond; on education, ancient and modern, by Wm Craig Baynes, Esq. At the University of McGill College's popular course of lectures, on the history of philosophy, by professor Leach; on Hebrew literature, by professor De Sola; on the origin of modern languages, by professor Dawson, on German literature, by professor Margraff; on pneumatics and hydrostatics, by professor Aspinwall Howe.

—The graduates of the McGill University have formed a literary society under the name of the McGill University Society. They have elected A. Morin, A. M., president, R. P. Howard, M. D., and B. Chamberlin, B. C. L., vice presidents, E. J. Flemming, B. C. L., and George E. Fenwick, M. D., W. B. Lambe, B. C. L., T. R. Browne, B. A., members of council.

—A new reading room was inaugurated on the 16th instant with great solemnity. It is connected with the association called "l'Œuvre des Bons Livres," under the patronage of the gentlemen of the Seminary of Montreal. This association has no less than eleven libraries and depositories in different parts of the city, containing collectively about 20,000 volumes. The reading room which is at the central depository, near the parish church, is supplied with a good collection of periodicals and newspapers both in french and english, and will be open to subscribers from nine in the morning, till nine in the evening. The subscription is only five shillings per annum. The meeting was numerously attended and was opened by His Worship the Mayor, in an appropriate speech; His Worship was followed by the Honorable Mr. Chauveau, the Reverend Mr. Granet, superior of the Seminary: Th. Loranger, Esq., M. P. P.; the Reverend Father Martin, superior of St. Mary's College; H. Morin, Esq., and C. S. Cherrier, Esq. The speeches were very animated, were listened to with the greatest attention and elicited the warmest applause, and the meeting which opened at eight o'clock, did not break up till near midnight.

—A child of about three years of age, belonging to one of the most respectable families of Rivière: Ouelle, was poisoned by drinking out of a small bottle containing essence of Kernels. The essences sold for pastry, generally contain a large proportion of prussic acid, a most violent poison great precaution is necessary in their use, and they should be carefully kept out of the way of children.

—Boys are frequently in the habit of annoying idiots and eccentric people by vociferating after them and calling them names in the streets. They and their parents should know, that such improper conduct is not only reprehensible in the eyes of decency and christian charity, but that it is also amenable to the law.

The recorder of Quebec has just fined a young man five dollars, with fifteen days imprisonment in case of non-payment, for having ill-used, by calling him names, an eccentric old man, whom the boys, and even ill-bred adults, had been in the habit of annoying in this manner.

—The revenue of the customs duties in Canada for 1856, is £1,126,000. In 1855, it was only £840,649. The revenue derived from the public works in 1856, is £106,086. In 1855, it was only £99,782.

—The *Alliance Littéraire*, an anglo-french periodical recently published by a Mr. Lefroy, announces that an exhibition of arts and industry will take place in the city of Hyderabad, the capital of Deccan. Where, it may be asked, will progress in its eccentric flight, next seek a resting place?

—A highly respectable subscription list has been got up in favor of McGill College. We understand it now exceeds £13,000. A Chair of English literature has been endowed to the amount of £5,000, by Messrs. John, William and Thomas Molson of Montreal. It is to be called the "Molson Chair."

—A Canadian architect, Mr. Bourgeau, has left for Italy with a view of studying St. Peter's church of Rome, of which the new Roman Catholic Cathedral is to be a copy on a scale reduced by about one-third.

—Chief-Justice Draper was elected president of the Canadian Institute, Toronto, the vice-presidents are professor Chapman, Col. Baron de Rotenburg and John Langton, Esq., M. A.; George Hodgins, Esq., M. A., of the Upper Canada Education Office, is the Recording Secretary.

—Amongst the announcements of Murray, the London publisher, is "shall or will," or ten chapters on future auxiliary verbs, by Sir Edmund Head.—*Upper Canada Journal of Education.*

—The census of 1856, gives 36,039,364 as the total population of France, exclusive of Algeria and her other colonies. The census of 1852 gave 35,781,628 for its result. The increase therefore is only 257,736 during four years or about one-fifth per cent. per annum. To account for this, several circumstances must be taken into consideration. According to General Vaillant, war has carried 70,000; cholera, and the scarcity of food owing to bad crops, have also exercised their baneful influence. The *Constitutionnel*, from whose columns we have borrowed the above figures, adds, that the population in some of the agricultural districts has decreased, or very slightly increased, whereas that of large cities and towns is evidently augmented.

Mr. Hausseman, in a recent report, states that the population of the department of the Seine, has increased 300,000, within the last 5 years. A discussion has taken place in the section of moral and political sciences at the *Institut*, on the causes and consequences of that result. Some see with much uneasiness the population of towns increase at the expense of the rural population, among these is Mr. Léonce de Lavergne.

Others, on the contrary, state that such a result is the natural consequence of improvements in agriculture. That husbandry does not require so many laborers, and the husbandman thriving better,

will consume more of the produce of manufactories; that consequently, spinning mills and all kinds of factories will employ a greater number of hands. They quote the example of England in support of their views on this subject.

—The census of the state of New York made in 1855 happens to be published about the same time as the census of France—*Hunts' Merchants Magazine* says "One of the most prominent indications of the census is the tendency of our population to centralize in cities and large villages. Several agricultural counties have not increased in population for many years. The unlimited field offered in manufactures, trade and commerce, appears to have caused the growth of cities and towns along the lines and at the centers of our great routes of transportation and travel." The population by the census is 3,466,212. It was in 1850—3,097,394, giving in the last five years an increase of 368,819, or 12.38 per cent. In 1790 the population was only 340,120 and in 1820 it was 1,372,814. The greatest increase in a period of five years was between 1815 and 1820, 5.42 per cent. in the smallest between 1810 and 1815, 1.44 per cent. Nearly 940,000 of that population are natives of foreign countries.

—There are at present at the College of La Flèche, in France, twenty young Mahomedans, from fourteen to nineteen years of age, whom the sultan has sent to be trained in that institution. It may be remembered that several years ago, a number of young men of the same nation were sent to Paris, who, after having completed their education in that city, held prominent positions on their return to their native land. It was expressly for them that Mr. Macaulay wrote his "*Elements de Droit Politique.*"

—The Revd. John Barclay, D. D., has been appointed a member of the council of public instruction for Upper Canada, to replace the late Hugh Scobie, Esquire.

—Hamilton College, in the city of Hamilton, has been affiliated to the University of Toronto.

—Herman Fuller, junior, of Ottawa, has obtained a patent for a new method of supporting school house seats and desks.

—Earl Grenville has been appointed chancellor of the London University; the Earl of Ellesmere has been elected Lord Rector of King's College; Aberdeen and Sir E. Bulwer Lytton has also been elected Lord Rector of the University of Glasgow.

—Frs. Xavier Garneau, Esquire, has been elected honorary president, and Mr. Octave Crémazie, president of the Quebec Institute.

—The annual soiree to the children of St. Stephens Sunday School, Montreal, was held on the 16th instant. His Lordship Bishop Fulford, presiding. The number of scholars is 130. It was stated there that in England there are 2,500,000 scholars attending sunday schools, and 318,135 teachers—and that there are approximately in the whole British Empire 5,000,000 sunday school pupils.

—The friends of the eminent French artist Paul Delaroche, who died recently in Paris, are getting up an exposition of his paintings. The Emperor has allowed the exposition to take place in the Crystal Palace.

—Mr. Peabody, the eminent american banker has given the sum of \$300,000 to a Library at Baltimore and promised \$200,000 additional.

OFFICIAL DOCUMENTS.

Report on the distribution of the grant for Superior Education.

EDUCATION OFFICE.—Montreal, 5th November, 1856.

To the Honorable the Provincial Secretary, Toronto.

SIR,

I have the honor to submit for the consideration of His Excellency the Governor General, the report on the distribution to be made of the annual allowance granted by the statute passed in the last session of the Parliament, for the encouragement of education, to universities, colleges, academies and model schools, and which, by the same statute, I am required to make yearly.

The difficulty of this undertaking, has been much increased by the fact that the amount to be distributed, is less than that granted in the session before last, whereas, the number of applications had greatly increased.

It has been impossible for me, in the short space of time which has elapsed since the reception of all the several reports, to prepare a new system of distribution, such as it was the intention of the Legislature that I should establish, and which must be based on a combination of different considerations.

I am of opinion, moreover, that any new system of distribution could not have been put into rigorous operation this year, without, to a certain extent, doing injustice to a great number of institutions, which, expecting a share in the annual grant, approximating at least the amount they had received for the preceding year, until the passing of the new law, regulated their expenses for the current year.

I shall therefore keep chiefly in view the insufficiency of the amount to be distributed, and endeavour to encounter it by a system of reduction which I shall now explain, making such exceptions as I may consider necessary, and give my reasons for so doing.

I have the honor to submit six lists, which comprise statements of the applications made by each institution, the amount granted to each for the preceding year, and the amount proposed to be allowed for the current year;—shewing also the several additions and reductions recommended by me. The first list contains the Universities; the second, Classical Colleges; the third, Commercial Colleges; the fourth, Academies for boys, or mixed; the fifth, Academies for girls, and the sixth, Model Schools. The allowances from the Budget of the preceding year are divided into two classes: permanent or annual allowances, and extraordinary allowances, or those granted for the construction of buildings, or for the payment of debts.

I should state in the first place that in my opinion, the principal and most considerable reduction ought to be made from the allowances belonging to the second class. Their very nature render them uncertain, although they have always been considered as instalments of larger amounts which have been counted upon with almost as much certainty as the annual allowance, still, the arguments in favor of this class, are by no means so forcible as those which may be adduced in favor of the first class, or ordinary allowances. The little that can be said in its favor, has however prevented me from suppressing it altogether, and in order to meet applications on behalf of new institutions, on the one hand, and the diminution of the amount to be distributed on the other, the system I propose will effect a very considerable reduction of the extraordinary allowances, while that of the ordinary allowances will be but small.

The first cannot be less than sixty per cent., and even then, as herein after explained, I find myself obliged to suggest the application for the purpose proposed, of a portion of the allowance granted to meet the expenses of establishing the Normal Schools by order in Council, dated 25th October last.

This reduction of sixty per cent. on all extraordinary allowances, is a rule to which I can propose no exception. It affects especially those Institutions mentioned in the three first lists: as an inevitable consequence, I have found myself obliged to adopt another invariable rule, viz: to recommend no extraordinary allowance to an Institution that had not received any out of the grant of the preceding year.

The operation of these two rules, enables me to recommend a diminution of only ten per cent. on the ordinary allowances to the greater part of the institutions mentioned in lists Nos. 4, 5 and 6.

Those enumerated in the three first lists are exempt for many reasons; the first and most obvious is, that the greater number of them have been already seriously affected by the heavy reduction recommended to be made on their extraordinary allowances.

It must also be borne in mind that the new applications generally appertain to the classes contained in the other lists.

It appears to me that it would be more reasonable, were the new Academies to divide with those established at an earlier date, and not be subsidised at the charge of the colleges, the share of which, if otherwise, would soon become very insignificant.

The new institutions have, however, with few exceptions, been collocated in the lists for the *minimum* amount allowed to the older ones.

Several Colleges which received no extraordinary allowance, are still retained on the lists for the entire amount of the annual allowance. This will be easily understood on observing that this ordinary aid does not exceed the amount granted to some Academies.

In order to arrive as nearly as possible at a perfect and equitable mode of remuneration, based upon the importance of the studies, the number of students, and the requirements of the inhabitants of the different sections of the country, I have deemed it my duty to recommend certain changes in the ordinary allowances of a few institutions which I will now mention, with the reasons which induced me to make them.

LIST No. 1.

BISHOP'S COLLEGE, LENNOXVILLE.—This University, notwithstanding the small number of students now attending it, has made great efforts towards the completion of a regular course of studies of the highest order; it has also followed the example of other Colleges and attached to it a preparatory school; thereby establishing a nursery for scholars who may hereafter study the higher branches of learning in the University.

I therefore recommend that the annual allowance to this University be increased from £450 to £500.

LIST No. 2.

COLLEGE OF NICOLET.—After the Seminaries of Quebec and Montreal, this is the oldest educational institution in the country, and the only one of its class in the important district of Three Rivers. The completeness of the course of studies pursued at this College, the number of its students, and the statistical information contained in its report, have induced me to recommend an increase of its allowance. I regret to learn that the efforts made to add to its means of utility, have placed it in pecuniary difficulties. I therefore recommend that its annual allowance be increased from £400 to £500.

COLLEGE OF STE. ANNE.—The College of Ste. Anne is the only Institution of its class subsidised by Government within the districts of Kamouraska and Gaspé. Its annual Statistics bear witness to the rapid progress it is making. I therefore recommend an increase of its allowance from £100 to £500.

COLLEGE OF L'ASSOMPTION.—I would recommend that the annual allowance to this institution should be the same as that granted to the neighbouring College of Ste. Thérèse de Blainville; on the express condition, however, that the directors of the College immediately procure—as they propose doing—the apparatus necessary for the study of natural and experimental philosophy, establish a museum of natural history, and extend further the study of mathematics. I therefore recommend an increase of the allowance from £300 to £400.

COLLEGE OF STE. MARIE DE MONTREAL.—Until lately, this excellent institution, altogether of recent date, had not completed its programme of studies. This has since been effected and is very comprehensive;—the number of its scholars and the importance of its locality, entitle it to an increase. I therefore recommend that its allowance be increased from £300 to £400.

LIST No. 3.

JOLIETTE COLLEGE.—This college reports having two hundred and forty students,—the most numerous on this list.

It is situated in the centre of a most flourishing settlement, created as it were and developed by the benevolent man whose name it bears. I see no reason why it should not be entitled to the *maximum* allowance granted to institutions of the same class. I therefore recommend that it be increased from £100 to £200, which, with the sum of £50 allowed it by the budget under the name of "Institut de St. Viateur de l'Industrie," forms a sum of £250.

COLLEGE OF CHAMBLAY.—I see no reason why this college should receive a larger allowance than the others comprised in this list. I therefore recommend that the grant be reduced from £300 to £250.

COLLEGE OF ST. MICHEL DE BELLECHASSE.—The course of studies pursued in this college, and the number of its scholars, entitle it also to the *maximum* allowance. I therefore propose to increase it from £200 to £250.

COLLEGE OF LACHUTE.—The Legislature thought proper last session to incorporate the Academy of Lachute under the name of College. Out of respect for this Act of the Legislature it becomes my duty to transfer the name of this institution to the present list. I would however respectfully suggest that no Act of incorporation of a similar nature should be granted, without previously consulting this Department. The course of studies followed there, appears to be well developed, and the number of scholars is 114. I propose to increase the grant from £50 to £100.

LIST No. 4 & 5.

Several unimportant changes have been made in these two lists, that can be explained when required, the reasons for which, however, are too lengthy to be introduced here. I think that the sum of £120, for the board and education of twelve deaf and dumb females at the Long Point Convent, is of itself sufficient recommendation for the allowance for that item.

I am of opinion that the allowance granted since a considerable number of years to the model schools supported by charitable institutions in Quebec, Montreal, Sherbrooke and Three Rivers, should remain unchanged. It is, partly in consideration of these allowances

that the cities of Quebec and Montreal receive a much smaller share of the grant for primary schools than would be their due, were it proportioned to the population.

The Schools in the Indian Villages having no resources beyond the annual allowance made them, I have also left them unaltered.

A great number of new Model Schools are collocated in this list for sums of £15 to £20. It appeared to me to be the intention of the Legislature to encourage the establishment of such schools.

The reports which I have received from these schools are however far from being satisfactory, and I would recommend that I should be authorised to retain in my hands the amount granted to each of them, until their reports have been completed, and also until it has been satisfactory proved to me—firstly,—that the School Commissioners of each locality, have, out of the funds at their disposal set aside an additional allowance of equal amount for the maintenance of the school; and secondly,—that the teachers employed by them have obtained diplomas from the Board of the Examiners of their district, permitting them to teach Model Schools.

In cases wherein their conditions shall not have been complied with, within two months after notice regularly given, I recommend that the allowance be forfeited.

The 8th clause of the Act 19th Victoria, chapter 54th, formally prohibits my recommending any allowance in favour of Institutions not actually in operation. For this reason, the applications of the Commercial College at Côteau du Lac—and of the female academies at St. Gervais, Cacouna, Green Island, Sherbrooke and of several others, cannot be entertained. I particularly regret this, so far as the Institutions above mentioned are affected, inasmuch as I have been informed that with the funds already granted them by the Legislature, and voluntary contributions of the inhabitants of the different localities, they are so far advanced in the erection of their buildings as to justify the hope that they will soon be ready to receive scholars. The inconvenience arising from withholding all aid for the present year, may however be taken into consideration next year, should these Institutions be then in actual operation.

The Academy of Vaudreuil, which hitherto received an allowance, has this year made no application.

The law having limited my sphere of action to Institutions situated in Lower Canada, I have no power to recommend any ordinary allowance for the board of scholars from Lower Canada, studying at the St. Joseph's College, in the City of Ottawa.

The Institution for deaf mutes near Montreal, and Mr. Juneau's Academy, having been erroneously collocated in the Budget for an ordinary allowance, I have consequently excluded them from the allowances which I considered it my duty to recommend for the Colleges of Sherbrooke and Joliette; I have deducted the sums granted to them under the title of "Literary Institutions."

I have received applications from the "Young Mens' Protestant Union" of Quebec, and from the "Catholic Institute of St. Roch de Quebec"—but as the law only makes mention of Universities, Colleges, Academies and Model Schools, and as these Institutions are absolutely of the same nature as Literary Societies, for the encour-

agement of which, the Legislature is accustomed to pass an annual vote, I can make no recommendation in their favor.

The amounts of the lists which I submit for the approbation of His Excellency the Governor General are as follows:

No. 1 Universities	£ 1667 15 4
" 2 Classical Colleges.	4849 0 0
" 3 Commercial College.	2725 0 0
" 4 Academies for boys or mixed	3857 10 0
" 5 Academies for girls	2509 10 0
" 6 Model School	3169 0 6

Total £18777 15 10

The Governor General, by order in Council, set apart, as by law he was empowered, out of the sum of £22,000, allowed for the Superior Education fund, the sum of £2,500 for supplementary aid to Normal Schools, £2,000 for the fund destined as a Building fund for said schools—£500 for Parochial Libraries—leaving therefore for distribution a balance of only £17,000.

The amount recommended, exceeds this balance by £1777 15 10 I do not believe however that it can be reduced without serious inconvenience. I propose then, that the surplus required, should be taken from the sum of £2500, reserved for the establishment of normal schools, and that the general rule for their establishment may be so far derogated from, as to permit me to replace the sums paid for the establishment of these schools by the sum of £1000, allowed as aid to defray the expenses of the pupils, which will not be required until next year; and I have reason to hope that a sufficient amount will remain to meet the expenses of the establishment of these schools.

I reserve for my annual report such remarks as may suggest themselves after thorough examination of the statistical information contained in the several reports forwarded to me, the blanks of which appear generally to be filled up in a satisfactory manner. I shall, at the same time, explain my views relative to a more perfect system of distribution, confining myself to the remark, that a system, such as it was my main object to arrive at, by the changes recommended to be made in the annual aids given, ought to establish a permanent scale of allowances based on a accurate classification of the several educational institutions, so as to place this department beyond all suspicion of either favor or partiality.

I must in conclusion observe that unless the Government and the Legislature considerably augment the grant for superior education, it will be very difficult next year, to award an extraordinary allowance for the construction of buildings or payment of debts to any institution.

I have the honor to be,

Sir,

Your obedient servant,

PIERRE J. O. CHAUVEAU,

Superintendent of Education.

Approved by His Excellency the Governor General in Council, the 22nd December 1856.

LIST No. 1.—UNIVERSITIES.

NAME OF INSTITUTION.	COUNTY.	Amount applied for and for what purpose.			Budget of 1855.			Proposed allowance for 1856.							
		Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Increase over budget of 1855.	Reduction from budget of 1855.	Grant for building and for payment of debts.	Reduction from budget of 1855.	TOTAL.	Increase over budget of 1855.	Reduction from budget of 1855.
1 McGill College. To the same, for one year's salary of the Secretary of the Royal Institution, the salary of the messenger and for contingent expenses.	City of Montreal.	1282	2750	2000	500	1250	500			500	750	1000			750
2 Bishop's College.	Richmond.	167 15 4 500	450	500	167 15 4 450		167 15 4 500	50					167 15 4 500		50
		£1919 15 4	3200	2500	1117 15 4	1250	1167 15 4	50		500	750	1667 15 4	50	750	

LIST No. 2.—CLASSICAL COLLEGES.

NAME OF INSTITUTION.	COUNTY.	Amount applied for and for what purpose.			Budget of 1855.			Proposed allowance for 1856.							
		Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Increase over Budget of 1855.	Reduction from Budget of 1855.	Grant for building and for payment of debts.	Reduction from Budget of 1855.	TOTAL.	Increase over Budget of 1855.	Reduction from Budget of 1855.
Nicolet.	Nicolet.	500		6000	400		200	500	100		80	120	580		20
2 St. Hyacinthe.	St. Hyacinthe.	500	3000		500		1000	500			400	600	900		600
3 Ste. Thérèse.	Terrebonne.	500	300	300	400		300	400			120	180	520		180
4 Ste. Anne.	Kamouraska.	500	500	500	400		900	500	100		365	535	865		435
5 L'Assomption.	L'Assomption.	400	715	2000	300		300	400	100		120	180	520		80
6 Ste. Marie de Montreal.	City of Montreal.	500	400	400	300		500	400	100		200	300	600		200
7 High School of McGill College for the Education of 30 scholars named by the Government.		282			282			282					282		
8 High School of Quebec.	Quebec.	282		500	282			282					282		
9 St. Francis Richmond.	Richmond.	400	340	160	300			300					300		
		£3864	5259	9860	3164		3200	3564	400		1285	1915	4849		1515

LIST No. 3.—COMMERCIAL COLLEGES.

NAME OF INSTITUTION.	COUNTY.	Amount applied for and for what purpose.			Budget of 1856.			Proposed allowance for 1856.							
		Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Increase over Budget of 1855.	Reduction from Budget of 1855.	Grant for building and for payment of debts.	Reduction from Budget of 1855.	TOTAL.	Increase over Budget of 1855.	Reduction from Budget of 1855.
1 Joliette.	Joliette.	100	100	300	100			250	150				250	150	
2 Masson.	Terrebonne.	400	300	400	250		150	250				90	300		90
3 Notre-Dame de Lévi.	Lévi.	250	300	200	250		300	250			120	180	370		180
4 St. Michel.	Bellechasse.	300	325		200		150	250	50		60	90	310		40
5 Laval.	Laval.	150	500	500	100		150	100			60	90	160		90
6 Chambly.	Chambly.	300	300	500	300		100	250		50	40	60	290		100
7 Rigaud.	Vaudreuil.	250	100	1000	250		100	250			40	60	290		60
8 Ste. Marie de Monnoir.	Rouville.	200	100	200	100		100	100			40	60	140		60
9 Ste. Marie de Beauce.	Beauce.	200	100	50			200	100	100		80	120	180		20
*10 St. Germain de Rimouski.	Rimouski.	100	50					100	100				100	100	
11 Lachûte.	Argenteuil.	250	75	500	75			100	25				100	25	
12 Verchères.	Verchères.	100	100	100	100			100					100		
13 Varennes.	Verchères.	150	197	500	75			75					75		
14 Mascouche.	L'Assomption.	100	400	50	75			75					75		
15 Sherbrooke.	Richmond.		95	125	50			75	25				75	25	
		£2850	3042	4425	1925		1250	2325	450	50	500	750	2825	300	650
													100		
													2925		

From the amount of this list must be deducted £100, £50 having been already paid to the Joliette College, and the same amount to the Sherbrooke College out of the Budget of 1856.

* The asterisk indicates those institutions which have never before received Government aid.

LIST No. 4.—ACADEMIES FOR BOYS, OR MIXED.

NAME OF INSTITUTION.	COUNTY.	Amount applied for and for what purpose.			Budget of 1855.		Proposed allowance for 1856.								
		Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Increase over budget of 1855.	Reduction from budget of 1855.	Grant for building and for payment of debts.	Reduction from budget of 1855.	TOTAL.	Increase over budget of 1855.	Reduction from budget of 1855.
1 Aylmer (protestant)	Ottawa	125	100	300	75		67	10		7	10	67	10	7	10
2 Aylmer (catholic)	"	75		200	75		67	10		7	10	67	10	7	10
3 Aubigny	Levi	200					40	40				40		40	
4 André St.	Kamouraska	75	50	50			40	40				40		40	
5 Beauharnais St. Clément de	Beauharnais	100	138	100	50		45		5			45		5	
6 Bonin, Argenteuil	Argenteuil	150		150	75		67	10		7	10	67	10	7	10
7 Baie du Febvre	Yamaska	50		200	50		45		5			45		5	
8 Barston	Stanstead	100	75	75	50		45		5			45		5	
9 Berthier	Berthier	100	53	30	100		90		10			90		10	
10 Buckingham	Ottawa	100	25		50		45		5			45		5	
11 Belœil	Verchères	100			100		90		10			90		10	
12 Cap Santé	Portneuf	50	16		50		45		5			45		5	
13 Charleston	Stanstead	200	100	50	100		90		10			90		10	
14 Clarenceville	Missisquoi	100	200		100		90		10			90		10	
15 Coaticook	Stanstead	50					40	40				40	40		
16 Clarendon	Pontiac	75	25	25	50		45		5			45		5	
17 Cassville	Stanstead	50			50		45		5			45		5	
18 Compton	Compton	50			50		45		5			45		5	
19 Cookshire	Compton	50			50		45		5			45		5	
20 Cyprien St.	Napierville	50		25	50		45		5			45		5	
21 Danville	Richmond	75		50	75		67	10		7	10	67	10	7	10
22 Dudswell	Wolfe	50		75	50		45		5			45		5	
23 Dunham	Missisquoi	100	50	100	100		90		10			90		10	
24 Durham No. 1	Drummond	200					40	40				40	40		
25 St. Eastache	Deux Montagnes	100		432	40		40					40		40	
26 Farnham (catholic)	Missisquoi	100	100	75			40	40				40	40		
27 Farnham (protestant)	"	75	50	50	75		67	10		7	10	67	10	7	10
28 Freleighsburg	"	100		100			40	40				40	40		
29 Ste. Foye (catholic)	Quebec	50	50	50	50		45		5			45		5	
30 Ste. Foye (protestant)	"	50	50	50	50		45		5			45		5	
31 Granby	Shefford	200	34	250	100		90		10			90		10	
32 Georgeville	Stanstead	100			50		45		5			45		5	
33 Gentilly	Nicolet	50	61		50		45		5			45		5	
34 St. Grégoire	"			50	50		45		5			45		5	
35 Huntingdon	Huntingdon	150	67	12	100		100					100			
36 St. Jean Dorchester (catho.)	St. Jean	150					45	45				45	45		
37 St. Jean Dorchester (prot.)	"	100			100		90		10			90		10	
38 St. Jean Isle d'Orléans.	Montmorency	50			50		45		5			45		5	
39 Knowlton	Brome	100		100	100		90		10			90		10	
40 Kamouraska	Kamouraska	75		230	75		67	10		7	10	67	10	7	10
41 Laprairie	Laprairie	125	70	350	50		45		5			45		5	
42 Lotbinière	Lotbinière	120					40	40				40	40		
43 Longueuil	Chambly	100	150				40	40				40	40		
44 St. Laurent	Jacques Cartier	150	400		150		135		15			135		15	
45 L'Islet	L'Islet	50		50	50		45		5			45		5	
46 Montmagny	Montmagny	75	68	375	75		75					75			
47 Montreal (acad. com. catho.)	City of Montreal	100	400				67	10	67	10		67	10	67	10
48 Ste. Marthe	Vaudreuil	100	50	250	50		45		5			45		5	
49 Missisquoi	Missisquoi	100		100	50		45		5			45		5	
50 Pointe-aux-Trembles de M.	Hochelaga	100	352		100		90		10			90		10	
51 Phillipsburg	Missisquoi	100			50		45		5			45		5	
52 Sherbrooke	Ville Sherbrooke	200		150	111 2 2		100		11 2 2			100		11 2 2	
53 Sorel (catholic)	Richelieu	125	77	100	75		67	10		7	10	67	10	7	10
54 Sorel (protestant)	"	50	28	75			40	40				40	40		
55 Stanbridge	Missisquoi	150		50	75		67	10		7	10	67	10	7	10
56 Shefford	Shefford	100			100		90		10			90		10	
57 Sutton	Broome	100	50		75		67	10		7	10	67	10	7	10
58 Stanstead	Stanstead	175			175		157	10		17	10	157	10	17	10
59 St. Timothée	Beauharnais	37	50		37 10		40		2 10			40		2 10	
60 Trois-Rivières (catholic)	Vill. des 3 Riv.	175	50	225			40	40				40	40		
61 Trois-Rivières (protestant)	"	100			100		90		10			90		10	
62 Vaudreuil	Vaudreuil	50			50		45		5			45		5	
63 Yamachiche	St. Maurice	50	75	100	50		45		5			45		5	

LIST No. 5.—ACADEMIES FOR GIRLS.

NAME OF INSTITUTION.	COUNTY.	Amount applied for and for what purpose.			Budget of 1855.		Proposed allowance for 1856.								
		Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Grant for building, &c.	Annual Grant.	Increase over budget of 1855.	Reduction from budget of 1855.	Grant for building and for payment of debts.	Reduction from budget of 1855.	TOTAL.	Increase over budget of 1855.	Reduction from budget of 1855.	
*1 Ste. Anne Lapérade	Champlain	50	150	200			40	40				40	40		
*2 St. Ambroise de Kildare	Joliette	50	180	100			25	25				25	25		
*3 L'Assomption	L'Assomption	50		300			40	40				40	40		
4 St. Aimé	Richelieu	50			37 10		33 15				33 15			3 15	
5 Baie St. Paul	Charlevoix	50		50	37 10		33 15		3 15		33 15			3 15	
*6 Belœil	Verchères	60		200			25	25				25	25		
*7 Boucherville	Chambly	50	50	1000			25	25				25	25		
*8 St. Bernard	Dorchester	50		100			40	46				40	40		
9 Cap Santé	Pontneuf	75	25	50			45		5		45		5		
*10 Les Cèdres	Soulanges	50		25			25	25				25	25		
11 Chambly	Chambly	200	300	200	50		45		5		45		5		
12 St. Césaire	Rouville	50		500	30		27		3		27		3		
13 Ste. Croix, Lotbinière	Lotbinière	60	121	25	50		45		5		45		5		
14 Cowansville	Missisquoi	50		50	50		45		5		45		5		
15 St. Charles, Industrie	Joliette	50		50			45		5		45		5		
*16 Châteauguay	Châteauguay	100					25	25				25	25		
17 St. Clément de Beauhar-	Beauharnais	200	212	900	50		45		5		45		5		
*18 St. Denis	Richelieu	50	25	350			25	25				25	25		
19 Ste. Elizabeth	Joliette	75		50	75		67 10		7 10		67 10		7 10		
20 St. Eustache	Deux Montagnes	30	236	215	30		27		3		27		3		
21 Ste. Famille	Montmorency	50		300	50		45		5		45		5		
22 St. Grégoire.	Nicolet	50	50	50	50		67 10	17 10			67 10	17 10			
*23 Ste. Geneviève	Jacques Cartier	75		100			25	25				25	25		
*24 St. Hilaire	Rouville	47	40				25	25				25	25		
25 St. Hugues	Bagot	150	100	75	75	150	67 10		7 10	60	90	127 10		97 10	
*26 St. Hyacinthe, Sisters of	St. Hyacinthe	131	85	300			40	40				40	40		
*27 St. Hyacinthe, Congrégation	" "	50					40	40				40	40		
28 L'Islet	L'Islet	37		75	37 10		40	2 10			40	2 10			
29 St. Jean Dorchester	St. Jean	50	150	50	50		45		5		45		5		
*30 St. Jacques L'Achigan	Montcalm	150	300	25			40	40				40	40		
31 St. Joseph de la Pointe Lévi	Lévi	100	400	300	75	200	67 10		7 10	80	120	147 10		127 10	
32 Kamouraska	Kamouraska	50	28	50			45		5		45		5		
*33 Laprairie	Laprairie	50		50			25	25				25	25		
34 Longueuil	Chambly	200	500	50			67 10	17 10			67 10	17 10			
*35 St. Lin	L'Assomption	50	20	30			25	25				25	25		
*36 St. Laurent	Jacques Cartier	50		150			40	40				40	40		
37 Long Point	Hochelaga	100	250	50			45		5		45		5		
To the same, for the board and education of 12 deaf mutes.	" "						120	120				120	120		
38 Ste. Marie de Monnoir	Rouville	50	12	37	50	20	45		5	8	12	53		17	
39 Ste. Marie de Beauce	Beauce	200	100	50	50	75	50			30	15	50		45	
40 St. Michel de Bellechasse	Bellechasse	75	125	75			67 10		7 10			67 10		7 10	
41 Nicolet	Nicolet	100	400	25		50	25			20	30	45		30	
*42 St. Paul de PIndustrie	Joliette	50	60	100			25	25				25	25		
*43 Pointe Claire	Jacques Cartier	50	25	50			25	25				25	25		
*44 Rimouski	Rimouski	50	51	200			67 10	67 10				67 10	67 10		
45 Sorel	Richelieu	50	50	200	50		45		5		45		5		
46 Ste. Scholastique	Deux Montagnes	50	78	50	30		30					30			
*47 Ste. Thérèse	Terrebonne	75	25	25			25	25				25	25		
*48 Terrebonne	" "	25	35	25			25	25				25	25		
49 St. Thimothée	Beauharnais	50			37 10		40		2 10		40		2 10		
50 St. Thomas, Montmagny	Montmagny	100	100	100	75		87 10		7 10		67 10		7 10		
51 St. Thomas de Pierreville	Yamaska	50		100	50		45		5		45		5		
52 Varennes	Verchères	100	151				40	40				40	40		
53 Yamachiche	St. Maurice	50	75	25	50		45		5		45		5		
54 Youville	Deux Montagnes	50	40	75	50		45		5		45		5		
		£ 3955	4519	6732	1510		495	2311 10	897 10	126	198	297	2509 10	897 10	423

LIST No. 6.—MODEL SCHOOLS.

NAME OF INSTITUTION.	COUNTY.	Amount applied for and for what purpose.			Budget of 1855.			Proposed allowance for 1856.							
		Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Grant for payment of debts.	Grant for building, &c.	Annual grant.	Increase over Budget of 1855.	Reduction from Budget of 1855.	Grant for building and for payment of debts.	Reduction from Budget of 1855.	TOTAL.	Increase over Budget of 1855.	Reduction from Budget of 1855.
1 Colonial Church and School Society.	City of Montreal.	550			200		300	200			120	180	320		180
2 National School at Quebec.	" " Quebec.	200			111 2 3			111 2 3					111 2 3		
3 " " at Montreal.	" " Montreal.	111 2 3			111 2 3			111 2 3					111 2 3		
4 Soc. Education at Quebec.	" " Quebec.	280			280			280					280		
5 Brit. Cand. school Montreal.	" " Montreal.	200			200			200					200		
6 Brit. Canad. school Quebec.	" " Quebec.	200	125		200			200					200		
7 Soc. d'Educat. at 3 Rivers.	Town of 3 Riv.	175	50	225	125			125					125		
8 St. Andrews School Quebec.	City of Quebec.	100			100			100					100		
9 British American School Society at Sherbrooke.	V. of Sherbrooke.	50			50			50					50		
10 Girls' school, Indian Village of Lorette.	Quebec.	37 10			37 10			37 10					37 10		
11 Boys' School, Indian Village of Lorette.	"	37 10			37 10			37 10					37 10		
Same for pens. to J. Vincent superannuated teacher.	"	25			25			25					25		
12 School, Indian Village, St. Régis.	Huntingdon.	50			50			50					50		
13 Malbaie.	Charlevoix.	50		325	50			45					45		5
14 St. Eusébe de Stanfold.	Arthabaska.	40	100	100	15			15	5				15		5
15 School, Indian Village of Caughnawaga.	Laprairie.	50			50			50					50		
16 School, Indian Village, St. François.	Yamaska.	50			50			50					50		
17 Infant school Upper Town Quebec.	City of Quebec.	55 11 1			55 11 1			55 11 1					55 11 0		
18 Infant school Lower Town Quebec.	" "	50			50			50					50		
19 British American Presbyterian school of Montreal.	City of Montreal.	100			100			100					100		
20 Ecole de St. Jacques de Montréal.	" "	250	467		250	100		250		40	60		290		60
21 Ec. Mod. de Deschambault.	Portneuf.	50			50			45		5			45		5
22 St. Constant.	Laprairie.	50		100	37 10			33 15		3 15			33 15		3 15
23 St. Jacques le Mineur.	Laprairie.	37		25	37 10			33 15		3 15			33 15		3 15
24 St. Liguori.	Montcalm.	37			37 10			33 15		3 15			33 15		3 15
25 Sommerset.	Megantic.	50	9 5	100	50			45		5			45		5
26 Pointe Claire.	Jacques Cartier.	80	90	100	50			45		5			45		5
27 St. Philippe.	Laprairie.	50			20			20		20			20		20
28 Lachine.	Jacques Cartier.	75	50	75	20			20		20			20		20
29 Côte des Neiges.	Hochelaga.	50			20			20		20			20		20
30 St. Frs. Xavier de Batiscan.	Champlain.	50	75	75	20			20		20			20		20
31 St. Norbert d'Arthabaska.	Arthabaska.	20	300		20			20		20			20		20
32 L'Avenir.	Drummond.	20		50	20			20		20			20		20
33 St. Antoine de Tilly.	Lotbinière.	75			20			20		20			20		20
34 Rivière des Prairies.	Hochelaga.	25		5	20			20		20			20		20
35 Isle aux Coudres.	Charlevoix.	50			20			20		20			20		20
36 St. Edouard.	Napierville.	37	14	25	20			20		20			20		20
37 Ste. Philomène.	Châteauguay.	200	190	150	20			20		20			20		20
38 St. François du Lac.	Yamaska.	60			20			20		20			20		20
39 Laprairie.	Laprairie.	50			20			20		20			20		25
40 Bedford.	Missisquoi.	100		100	50			45		5			45		5
41 Dissidt. de Coteau Landing.	Soulanges.	25			15			15		15			15		15
42 Dissidents de Chicoutimi.	Chicoutimi.	25		150	15			15		15			15		15
43 Buckingham.	Ottawa.	20			15			15		15			15		15
44 St. François de Sales.	Laval.	20			20			20		20			20		20
45 Roxton.	Shefford.	20		200	20			20		20			20		20
46 St. Simon.	Bagot.	75	43	300	20			20		20			20		20
47 Lacolle.	St. Jean.	150		100	20			20		20			20		20
48 Côteau St. Louis.	Hochelaga.	50	51		20			20		20			20		20
49 St. Michel de la Pigeonnière.	Napierville.	70		60	20			20		20			20		20
50 Pointe du Lac.	St. Maurice.	50			20			20		20			20		20
51 Châteauguay.	Châteauguay.	30		10	20			20		20			20		20
52 Rivière du Loup.	Maskinongé.	50			20			20		20			20		20
53 Ste. Anne de Lapérade.	Champlain.	50			20			20		20			20		20
54 St. Joseph de la Pointe Lévi.	Lévi.	50			20			20		20			20		20
55 St. Hilaire de Rouville.	Rouville.	50			20			20		20			20		20
56 St. Isidore.	Laprairie.	50			0			0		20			20		20
57 Ste. Généviève de Batiscan.	Champlain.	50			0			0		20			20		20

£ 4680 13 9 1564 5 2475 2445 5 4 400 3009 0 6 600 36 5 160 240 3169 0 6 600 276 5

DISTRIBUTION OF SUM GRANTED FOR SUPPLEMENTARY AID TO POOR MUNICIPALITIES FOR 1856.

COUNTIES.	MUNICIPALITIES	Reasons for granting supplementary aid and for establishing amount granted.	Amount of assessment levied.			Amount of annual grant.			Amount of supplementary aid applied for.			Amount of supplementary aid granted.		
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Arthabaska....	1 Aston.	1 Poverty and insufficiency of annual grant.	10	0	0	7	9	4	10	0	0	10	0	0
	2 Tingwick.	2 Erection of 3 school houses in 2 years and additional assessment for this purpose, £90.	36	0	0	41	14	4	20	0	0	10	0	0
	3 St. Christophe.	3 Increase of annual assessment and further assessment of £32 for erection of school house.	39	6	0	31	14	10	20	0	0	15	0	0
	4 St. Norbert.	4 Assessment for building 2 school houses £100.	36	0	0	41	14	4	20	0	0	10	0	0
	5 Stanfold.	5 " " " £65.	56	15	3	49	6	7	20	0	0	10	0	0
Bonaventure....	6 Warwick.	6 Vol. cont & add. assesst for build. schl houses £100	36	0	0	32	19	6	20	0	0	10	0	0
	7 " Dissentient.	7 " " " " " "	0	0	0	0	0	0	20	0	0	10	0	0
	8 New Richmond.	8 Extreme need.	44	6	7	44	6	7	20	0	0	10	0	0
	9 Port Daniel.	9 Extreme need and insufficiency of annual grant.	28	15	5	28	15	5	20	0	0	10	0	0
	10 Nouvelle.	10 " " " " " "	0	0	0	20	6	10	10	0	0	10	0	0
Beauce	11 Lambton.	11 Increase of annual assessment.	47	0	0	20	17	7	15	0	0	15	0	0
	12 St. Frédéric.	12 " " " " " "	58	3	7	40	19	10	20	0	0	15	0	0
	13 St. Ephrem.	13 Increase of annual assessment, and extra assessment of £30 to building school house.	17	0	0	11	8	7	40	0	0	10	0	0
Berthier.	14 St. Victor.	14 Increase of annual assessment.	39	0	0	29	7	10	25	0	0	10	0	0
	15 St. Norbert.	15 Add. assesst for building 3 new sch. houses £175.	37	0	8	37	0	8	20	0	0	10	0	0
Bagot.	16 Soraba.	16 Add. assessment for building 3 new school houses £40 and increase of annual assessment.	21	13	9	17	5	7	40	0	0	10	0	0
	17 Acton.	17 Add. assessment for building 3 new school houses £132 and increase of annual assessment.	26	17	0	14	17	0	20	0	0	15	0	0
Chicoutimi ...	18 Latérière.	18, 19, 20 New establishments, very poor.	14	17	6	12	16	8	50	0	0	10	0	0
	19 Bagotville.		56	0	0	48	19	5	60	0	0	10	0	0
	20 Bagot.		38	8	8	35	17	11	50	0	0	10	0	0
	21 Clifton.		13	5	9	13	5	9	10	0	0	10	0	0
Compton.....	22 Bury.	22 Increase of annual assessment and special assessment of 30 to pay debts.	29	13	6	27	4	7	20	0	0	15	0	0
	23 Winslow.	23 To building a school house, very poor.	25	3	2	25	3	2	20	0	0	20	0	0
Chambly	24 Chambly Diss.	24 Insufficiency of annual grant.	14	4	1	10	18	7	20	0	0	5	0	0
Charlevoix	25 Petite Rivière.	25 " " " " " "	20	1	2	20	1	2	20	0	0	10	0	0
	26 St. Fidèle.	26 Assessment to build school house £20.	32	10	6	10	0	0	100	0	0	10	0	0
Dorchester....	27 Frampton.	27 " " " " " £40.	100	0	0	69	5	10	50	0	0	10	0	0
	28 St. Colomban.	28 " " " " " £90.	30	18	6	38	18	6	20	0	0	10	0	0
Deux-Montag.	29 St. Jérôme No. 4.	29 Increase of annual assessment to pay debts.	40	0	0	16	6	4	55	0	0	20	0	0
	30 St. Eustache Diss.	30 Insufficiency of annual grant.	20	0	0	12	5	0	20	0	0	5	0	0
	31 Durham No. 2.	31 Vol. cont. of £102 to build school house.	24	0	0	19	9	10	30	0	0	15	0	0
Drummond ...	32 " " 1, Diss.	32 " " " " " "	14	0	0	3	3	0	10	0	0	10	0	0
	33 Wickham.	33 " " " " " 140.	20	0	0	20	0	5	20	0	0	10	0	0
	34 Newport.	34 Insufficiency of annual grant, and extreme need.	0	0	0	32	18	1	20	0	0	10	0	0
	35 Fox et Griffin Cove.	35 " " " " " " "	0	0	0	24	5	2	20	0	0	10	0	0
Gaspé	36 Cap Rosier.	36 " " " " " " "	0	0	0	27	7	0	20	0	0	10	0	0
	37 Ile Bonaventure.	37 " " " " " " "	0	0	0	0	0	0	20	0	0	10	0	0
	38 Côte Visitation.	38 To pay debts.	21	0	0	7	5	2	20	0	0	20	0	0
Hochelaga....	39 St. Cyrille.	39 Ins. of annual assessment and extreme poverty.	24	7	0	15	12	11	20	0	0	15	0	0
	40 Ixworth.	40 Insufficiency of annual grant.	0	0	0	20	8	4	20	0	0	10	0	0
Kamouraska ...	41 St. Alexandre.	41 Assessment of £55 to build a school house.	49	19	2	39	17	10	25	0	0	10	0	0
Lévi.	42 St. Romuald.	42 Vol. subsc. of £100 to build and repair sch. houses.	48	4	5	48	4	5	60	0	0	15	0	0
	43 Ste. Apollinaire.	43 Increase of assessment, very poor.	51	0	0	41	5	11	50	0	0	15	0	0
Lotbinière....	44 St. Flavien.	44 Insufficiency of annual grant, very poor.	28	0	0	19	16	3	25	0	0	15	0	0
	45 St. Gilles.	45 " " " " " " "	26	0	5	36	17	11	50	0	0	15	0	0
	46 Ste. Agathe.	46 " " " " " " "	20	0	0	18	4	4	75	0	0	15	0	0
Montmagny ...	47 Berthier.	47 Increase of annual assessment.	80	6	10	42	9	9	40	0	0	15	0	0
Montmorency...	48 St. Féréol.	48 Insufficiency of annual grant, very poor.	31	0	0	23	5	0	60	0	0	15	0	0
Maskinongé ...	49 St. Isidore.	49 " " " " " " "	0	0	0	24	15	7	20	0	0	15	0	0
	50 Kilkenny.	50 Assessment to build school house, £50 and increase of annual assessment.	58	14	10	41	11	8	50	0	0	15	0	0
Montcalm....	51 Ste. Julienne.	51 Extreme need.	49	11	4	26	13	1	40	0	0	20	0	0
	52 Ste Geitrude.	52 Assessment to build and repair sch. house £100.	41	0	0	38	9	2	30	0	0	15	0	0
	53 St. Pierre Célestin.	53 Voluntary subscription of £70 to pay debts and £34 to build school house.	37	10	0	31	8	4	25	0	0	20	0	0
Nicolet	54 Blanford.	54 Assessment to repair school house. £22.	14	4	0	13	14	1	30	0	0	10	0	0
	55 Lochaber.	55 Assessment to build sch. houses, in 2 years £200	40	0	0	37	13	3	50	0	0	15	0	0
	56 St. André Avelin.	56 " " " 3 " " " 150.	56	0	0	44	10	9	45	0	0	20	0	0
	57 Eardley.	57 " " " 2 " " " £110, very poor.	25	4	7	25	4	7	20	0	0	20	0	0
	58 Portland.	58 " " " 1 " " " 25, " "	12	10	0	3	12	8	20	0	0	20	0	0
Portneuf	59 St. Basile.	59 Insufficiency of annual grant, " " "	24	19	0	24	18	4	25	0	0	15	0	0
	60 Sheen et Chichester.	60 Assessment to build a school house, £56.	14	1	0	14	1	0	25	0	0	20	0	0
Pontiac	61 Mansfield.	61 " " " 5 " " " 150.	21	6	10	21	6	10	25	0	0	20	0	0
Quebec	62 St. Dunstan, Diss.	62 " " " 1 " " " 30.	13	13	4	13	13	4	20	0	0	10	0	0

DISTRIBUTION OF SUM GRANTED FOR SUPPLEMENTARY AID TO POOR MUNICIPALITIES FOR 1856.

COUNTIES.	MUNICIPALITIES	Reasons for granting supplementary aid and for establishing amount granted.	Amount of assessment levied.		Amount of annual grant.		Amount of supplementary aid applied for.		Amount of supplementary aid granted.	
			£	s. d.	£	s. d.	£	s. d.	£	s. d.
Rimouski.	63 Lepage.	63 Insufficiency of annual grant, for 7 schools.	56	16 5	56	16 5	50	0 0	15	0 0
	64 Mataane.	64 Assessment to build 2 school houses, £120.	53	11 0	41	11 0	30	0 0	20	0 0
Richmond.	65 Orford.	65 " " repair 3 " "	20	4 8	20	4 8	15	0 0	15	0 0
Stanstead.	66 Barford.	66 " " and build 2 " " £ 75 very poor.	14	19 0	14	19 0	20	0 0	15	0 0
	67 Roxton.	67 " " " " 2 " " 150 "	112	13 0	38	11 9	50	0 0	20	0 0
Shefford.	68 Stukely.	68 " " " " 1 " " 200 "	45	0 0	45	0 0	50	0 0	17	10 0
	69 Granby, Diss.	69 " " " " 3 " " 50 "	17	0 0	17	0 0	40	0 0	17	10 0
	70 Shefford, Diss.	70 Insufficiency of annual grant.	0	0 0	5	0 0	25	0 0	10	0 0
St. Maurice	71 St. Sévere.	71 " " " " " " very poor.	0	0 0	34	12 1	20	0 0	15	0 0
	72 Pointe du Lac.	72 Increase of annual assessment.	83	10 2	56	10 2	20	0 0	15	0 0
Témiscouata	73 St. Eloi.	73 " " " " and rep. of sch. house £20	64	0 0	40	0 7	25	0 0	15	0 0
Wolfe.	74 Wotton.	74 Assessment to build a school house, £25.	40	0 0	23	0 0	50	0 0	20	0 0

REMARKS ON THE DISTRIBUTION OF THE SUPPLEMENTARY AID TO POOR MUNICIPALITIES.—The foregoing table accompanied the report of the Superintendent, which was approved by His Excellency the Governor General in Council, on the 22d December last. The table itself shows that the distribution was based on the wants of the municipalities, derivable from three several causes;—the insufficiency of the ordinary grant, the poverty of the municipalities, and the sacrifices which each of them had made in the cause of education. These sacrifices were severely felt in some of the new and poor settlements; Roxton, in the Eastern Townships, may be given as an instance. It is inhabited almost exclusively by emigrants from the old parishes, who appear to have gained fresh life and vigor in their new settlement.

The greater part of the applications for supplementary aid were sent in after the date fixed, but, as in the case of the grant for superior education, so with this, some indulgence was required. Had the Department and the Government restricted petitioners to a fixed date, a great number, doubtless, would have been excluded from the list. This indulgence was granted in consideration of the tardy publication of the law. It could not, however, be repeated without doing considerable injustice to many municipalities, and to those institutions that had sent in their applications in time, from the delay it would occasion in the distribution: a delay that would be severely felt by those who had in no wise been the cause of it.

teachers, and consequently, the only means of obtaining good teachers.

I must add that in the distribution of the monies, as well for High Schools as for Model Schools, the Government will, of course, take into consideration the zeal manifested in the several municipalities for the support of Common Schools, which form the foundation of the whole system of Public Instruction. It is moreover desirable that in every locality where it shall not be considered advisable to double the assessment, it should be raised sufficiently to give all the masters salaries of at least fifty pounds, and the female teachers at least twenty-five pounds.

20. The second clause of the same act requires that you should, in the course of the month of September of each year, cause to be prepared by your Secretary-Treasurer, a census of the children in the Municipality from five to sixteen years of age, exhibiting the number of those from seven to fourteen, and also the number of those attending school. A Blank Report is transmitted to you with this Circular, and you will observe that it must, after being filled up, be returned to me before the tenth of October next.

The Secretary-Treasurer has no right to any additional remuneration for making this Census, it being one of the duties the performance of which, is paid by a commission of seven per cent. on all the monies received by him. There is, however, as hereinafter explained, an exception made with respect to very populous localities. In the other Municipalities, as the Census will be a work of considerable labour, it would be expedient on that account to allow the Secretary-Treasurer the maximum commission fixed by the New Law.

30. The third clause obliges you to mention in your semi-annual Reports, the rate at which you have fixed the monthly fees, the number of children of age to attend school, from whom the monthly fees have been received, and the total amount thus collected during the six months referred to in your Report.

The Law authorizes me with the consent of the Governor in Council, to refuse all share in the grant to any Municipality, which shall have neglected to impose a monthly fee of at least three pence for each child from seven to fourteen years of age, or which shall not have regularly collected such monthly fees.

The object of the monthly rate is not merely to assist in forming the teachers salary, but also to induce parents to send their children regularly to school, by obliging them to pay as well for those that do not attend school as for those who do.

The object of the Legislature in insisting upon this particular, has doubtless been to impress upon parents a stronger sense of their obligations. I shall therefore be obliged to enforce compliance with this clause of the law, except with respect to indigent Municipalities, or those in which, from exceptional circumstances, the levying of such a rate would be extremely difficult, and which, taking advantage of the first clause, shall have raised, either by assessment or by voluntary contribution, a sum equal in amount to what would be formed by the minimum monthly rate.

Your report for the next half year, must therefore certify to your compliance with the Law upon this point, otherwise, you will run the risk of not receiving anything from the Department.

10. You will observe that by the fifth clause, the Trustees of the

[Circular No. 19.]

To the Commissioners of Common Schools and to the Trustees of Dissident Schools.

Montreal, July 21st, 1856.

GENTLEMEN,

You have already received, or you will receive with this Circular, copies of the two late Acts respecting Public Instruction.

I have obtained permission from the Government to reprint all the Laws now in force upon the subject, and also an analytical table and general Circular, containing a summary of all those issued by my predecessor, with the instructions and recommendations which I have thought necessary to add, more particularly with reference to the changes which have been made. As this is a work which will occupy a considerable time, I must, in the meanwhile, call your attention to some of the new clauses in the Act, 19th Vict., chap. 14th, which require action, on your part, with periods more or less brief.

10. The first clause authorizes each Scholastic Municipality to raise by assessment on the ratepayers under its control, any sum not exceeding twice the amount of the share of such Municipality in the Legislative grant, and also to fix the supplementary rate already authorized, to meet the costs of collection and other contingent expenses, at from fifteen to thirty per cent., upon the total amount even of the doubled assessment. You must impose the assessment upon this basis before the first of October next, if you desire to take advantage of the enactment. In many localities, this is the only method by which sufficient salaries can be raised for the

Dissentient Schools are alone authorized to establish and collect the amount of assessment to be paid by the Dissentients. Thus, on the one hand, the Dissentient Trustees must no longer rely on the Commissioners, for the performance of these duties; and on the other, the Commissioners must be very careful not to encroach on the immunities of the Dissentient Trustees.

50. By the seventh clause, a sum of a thousand pounds is appropriated to the payment of supplementary grants to poor Municipalities.

Those Municipalities only, whose share of the ordinary grant does not amount for the whole year to fifty pounds, will be entitled to the supplementary aid. In order to obtain it, the Commissioners or Trustees must, between this and the first of December next, transmit me a requisition according to the form of schedule A, hereto annexed.

The requisition should be accompanied by a certificate from the Inspector, certifying:

I. That the Law has been faithfully carried out in the Municipality.

II. That the teachers are competent.

III. That there are no arrears due by solvent persons.

IV. That the Municipality is poor and cannot contribute more than it does for its Schools.

It is hardly necessary to mention, that the Municipalities, the Commissioners of which shall have failed, in any point whatever, to comply with the instructions of the Department, will get no share of the supplementary aid.

The most indigent Municipalities will be selected, regard being also had to the sacrifices made by the rate-payers, whether by voluntary subscription, or by contributing, in any manner whatever, to the construction of School Houses. On this account, care should be taken in the requisition, to call my attention to all such circumstances.

60. By the eighth clause of the Act, you are authorized to raise the commission of your Secretary-Treasurer, to seven per cent. on the monies received by him; but the amount of such remuneration or commission must not in any case exceed thirty pounds currency, and must suffice for all services whatever, and even casual expenses, excepting those which are authorized by the rules made in virtue of that clause of the Law, and of which the following is the tenor:

RULES ESTABLISHED BY THE SUPERINTENDENT OF SCHOOLS IN VIRTUE OF THE ACT 19 VICT., CHAP. XIV.

First Article.—The Secretary-Treasurer shall be allowed a sum not exceeding one pound five shillings currency, for the register of the proceedings of the Commissioners, and another sum of one pound five shillings currency for the books of account. The same amount may again be allowed when necessary. There shall moreover be allowed him every year, a sum not exceeding two pounds ten shillings currency, for all other stationary which he is required to furnish. Accounts of these expenses must be submitted and approved of by the Commissioners.

Second Article.—The School Commissioners shall hold their meetings in the most Central School, and if they hold their meetings at the house of their Secretary-Treasurer or of any other person, they are prohibited from paying rent therefor, without having first obtained the permission of the Superintendent.

Third Article.—In order to obtain the permission referred to in the preceding article, it will be necessary to send in with the requisition to that effect, a certificate from the Inspector of Schools, showing that the meetings of the School Commissioners cannot conveniently be held in any of the School Houses, and the causes which prevent their being so held, and also that the rent agreed upon, which must also be mentioned, is not exorbitant.

Fourth Article.—The Secretary-Treasurer shall be allowed for his expenses, when travelling for the affairs of the Commission, a sum not exceeding ten shillings currency for each day's travelling; but from this sum shall be deducted an indemnity which may be granted to the said Secretary-Treasurer, by any Court of Justice, or Legislative or Municipal body for the same journey.

Fifth Article.—The Secretary-Treasurer shall be held to travel on the affairs of the School Commission, only when he shall have been thereto specially authorized by a resolution previously passed at a regular meeting of the Commissioners, in which said resolution, the object of the journey, shall be mentioned, or (when there is not sufficient time to call a regular meeting,) by an order

in writing, signed by the President, and in his absence by two of the School Commissioners, and mentioning the object of such journey.

Sixth Article.—In the cities, towns and municipalities, of which the population amounted at the taking of the last census, to more than three thousand souls, or of which the extent is more than three leagues in length or in depth, there shall, upon a requisition to that effect, addressed by the Commissioners to the Superintendent, be allowed a certain sum for taking the census of the children, as prescribed by the 2nd clause of the Act of 19th Vict., Chapter XIV.

Seventh Article.—Every requisition for the purpose above mentioned, shall specify the sum which the Commissioners think should be allowed, and should be made within the shortest possible delay, and be accompanied by a certificate from the Inspector, stating that the Municipality is one of the class mentioned in the preceding Article, and that in his opinion, the demand is not exorbitant. It must also state the number of days the Secretary-Treasurer was occupied in taking the census, and the amount of his disbursements.

Eighth Article.—It shall be lawful to allow to the Secretary-Treasurer, or to a Collector employed by him, two and a-half per cent. extra commission on the monies collected at the residence of the rate-payers; but the assessments shall be collected in this manner, only after the period of one month shall have elapsed after they have become payable, and upon a resolution to that effect being regularly passed by the Commissioners. The Secretary-Treasurer shall be bound, during one month from the time the assessments shall have become due, to remain regularly at his office, for the purpose of receiving the same. This indemnity shall be allowed only in the Municipalities in which a supplementary sum of at least fifteen per cent. on the whole assessment shall have been levied.

Ninth Article.—Except upon the conditions prescribed in the foregoing Regulations, any indemnity paid to the Secretary-Treasurer, or any sum of money paid for contingent expenses, upon any pretext whatever, without special permission, being first obtained from the Superintendent, will be disallowed in the accounts, and the Commissioners or Trustees themselves will be held personally responsible for the same. The word Commissioner in these Regulations is to be held to include Trustees.

Tenth Article.—Every sum allowed to the Secretary-Treasurer, or otherwise laid out in accordance with these Regulations, shall be paid out of the funds of the Scholastic Municipality, and shall be accounted for in the ordinary manner.

70. By the tenth clause of the New Law, the Superintendent has the power of causing to be levied a special rate for the payment of the lawful debts of the Scholastic Municipality. In every case in which you shall apply to me for this purpose, you must forward me a detailed statement of your debts, and also copies of Judgments condemning you to the payment of them, or copies of resolutions regularly adopted, admitting their legality.

It is very important that the Municipalities whose liabilities exceed their present revenues, should avail themselves as promptly as possible of that clause of the Act; otherwise they will find it more and more difficult to bring about a proper administration of their affairs. Debts entail law suits, and law suits naturally produce dissensions and numberless obstacles to the execution of the School Law. The imposition of such a rate may be considered onerous, but the Municipalities who shall have the courage to do it, will find it in the end a great saving, and will soon find their finances in a prosperous condition.

Besides, in all cases where Judgments have been rendered, or where arrears of salaries are due to teachers, I will not hesitate in the least, on the application of the parties interested, to order the levying of a special assessment.

I must add that several Municipalities have already taken steps to avail themselves of this important provision of the New Act.

80. The 12th clause gives the Superintendent the power, with the authorization of the Governor in Council, to refuse the Scholastic Municipalities payment of their share of the grant, whenever his instructions are not followed, or when they shall infringe the Regulations of the Council of Public Instruction, and also when teachers decided to be incompetent are employed.

The same clause also authorizes me to pay to any teacher discharged without valid cause, before the expiration of the term of his engagement, an indemnity, the amount of which shall be deducted from the part of the grant accruing to the Commissioners.

The object of these two provisions, is principally, to enable the Department of Public Instruction in every thing within its Juris-

diction, to enforce compliance with its Instructions, and also to protect teachers from the mistaken parsimony of some boards of Commissioners.

I flatter myself that I shall very rarely have occasion to use the means of coercion conferred on me by this clause: I may add that I have so far observed a disposition on the part of most of the boards of Commissioners, readily to comply with the orders and Regulations of the Department. I feel certain that the same disposition will be manifested towards the Regulation of the Council of Public Instruction. I think I may therefore, forbear calling your attention to the disastrous consequences which such extreme measures (when the Department is forced to have recourse to them) must entail on a Municipality. It is besides evident that, when the Commissioners have, through their own fault, deprived the Scholastic Municipality of its share of the grant, their successors in office may oblige them to reimburse the amount out of their own funds. Four municipalities are at present suffering under the provision of this clause, and however much their position may be to be regretted, it is absolutely necessary that they should be made examples of.

With respect to the engagements of teachers, I should call your attention to the Rule laid down by my predecessor in Circular No. 12, by which you are required to give notice three months before the expiration of the term of engagement, when you do not wish to renew it. You will, of course, understand that to offer a teacher a lower salary or terms less advantageous than those which he previously had, would not be renewing his engagement. When the Rules of the Department have not been complied with in this respect, and that the particular circumstances of the case permit me to consider the engagement as having been *bona fide* continued, an indemnity will on that account be granted.

9o. The thirteenth clause permits the Superintendent to appropriate to the benefit of the whole municipality, the share accruing to any School District which shall have contributed nothing or nearly nothing to the Common fund.

The Municipalities, desirous of availing themselves of this clause of the Act, against any of their School Districts, must transmit an application according to form B, showing what is the proportionate amount of the contribution of such School District compared to the whole Municipality, and suggesting the purpose to which the share to be confiscated should be applied.

This provision of the New Law is founded upon the most simple principles of Justice. It was doubtful, whether according to the text of the old Acts, the share of the grant accruing to a School District, contributing nothing for purposes of Education, could be confiscated. All that could be done was to establish no School; but under such circumstances it has occurred that the School Districts in default have demanded as of right that their share of the grant should be deposited in a Bank. And although it was probably the intention of the Legislator, to require such deposit, only in the case of School Districts which were without Schools, not from any fault of their own, yet, in this respect, the Law was not so clear as was desirable upon the point.

Such occurrences were most frequent, in the Municipalities in which voluntary contributions had been substituted for assessments. It was difficult to imagine anything better calculated, to encourage opposition to the Law and discourage the friends of Education.

You will do well to avail yourselves of this provision of the Law, wherever a School District, which has not the excuse of poverty, shall subject itself to the penalty, and, with the exception mentioned, you will always find me ready to assist you in carrying out your views.

10o. The fifteenth clause provides for the imposition of fines on Secretary-Treasurers and School Commissioners, who, after the expiration of their term of office, refuse to deliver up the books and other papers of the corporation remaining in their hands. A form of notice in accordance with this clause, has been drawn up, and has already been successfully used in several cases.

In some instances, however, the ex-Secretary-Treasurers, instead of complying immediately with the demand made upon them, have taken upon themselves to open a correspondence with the Department, and to submit to me divers questions and their reasons for refusing.

It is quite clear that the deposit of the books and papers with the person mentioned in the notice, should not prevent the ex-Secretary-Treasurer from having access to them, and cannot compromise any of his rights. So, that pretext and many others which they invoke, are not valid. The notice once received should be considered as a peremptory order, and be obeyed without a moment's delay. The Statute imposes a penalty of not less than one pound five schillings, and not over five pounds for each day's delay; and the Secretary-Treasurers are warned that the day which they may employ in cor-

responding with the Department, instead of obeying the order served upon them, will be reckoned as days of delay.

The fine being for the benefit of the Schools, public interest requires that it should be strictly levied whenever it is incurred.

These are the observations which I have considered it necessary to make for the present. You will, I feel assured, readily overlook any appearance of severity which may be found in them, when you reflect that, justice, equality and even security for the individual, can only be attained by the regular and impartial execution of the Law, for and against all persons, without exception.

With this Circular you will receive new blanks for your Semi-Annual Report; for the two half years next ensuing they are forwarded in duplicate. In consequence of the provisions of the new Statute, it has been necessary to modify the old form, and to add several columns for the purpose of obtaining more complete statistical information, the importance of which I am sure you will yourselves feel.

I avail myself of this opportunity to inform you that the books, intended for distribution as prizes to the scholars, will soon be forwarded to the Inspectors with precise instructions as to the mode of distribution.

You ought to make it your business to be present at the visit of the Inspector, and to write down your own remarks, following his, in the Register of School Inspection. You must also remember to furnish every teacher with a book, bound or half-bound, besides the School Journal, to be used for a Register. The Inspectors are directed to inscribe the names of the pupils to whom rewards shall be given, in the School Register, and not to give any rewards when there is no Register.

As soon as possible, other Circulars will be addressed to you upon the subject of the other disposition of the two late Acts, which, so highly evince the solicitude of the Legislature for the education of your children.

Accept, gentlemen,

The expression of my sincerest wishes for your welfare.

Your most obedient servant,

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

[CIRCULAR No. 20.]

EDUCATION OFFICE.—Montreal, 23rd July 1856.

SIR,

I have the honor to inform you that a parcel of books, to be given as prizes to the children of your District in your visits, is ready for you at this office. You will be kind enough to point out to me the best mode of forwarding it, if you cannot send for it yourself.

You will find, under this cover, a catalogue in duplicate, of the books on which the number of copies sent to you of each of the works selected is marked. You will keep one of the copies and send the other back by mail, after having signed the receipt at the foot of it.

This distribution of prizes by the hands of the Superintendent and of his deputies, will produce many desirable results, provided it is made in accordance with the rules I am about to prescribe and which I have myself scrupulously followed in the few schools, which my other duties have permitted me to visit.

1o. The greatest care must be taken that the books are given only to the pupils who deserve them. You will succeed in this, by taking the advice of the teacher, who has the children constantly under his eyes; but you must also judge for yourself, after a careful and minute examination of the pupils in each branch of instruction, and even guard yourself against the possible partiality of the teacher, and his desire to please influential persons.

2o. You are positively forbidden to give more than six prizes in any elementary school, where you shall find less than fifty children present. You may (but it is expected you will seldom) go the length of giving twelve prizes, in the *academies* and in the *model schools*, and even in the *elementary schools*, where you shall find more than fifty pupils in attendance.

3o. You are equally forbidden to give these prizes at the public examinations, which you may occasionally attend, and also to allow them, after having been given, at the time of your visit, to be presented again at a public examination, in deduction of the prizes, to which the pupils shall be entitled.

4o. You will fill up the blanks of the attestations which you will

find on the inside of the cover of each book, according to the enclosed form the blanks of which are filled.

50. You will enter on the register of school visits, at the end of your remarks on the discipline and progress of the school, the name of each pupil who shall have obtained a prize, his age, the subject for which it has been awarded, and the title of the book given. You will take care that the teachers are provided by the School Commissioners with a School visit register, apart from the School register; and in every school, where there shall be no such register, you will give no prizes.

60. You will make the same entry in a register which you will keep yourself, and of which you shall give an abstract with your half yearly report.

70. You will inform the pupils that, at your next visit, you will reward their proficiency in the branches of instruction the study of which shall appear to you to have been neglected; and, as regular attendance is a very important point, and one which is not easily secured, it will be well for you to give, in each of your visits, a reward to the child who shall have been most constant in his attendance, as will appear from the School register.

80. You are not to reward a merely comparative success but only a *substantial* one; and if in any School there be in reality no progress made, you shall abstain altogether from giving prizes.

90. You will recommend every successful pupil to read the book given to him as a prize; and you will tell him moreover, that at your next visit he will have to show the book in a good condition, and that you will call upon him for an account of the interesting parts of its contents; and that his failure in that respect will prevent him from obtaining another prize, even if he deserved it upon other grounds.

10. The books are to be given according to the age, taste and aptitude of each child. With that view, the catalogue is divided into different sections; the first is intended for the senior pupils, and so on. Although the greatest care has been taken to exclude from the collection all religious books of a controversial character, the works chosen are almost all approved of by some ecclesiastical authority. The works marked with an asterisk in the list, are better suited to protestant children, the others had better be given to catholics only. It would be well also to give English books as rewards for proficiency in the study of that language to the children whose vernacular is the French, and *vice versa*.

I must not conceal from you the fact that several educationists of the American School do not approve of the system of prizes and rewards, which is so highly popular both in France and in England. They contend that it excites too much ambition and fosters an immoderate vanity with one class of students, while its action is depressive and disheartening to the others. You must do all in your power to prevent such consequences, and I trust that, by following the above instructions and adding to them those which your own experience shall suggest, you will attain the objects the Government has in view, namely:

10. To foster among the children a laudable spirit of emulation.

20. To place in their hands and in those of their parents valuable books, which will give them a taste for reading and will form the nucleus of small collections which they will acquire out of their earnings.

30. To increase the influence and *prestige* of the Inspector, and to impress his recommendations more vividly on the minds of the children.

40. To replace with advantage the holidays, the only favour which up to this time, it was in your power to confer.

50. To place at your disposal means of stimulating the study of such branches of learning as shall appear to you to be neglected.

60. To induce you and as it were, compel you, to go through a careful and minute examination of the proficiency of the pupils of each school during your visit.

I have the honor to remain,

Sir,

Your most obedient servant,

PIERRE J. O. CHAUVEAU.

Superintendent of Education.

Circular No. 21, respecting the publication of the Lower Canada Journal of Education, the formation of a superannuated teachers' fund, and the opening of the Normal School.

EDUCATION OFFICE.—Montreal, 15th January 1857.

To school inspectors and commissioners, trustees of dissentient schools, and to school teachers.

GENTLEMEN,

I feel great satisfaction in being able to announce the accomplishment of some of the most important measures recommended to the consideration of the Legislature in my report for 1855.

In the first place, the establishment of the "Lower Canada Journal of Education," the first number of which is issued this day. This Journal will be published in French about the middle, and in English towards the end of every month. With the exception of official documents, which will be published in both, the editorial matter, and the compilation of literary and scientific selections will differ entirely the one from the other.

The subscription, in all cases payable in advance, is five shillings per annum, for each journal,—a number will contain sixteen pages, but in order to prevent the too great accumulation of official documents taking up that space in the Journal which would otherwise be dedicated to literature, science and miscellaneous items, a supplement will be published from time to time.

The Lower Canada Journal of Education will be sent *gratis* to school inspectors, to the members of the several boards of examiners, to public institutions, and also to the office of every board of school commissioners and trustees of dissentient schools, for the use of the commissioners or trustees, of their secretary treasurer, and of such of the teachers whose means will not permit them to subscribe.

A French copy of the Journal will be sent to commissioners and trustees who have been in the habit of corresponding in that language with this department, and an English copy to those who correspond in English. Should however any board of commissioners or trustees desire to receive the two Journals, on making known their wishes to the effect at this office, both will be sent.

It was originally intended to send a copy of the Journal *gratis* to every school teacher, altho' this is not done in Upper Canada; but the publication of two numbers per month, whereas one only is issued in the other section of the province, though receiving the same amount of government aid, viz: £150, rendered the execution of this project impossible. Teachers however will be entitled for five shillings per annum, to receive the two Journals, English and French, or if they prefer it, two copies in either of the languages.

It is to be hoped that every teacher will find in his neighbourhood, some person inclined to join him in subscribing for the Journal at the reduced charge of two shillings and six pence, thus reducing his own subscription to the same low price. This arrangement will have the advantage of facilitating remittances by the mail, five shillings being the smallest amount that can be transmitted through this channel, and also of increasing the circulation of the Journal. Commissioners will however bear in mind that it will be their duty to hand over the Journal to the teachers as soon as possible after having read it, as it is on this condition only that it is sent to them.

School inspectors will consider it one of their most important duties, to use their utmost endeavors to extend the circulation of the Journal.

The commissioners, on their part, will, I have no doubt, do all in their power to procure subscribers, and those who can, will shew the example by subscribing themselves.

Without taking into consideration the many motives which should induce them to follow this course, they must not forget that their interests as readers will be materially enhanced by extending the circulation of the Journal, inasmuch as the whole of the proceeds will be employed in the purchase of books and periodicals, to extend the choice of matter and the selections of articles, in procuring the assistance of distinguished writers in its compilation, ornamenting the sheet with plates and vignettes, and towards the publication of a supplement.

While on this subject, I would wish it to be particularly understood, that neither the Superintendent, nor any person connected with the education office, will derive any pecuniary benefit from the revenue arising out of this undertaking, and that their only gain will be additional labour.

Teachers should persuade those of their pupils to subscribe to the Journal whom its perusal would be likely to improve; by several clubbing together, they would be enabled to do so at a very small charge individually.

To students of French origin desirous of improving themselves in the study of the English language, the English Journal will be of the greatest utility, and *vice versa*.

As these two papers will contain selections from the best periodicals published in England, France and the United States, those who wish to obtain a thorough knowledge of every thing relating to education, will find in them two sources of information and instruction which it will be all important to unite.

The second measure, is the establishment of a superannuated teachers' fund. You will receive with this circular the regulations framed for its formation and management, approved by His Excellency the Governor General on the twenty-second of December last. Blank forms of requisitions for inscription on the register for teachers actually teaching, and also forms of memorials for pension, have been sent to the school Inspectors and school Commissioners, and they will also be sent to any one applying for them. They contain the regulations and the forms of all the certificates required.

Teachers should not allow this year to go by without inscribing their names and paying the premium of one pound currency, as by so doing they will, when the amount of their pension is fixed, lose the privilege of bringing into account all the years previously passed in teaching. The article of the regulations which leaves it to their option either to pay the premiums for the previous years, or to leave the amount to be deducted out of the first year's pension paid to them, offers an advantage of which they would do well to avail themselves, as it can only be obtained by causing their names to be inscribed during the present year.

The *maximum* amount of any pension will be one pound ten shillings currency per annum for every year during which the applicant shall have been a teacher. Thus, a teacher who shall have taught during five years, shall cause his name to be inscribed at once, and who shall regularly pay the annual premium of one pound during five years, will on becoming infirm, receive a pension of fifteen pounds per annum. It is however to be understood that this amount may possibly be reduced, according to the amount of premiums paid in, and the number of pensions to be paid. In the case just supposed, if the teacher had not paid his premiums for the five previous years when his name was inscribed, viz. five pounds, that amount will be deducted from his first year's pension, which will still leave him ten pounds for that year. At the expiration of ten years, if he live so long, for five pounds which he will have paid, he will receive one hundred and forty-five pounds. Supposing even that the state of the pension fund should be such as to prevent his receiving the *maximum* amount of pension, it is scarcely probable that it will be ever so low as to reduce it below a half; even if such were the case, the teacher would receive seventy-two pounds ten shillings for the five pounds paid for premiums.

It is expected that the annual grant of five hundred pounds, deducted for this purpose from the common school fund, and the amount of premiums annually paid in, will suffice to meet all the demands for pensions. If, however, it should be otherwise, there is every reason to believe that the Legislature will increase the grant, as was the case in Upper Canada, provided that teachers shew any inclination to avail themselves of a measure fraught with so many advantages to them and their families.

In institutions of this kind, the pleasure of doing good, is united with the hope of alleviating our own distress at some future period. While the heart expands with the thought of the succour which we extend to veterans in our own profession, the mind is fortified by the assurance we feel of a provision for our future; and when later we take our share out of the common fund, we receive it, not with the sense of humiliation always accompanying almsgiving, but with the noble pride felt by those who feel conscious of having in happier days, performed a duty at the expense of a few transient pleasures. It is thus that charity when guided by the hand of prudence, smooths down the inequalities of fortune; and if it intrenches a little upon our gains during our years of manly vigor and activity, it is only to restore it by contributing more largely for our comfort and support when overtaken by a sorrowful and decrepit old age.

The peculiar position of teachers, renders it more difficult for them to make this sacrifice than for any other class. It has in fact called forth the sympathy of the public to such an extent, in almost every country, that, besides the grants made by their respective governments in aid of their savings banks, every means that charity could suggest, such as subscriptions, bazars and donations, have been resorted to, to add to this fund. Here, where the public mind is so easily awakened to acts of benevolence, it would suffice, I should say, only to call their attention to the subject, to produce the like results. All the money sent for this object to this office, will be most thankfully received, and a regular account of it given in the *Lower Canada Journal of Education*.

Inspectors and Commissioners should take every means of promulgating the regulations and of persuading teachers to conform to them. They should, above all things, bear in mind that those teachers who contribute to the pension fund, will thereby find themselves obliged to continue teaching; and that one of the greatest inconveniences arising out of the present state of things, is the small number of teachers who embrace that profession with any serious idea of permanently remaining school-masters.

The sympathy they should feel for old retired teachers residing in their neighbourhood, should engage the commissioners to make known to them any thing which may concern their welfare, and to impress upon them that all applications for pensions for this year, must be addressed to the Superintendent before the first of April next.

The Law having required that all teachers should be provided with diplomas, it was impossible to permit those whom the commissioners may persist in retaining illegally, to inscribe their names in the register. This, however, in no wise affects teachers actually retired. These may make their applications for pension without being so provided; but it was deemed more prudent to limit the pension to such teachers only, who had taught for two years since 1848, and for five years altogether; otherwise the fund would find itself burthened with pensions to teachers who had taught but for a short period, and at a time when the schools had not been regularly organised. It was also considered expedient to deduct the premiums for passed years, from the amount of the first year's pension.

There is one provision of the regulations to which I particularly wish to draw the attention of teachers actually employed. It is the one which permits, in case they should die without having drawn anything from the fund, the reimbursement of the full amount of the premiums paid in, with interest from the date of each payment, to their widows and children. It must be some consolation for them to remember, that at any rate, the money they will have paid in, will not be lost, and that the regulation contains a policy of insurance and an annuity combined.

It is then easy for you to perceive that the savings bank is one of the best methods possible of securing for our children the services of competent masters, for the training of whom the normal schools will now very soon be organised.

These institutions, which have been established in Europe, and generally throughout this continent, have with us been the subject of serious apprehensions which have retarded their formation until the present time. With one exception, all the objections raised against them have been overcome by the precautions taken that religion and morals, far from having any thing to fear from the establishment of normal schools, will have every thing to gain thereby.

The only objection remaining, the greater number of you will be able to set aside. A great cry has been raised against the lowness or rather the insufficiency of the salaries paid to teachers. It has been foretold that this obstacle will cause the failure of our normal schools, and that no one will attend there, laboriously to acquire the right of being poor and despised all his life. Will the school commissioners allow such a reproach to be made deservedly? Will they leave those to penury, to whom they have confided the future of their children? Will they do this, when the laws now in force give them the means of obtaining sufficient funds, by increasing the annual assessment, and by obliging them to collect the monthly fees? If I may judge by the progress made this year, by the increase in the amount of the annual assessment in almost all the municipalities that have sent in their semi-annual reports—by the promptitude with which in a great number of places, the clause providing for the collection of the monthly fees, has been obeyed, I cannot but hope that next year, a more considerable increase in the salaries of teachers will take place, than that which I have remarked with so much pleasure this year. Several teachers receive one hundred pounds and more, besides lodging: salaries of seventy-five pounds are not uncommon, and there are now but few schools in which a competent teacher receives less than from fifty to sixty pounds. These salaries are still far from being as high as they should be, suitably to remunerate good school-masters and mistresses; but progress is evident, and there are two causes which should both continue and press it forward. The first is, that the Legislature in their last session passed a law compelling school mistresses to obtain diplomas before the first of July next. Competent school masters and school mistresses will thus find themselves freed from the competition of incompetent teachers, who offering their services at a low price are still paid too high for them, besides, as the Normal school will furnish good teachers, there will be no longer any excuse for refusing them a fair remuneration, and further, the rivalry that will exist among the different municipalities to obtain their services ought naturally to lead to the same result.

In my report for 1855 I pointed out, that the most sure way of inducing well educated youth to devote themselves to the profession, was the promotion given to the most capable, either to the situation of professor in a Normal school or to that of school Inspector. "The last situation, I remarked, which will I hope be better remunerated, as vacancies occur, and as competent teachers present themselves, ought to belong to them as a right." The insufficiency of remuneration has already produced the result anticipated, and two teachers, having been advised with, relative to an offer that was to be made to them of a new district of inspection, declared that they could not accept it. The Legislaturo should therefore bear in mind that the teacher who accepts the situation of a school Inspector is obliged to leave his profession, while it is the reverse with persons of other professions—and render these situations more lucrative, if it be intended to bestow them on teachers who have already made themselves a reputation and consequently receive good salaries.

Six teachers have received appointments in the Normal schools, namely: Messrs. Touseaint, Dovisme, Juneau, Doyle, Boudrias and Dolaney. The vacancies thus caused in the colleges and academies where they taught, will be filled up by other meritorious teachers, who thus will also obtain promotion.

Every thing appears to combine for the purpose of commencing a new era in the annals of public instruction; besides, should it become necessary, however inconvenient the fixing of a minimum salary might prove, I am fully convinced that the Legislaturo would not withhold the enactment of this measure, altho' rigorous, for the purpose of ameliorating the condition of those whom they now invite to make a special course of studies, hereafter to confide to their care the education of our children.

The general regulations for the establishment of normal schools, in accordance with the spirit of the Law, requires that no person be admitted to study, unless he declares that it is his intention to devote at least three years to teaching.—In order, however, that those whose vocations are wavering, may not be altogether estranged, the penalty imposed upon any student not fulfilling this condition, has been fixed at only ten pounds, and the reimbursement of whatever amount may have been advanced for his board. Besides, he will not be considered as having failed in the fulfilment of this condition, if, having obtained his diploma, an insufficient salary be offered to him, this however is left for the Superintendent to decide. It would be much to be regretted if scholars who had not the slightest intention of becoming school teachers, should benefit by the indulgence of the Government, and occupy those places in the schools intended for others acting in good faith; on the other hand, those who have any predilection for the profession, should not be diverted from their studies by the fear of hereafter changing their minds, for, at any rate they will have obtained an excellent education and board at a very low price. I must however call your attention to the particular character of the teaching.—He who has gone through every school, will become a most useful member in all the ordinary conditions of life. He will even excel, for it is certain that we never learn any thing so perfectly, as when we learn for the purpose of teaching others.

If the programme of studies enumerated in the regulations should appear too diversified, it must be borne in mind that the greater part of them will be taught only to young men who have already passed through a very good course, and who will require merely to re-pass them for the purpose of enabling them to teach. The course which those who intend to teach in elementary schools will be obliged to follow, will be very simple; but there will be nothing to prevent adding to it, any other branch for which they may have a particular inclination.

Arrangements will be made with those teachers, who are actually school-masters, and who may wish to improve themselves in the Normal school, as also with such young men as may have followed a regular classical course to shorten the time required to go through an ordinary course in the normal school, to be regulated however by circumstances and the capacity of the scholar.

The price of board in the boarding houses attached to the Laval and Jacques Cartier Normal schools, will be as moderate as possible. In order to admit a greater number of pupil-teachers, only half purses will be given; but the balance to be paid by them will be so inconsiderable that very few young men can be prevented from attending on that score.

It would be an easy matter for the friends of education in each parish, to subscribe a small amount, in order to enable a deserving and talented young man to make up the difference required for his board. The commissioners and inspectors should see to this, and remember the advantages which their several localities will gain by securing the purses to students from the municipalities under their direction, who will subsequently return as competent teachers.

Blank forms of applications for admission, containing the forms of

all the certificates required, have been transmitted to the several inspectors. The Principal of each Normal school has been furnished with them, and on application at the office of the Department, they will be sent by mail to all applicants.

The reasons for establishing three schools instead of one, have been explained in the report for 1855. It will be sufficient to view the limits within which the action of each is circumscribed, to see the social wants which it became necessary to satisfy in their establishment.

If old edifices have been appropriated for the use of the Laval and Jacques Cartier Normal schools, it is not intended that they should be so, permanently, and altho' every thing has been done to render them serviceable, (and in one of which it has succeeded far beyond my expectations,) many years will not elapse, without witnessing the erection of monuments worthy of the noble cause of education and of a rich and intelligent population, both at Quebec and Montreal, when the success and development of the enterprise will justify such a proceeding.

I will not do my fellow-citizens the injustice even to doubt that such will be really the case. I cannot suppose that at this critical epoch in the history of public instruction that the zeal, the intelligence and the patriotism of the rising generation in Canada will be appealed to in vain. The work of education is above all, a work of self-denial and devotedness, and those, whose ancestors risked their all, abandoned their all, and sacrificed their all, to establish and defend this colony, will without doubt willingly risk and sacrifice a something towards insuring its future greatness and prosperity.

I have the honor to be,

Your obedient servant,

PIERRE J. O. CHAUVEAU,

Superintendent of Schools.

EDUCATION OFFICE.—Montréal, 11th September 1856.

RULES and regulations for the formation and management of the pension fund for superannuated teachers.

ARTICLE FIRST.—The Superintendent of Schools shall open a register, in which, such teachers as shall desire to contribute to, and benefit by the pension fund, shall inscribe their names. Every teacher possessing a certificate from any of the boards of examiners in Lower Canada, or a diploma from one of the Lower Canada Normal Schools, and teaching any common school therein, shall, on transmitting to the Superintendent a requisition for inscription, in the form prescribed in schedule A, together with a premium of one pound currency, be entitled to be inscribed on the register.

ARTICLE SECOND.—Teachers whose names are inscribed in the register, may, on becoming old or infirm, forward a memorial for pension to the Superintendent in the form prescribed in schedule B. This memorial must be accompanied by a certificate of age, and a medical certificate, stating, that the memorialist is incapacitated by age or infirmity, from attending to his duties as teacher. Also one from the Curate of the Parish, or the minister of the religious denomination to which he belongs, and under whose immediate spiritual guidance he then is, setting forth that he is poor, of good moral character and conduct, and that he has reason to believe that he has actually taught during the number of years alleged in the memorial.

These two latter certificates must be drawn up in the forms prescribed in the schedules C and D.

If, upon reference to documents of record in his office, the Superintendent have reason to doubt that the memorialist has taught during the number of years specified in his memorial, he may order such proof of the fact as he may consider requisite. The Superintendent, and after its organisation the council of Public Instruction, shall decide whether the memorial should be granted.

ARTICLE THIRD.—The income derived from the premiums, together with the annual grant of £500, shall be divided among the petitioners, in sums proportionate to the number of years they shall have been teachers. But if, after having paid to each registered memorialist, the maximum amount fixed by law, viz: £1 10s. currency, for each year spent in teaching, any balance should remain, that balance shall be placed out at interest in some incorporated bank, and these accumulated principals and interest may be distributed among the pensioners, when the annual income shall not be sufficient to pay the maximum.

ARTICLE FOURTH.—Teachers having a right to be registered in accordance with the terms of the 1st article, who shall cause their names to be inscribed in the course of the year 1857, may be considered as so inscribed for all the years during which they shall have taught, since the 1st January 1848, either, by paying at the time of the inscription, the premium of £1 for each of such years, or, by declaring in writing their consent that the

amount of such premiums, shall be deducted out of the first year's pension to which they shall be entitled. Teachers registering their names only after the 1st January 1858, shall have no right to be inscribed for any previous year.

Article Fifth.—Teachers actually unable to teach, either from age or infirmity, and who have taught, at least, during two years in Common Schools in Lower Canada, since the 1st January 1848, and in all, at least, during five years, may send in a memorial for pension in conformity with the preceding articles.—A premium of £1 for each year accounted as having been passed in teaching, shall be deducted from the first year's pension paid to each retired teacher.—No memorial demanding the benefits conferred under this article, shall be admitted after the 1st January 1858.

Article Sixth.—The pension will be apportioned among the registered petitioners, during the month of April of each year; they will vary according to the amount of funds then disposable. Memorials for pension should be made between the first of January and the first of April in each year; and those retired teachers who shall make their requisitions after the first of April next, can only be included in the pension list for the year next ensuing.

Article Seventh.—Every registered teacher who shall neglect to pay his premium during a whole year, shall lose all right to a pension, and forfeit the amount of all premiums paid in.

Article Eighth.—The widow and children of any retired teacher, who shall die without having drawn from the pension fund, shall be entitled to a sum equal to the amount of premiums paid in, with interest at the rate of six per cent per annum from the date of each payment.

PIERRE J. O. CHAUVEAU,

Superintendent of Schools.

Approved by His Excellency the Governor General in Council, dated the 22nd December, 1856.

EDUCATION OFFICE.—Montreal October, 6th, 1856.

General Rules and Regulations for the establishment of Normal Schools in Lower Canada.

I

ESTABLISHMENT OF NORMAL SCHOOLS.

Article First.—Three Normal Schools shall be established in Lower Canada, under the superintendence and direction of the Superintendent of Schools for that part of this province.

Article Second.—The Superintendent may establish one of these schools in the city of Quebec, and may associate with him for its direction, the Principal and Council of the Laval University. The studies will be chiefly carried in on the French language, but the English language shall also be taught. This school is chiefly intended to meet the demands for teachers, of the Roman Catholic population of the districts of Gaspé, Kamouraska, Quebec, and Three Rivers, as also of that portion of the last mentioned district situated to the eastward of the city of Three Rivers.

This school shall be known as "The Laval Normal School."

Article Third.—The Superintendent may establish another of these schools in the city of Montreal, and associate with him for its direction, the Corporation of the University of McGill College; the studies in this school shall be principally carried on in the English language, but the French shall likewise be taught.—It is chiefly established for the purpose of educating teachers for the protestant population, and for those of all religious denominations in Lower Canada, other than the Roman Catholic. It shall be known under the name of "McGill Normal School."

Article Fourth.—Another Normal School, under the immediate direction of the Superintendent of Schools for Lower Canada, shall also be established in the city of Montreal. The language of the classes shall be principally French, but the English shall also be taught. This school is intended to supply teachers for the Roman Catholic population of the districts of St. Francis, Montreal, Ottawa, the city of Three Rivers, and that portion of the district of Three Rivers lying west of the city. It shall be known as "The Jacques Cartier Normal School."

II

OF THE DISTRIBUTION OF THE ANNUAL GRANT.

Article Fifth.—The Superintendent shall cause to be opened and kept, a book of accounts with each of the Normal Schools; he shall charge to the account of each of them, such sums of money as he shall from time to time advance for their support, on the requisitions of the Principal of each school.

Article Sixth.—The Superintendent may lay out for the expenses of inauguration, for the purchase of books, maps, globes, mathematical instruments and philosophical apparatus, furniture and other articles of a similar nature, according as they may be required by each of the Normal

schools, such sums of money as he may deem requisite for those purposes, out of the grant of £4000 currency, for the year 1856;—and the balance shall be equally divided among the three schools, and will aid to defray the expenses of their maintenance, for this, and the following years.

Article Seventh.—There shall be allowed for every subsequent year, £1,300 currency for the maintenance of the Laval Normal School,—£1,300 Cy., for that of the McGill Normal School—and £1,400 Cy., for the support of the Jacques Cartier Normal School.

Article Eighth.—The Superintendent shall divide annually, equally among the three schools, the sum of £1000 Cy., to assist in paying the board and travelling expenses of students requiring aid.

Article Ninth.—The balance remaining unexpended by each school, shall go to increase the boarding fund of that school for the following year.

III

OF THE COURSE OF STUDIES.

Article Tenth.—The course of studies in each Normal School shall, in the first place, (as the principal object to be attained) consist of "the art of teaching." It must also comprise among other studies—Religious Instruction—Methodical Reading—Elocution—Recitation—French and English Grammar—Literary Composition—The Elements of Intellectual and Moral Philosophy—History, both general and particular—Sacred History—The Histories of England, France and Canada—Geography—Arithmetic in all its branches—Book-Keeping—Algebra—the Elements of Geometry—Measurement—Astronomy—Natural Philosophy and Chemistry—Natural History, Agriculture, Horticulture, Linear Drawing, and Singing.

Article Eleventh.—For those who wish to obtain a diploma enabling them to teach model schools, the course of studies should not occupy more than two years, and it is to be so regulated, that the diploma enabling the pupil-teachers to teach in an elementary school, may be obtained at the end of the first year.

IV

OF PROFESSORS.

Article Twelfth.—The professors shall be divided into two classes: ordinary professors and associate professors. These shall be under the direction of a Principal, who, as such, will have particular duties to perform, for which he will bear the responsibility.

Any one of the ordinary professors may be chosen to fill this office.

Article Thirteenth.—Each of the ordinary professors will teach several branches of study, and it may be required of them to devote the whole of their time, exclusively to the Normal School. The salary of no ordinary professor shall exceed £350 Cy., per annum.

Article Fourteenth.—The associate professors shall teach one or more separate branches, and shall not be required to devote the whole of their time to the school. The salary of an associate professor shall in no case exceed £100 per annum.

V

OF ADMISSION TO STUDY AND DISCIPLINE OF THE PUPIL-TEACHERS.

Article Fifteenth.—Previous to admission to classes, every pupil-teacher shall undergo an examination, as to his sufficient knowledge of reading, writing, the rudiments of grammar in his own language, and arithmetic; they may also be required by the By-Laws of any one of the schools to give proof of their knowledge of other acquirements. This examination shall take place before the Principal or before such other person as he may specially appoint for the purpose.

Article Sixteenth.—Every pupil-teacher before being admitted, shall be required to produce a certificate of good moral character, from the curate of his parish or from the minister of the religious denomination of which he is a member, and under whose spiritual charge he previously was, also to prove that he has completed the 16th year of his age.

Article Seventeenth.—The Rules and Regulations which shall from time to time be established, for the governance of each school, shall provide for the proper discipline of the pupil-teachers; and every scholar who shall have been intoxicated,—have frequented taverns,—shall have been seen in any disorderly house,—gambling house, or in the company of a person of known bad character, or have been guilty of any act of immorality or insubordination, shall be expelled.

Article Eighteenth.—Boarding houses may be established for the pupil-teachers of each school, or they may be permitted to board in any one already established.

The price of board, in the boarding house attached to a school, shall be fixed by the Principal, subject to the approbation of the Superintendent.

Article Nineteenth.—Pupil-teachers not being boarders, shall, unless they reside with their parents, be permitted to live in such boarding houses only, as shall be approved of by the Principal of each school.

Article Twentieth.—Such pupil-teachers as shall receive an allowance from Government for their board, may be compelled to reside in the boarding house attached to the establishment, unless, for sufficient reasons, specially exempted by the Superintendent of Schools.

Article Twenty-first.—The Superintendent may divide the sum allowed to each school for the board of the pupil-teachers, into a certain number of purses, none of which shall exceed the sum of £15 nor be less than £5 Cy. Public notice shall be given of the dates within which application must be made for obtaining these purses. A certain number of them may also be put up for competition, to be awarded to the successful candidates among those who made application the latest, after a special examination, to which they shall be subjected for this purpose.

Article Twenty-second.—The Superintendent may also deduct from the sum granted, to facilitate the attendance of pupil-teachers at each of the Normal schools, a certain sum of money which shall be applied to pay their travelling expenses, conformably to a tariff which shall be hereafter established, for each school.

Article Twenty-third.—Every pupil-teacher before being admitted to study, shall sign a declaration, by which he shall bind himself to conform to all the rules and regulations of the school, to undergo an examination for obtaining a diploma, and after obtaining the same, to teach in a school under the control of the Superintendent of Schools, or in some college or academy in Lower Canada, either incorporated or receiving a grant from the province, during at least three consecutive years; and, in case he should not fulfil these conditions, then, to pay to the Superintendent of Schools the sum of ten pounds Cy., as an indemnity for the expenses uselessly incurred by the Government, in preparing him for the profession of a teacher, and further to reimburse such sums as may have been advanced for him on account of his board and travelling expenses.

Article Twenty-fourth.—A pupil-teacher shall be considered as having failed in his engagement, when he shall have been expelled from the Normal school,—when he shall not have obtained a diploma, or when after obtaining the same, he shall be deprived of it under the provisions of the 19th clause of the act 19th Vict., Cap. 14th.

Article Twenty-fifth.—A teacher shall not be deemed to have failed in his engagement, when he shall have been unable to obtain employment,—provided that he shall have refused no offer, to which the salary attached, shall be considered by the Superintendent of Schools, sufficient, according to the class of his diploma.

Article Twenty-sixth.—In such of the Normal schools as shall have a boarding house attached to it, the Superintendent may pay over to the director of such boarding house the amount of the purses awarded to the pupil-teachers who shall not have obtained permission to board elsewhere. He may also pay out of the portion of the annual grant allowed to each school, the sum required to pay off the surplus of expenses incurred for the maintenance of the boarding house.

Article Twenty-seventh.—The director of the boarding house and the masters of the study, shall be appointed by the Superintendent in the same manner as the ordinary and associate professors in each school, subject to the approbation of His Excellency the Governor General.

VI.

OF DIPLOMAS.

Article Twenty-eighth.—Diplomas shall be granted by the Superintendent, on the certificate of the Principal of each school, that the candidate, bearer of such certificate, has passed an examination before him, or before such examiners as the Superintendent shall have appointed.

Article Twenty-ninth.—Diplomas shall consist of three kinds, viz:—For academies—For model schools, and for elementary schools.

VII.

OF MODEL SCHOOLS.

Article Thirtieth.—For each of the Normal schools there shall be established a model school for males, and a model school for females;—in each of these shall be taught, at least, all those branches of education required by law to be taught in model schools.

Article Thirty-first.—The teachers (both male and female) of the model schools, shall be nominated by the Superintendent of Schools. The salary of no teacher, shall for the present, exceed £200 Cy.

Article Thirty-second.—The pupil-teachers in the Normal schools shall, each in their turn, teach in the model school of the sex to which they belong,—under the direction of the teachers of such school, and under the superintendence of the Principal and ordinary professors of the Normal school.

Article Thirty-third.—There shall be established for each model school a certain monthly or weekly rate, to be paid by all children attending such schools.

The revenue derived from such fees shall be applied towards defraying the expenses of the model and Normal schools, and an account thereof shall be regularly kept and rendered to the Superintendent of Schools.

VIII.

OF THE BY-LAWS OF EACH SCHOOL.

Article Thirty-fourth.—By-Laws shall be established for the management of each of the three schools. These By-Laws must in all respects be conformable to the provisions of the present General Regulations.

PIERRE J. O. CHAUVEAU,
Superintendent of Schools.

Approved by His Excellency the Governor General in Council.

EDUCATION OFFICE.—Montreal, 12th January 1857.

Special Regulations for the admission of Pupil-teachers into the McGill Normal School.

Article first.—Any person desirous of being admitted as a pupil-teacher, must apply to the principal of the Normal School, who, on his producing an extract from the Register of Baptisms or other evidence, shewing that he is fully sixteen years of age, with the certificate of character and conduct required by the 16th article of the general Rules and Regulations, approved by His Excellency the Governor General in Council, on the 22d December 1856, (See form A), shall himself examine the candidate.

If upon this examination, it is found that the candidate can read and write sufficiently well, knows the rudiments of grammar in his mother tongue,—Arithmetic as far as the Rule of three, inclusively, and has some knowledge of geography, the principal shall grant him a certificate.

Article second.—The candidate having thus obtained the certificate of the principal, shall then, (in the presence of two witnesses, who, with the principal shall countersign the same,) sign an application in writing for admission, containing the declaration required by the 23rd general Regulation, according to the form marked A, hereunto annexed. This shall be forwarded to the Superintendent of Schools, together with all the certificates and other documents required, and if the whole be found correct, the Superintendent shall cause the name of the candidate to be inscribed in the Register and due notice thereof shall be given to the principal.

Article third.—The pupil-teachers shall state the place of their residence, and those who cannot reside with their parents, will be permitted to live in boarding houses, but in such only, as shall be specially approved of. No boarding house having permission to board male pupil-teachers, will be permitted, to receive female pupil-teachers as boarders, and vice versa.

Article fourth.—Every pupil-teacher will be allowed a sum of from £8 to £9 to assist in paying his board. This allowance will be paid quarterly.

Article fifth.—Every pupil residing at a distance of more than ninety miles from the City of Montreal, shall be entitled to receive an allowance for travelling expenses, proportionate to the distance, but not to exceed two pounds ten shillings per annum.

Article sixth.—The total amount of allowances paid to pupil-teachers under the foregoing articles, shall not exceed £33 6 8 currency, yearly,—that being the sum granted for this object: and when the whole of this amount is appropriated, such pupil-teachers as may apply for admission shall not be entitled to any portion thereof, until vacancies shall occur.

PIERRE J. O. CHAUVEAU,

Superintendent of Schools.

Approved by His Excellency the Governor General in Council, on the 20th January 1857.

Prospectus of the McGill Normal School.

The McGill normal school is chiefly designed to train effective teachers for the protestant population of Lower Canada. It is a provincial institution, under the control of the Government, and of the Superintendent of schools. Its connection with McGill college consists in the Superintendent of Education having associated with him for its management the governing body of that university, which will enable the pupil-teachers to derive such benefits from the university as its large means of education allow it to offer.

Its staff, at present, consists of the principal, two english professors, and a professor of french.

For practice in teaching, it will have model schools for girls and boys, in the normal school building; and more fully to carry out this important part of the work, the large and excellent model school for both sexes already in operation under the committee of the Colonial Church and School Society, has been associated with the institution, as a branch model school.

Mr. Robins, trained in the normal school of Upper Canada, where he has also acted as an assistant, will be one of the professors; Mr. Hicks, the other English professor, has studied in two of the best normal institutions in England, and has already gained a reputation in this country as the instructor of a number of efficient teachers.

The McGill normal school will thus combine with the system adopted in Upper Canada, those followed in England, and which have been successfully applied in Lower Canada.

Mr. Léon Fronteau, a graduate of the University of France, has been charged with the tuition in the French language and literature, and Mr. Principal Dawson will deliver lectures on natural history and agriculture, for which his profound acquirements in these two branches render him eminently qualified.

It is also contemplated, that such of the pupil-teachers as may be distinguished by previous education, ability and industry, shall have the further privilege of entering on the university course as free students, with the view of qualifying themselves for teaching in colleges, academies and other institutions for superior education.

The course of study in the normal school will include all the branches of a sound english and french education, with especial reference to their principles and practical application, and to the best methods of teaching them. Instruction will also be given in the art of teaching and the management of schools, in history, the elements of mathematics and algebra, natural philosophy, chemistry, natural history, agriculture, drawing and music.

In addition to religious instruction of a general protestant character, by the professors, arrangements will be made for special religious instruction by ministers, representing the several denominations with which the pupil-teachers may be connected.

No boarding house is attached to the institution, but every care will be taken to ensure the comfort and good conduct of the pupil-teachers in private boarding houses to be selected by the Principal.

The large and commodious building, known as the "Old High School," in Belmont street, is being thoroughly repaired and fitted up by the Government, for the accommodation of the normal school, and will be provided with every modern appliance in the art of teaching.

Candidates for admission will be examined in reading, writing and the elements of grammar and arithmetic, and will be required to produce certificates of good moral character from the clergyman or minister of religion under whose charge they have last been, and also, testimony, that they have attained the age of sixteen years.

On complying with these conditions, pupil-teachers will be entitled to free tuition, with the use of text books, and also to an allowance of £8 or £9 per annum, in aid of their board. Those who reside at a distance of more than ninety miles from the city of Montreal, will also be entitled to a small allowance to pay travelling expenses, proportionate to the distance.

Pupil-teachers admitted after the sum allowed for the year has been appropriated, cannot participate in any of the allowances, unless vacancies should occur.

These allowances are to be paid quarterly to all pupils who may require such aid, and who have complied with the rules of the institution.

At the close of the first year of study, pupil-teachers may apply for examination, for a diploma, giving the right to teach an elementary school, and after two years study, they will, on examination, be entitled to diplomas as teachers of model schools. All the preceding regulations and privileges shall apply to female as well as to male pupil-teachers.

Every effort will be made by all connected with the direction of the institution, to perform efficiently the important task of training zealous and skilful teachers, and at the same time to afford every facility to all who desire to avail themselves of the benefits of such training, whether in the normal school or in the model school.

The ordinary session will commence on the 15th September, and end on the 15th July, with a vacation of one week at Christmas.

The school will be opened on the third day of March next, and as an inducement to entrance, the term extending to the 15th of July, will be reckoned as a complete session in the case of all whose progress may enable them to undergo the final examination. Candidates are recommended to apply before the opening and none will be received later than fifteen days thereafter; unless, on examination, they are found capable of taking their places in the classes previously organized.

Previous to the opening, application for entrance may be made to the Principal, at Burnside Hall, McGill College, and thereafter at the normal school, Belmont street.

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

STATEMENT OF MONIES PAID BY THE DEPARTMENT OF EDUCATION FOR CANADA EAST, BETWEEN THE 1ST. JANUARY AND THE 15TH. FEBRUARY 1857, INCL.

Paid on account of grant, to Common Schools, second half year of 1856.....	£ 8752	8	1
" " " for Superior Education.....	17979	0	10
" " " for poor municipalities.....	863	0	0
" " " for Normal schools.....	809	9	5
" " contingent expenses.....	240	4	9
" salaries, school inspectors.....	1094	19	5
Total.....	£29741	2	6

The rules and regulations and prospectus of the Laval and Jacques Cartier Normal Schools, which appeared in the "Journal de l'Instruction Publique," will be published in our next number.

The following statement shews the number of children attending the schools in the cities of Montreal and Quebec, according to the last census.

	Number of boys from 7 to 14 years of age.		Number of boys from 5 to 16 years of age.		Number of girls from 7 to 11 years of age.		Number of girls from 5 to 16 years of age.		Numb. of children from 7 to 11 years of age.		Number of children from 5 to 16 years of age.	
	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	In the number- At- tending the schools.	
Montreal catholic	3088	2316	5556	3320	2966	2146	5322	3010	6054	4462	10878	6360
" protestant	1208	911	2223	1396	1180	887	2187	1335	2389	1625	4110	2731
" total	4296	3227	7779	4716	4146	3033	7503	4375	8442	6290	16288	9091
Quebec catholic	2769	1841	4119	2310	2148	1780	3717	2256	6217	3621	7836	4696
" protestant	1665	1173	2397	1698	1597	1079	2121	1418	3262	2252	4621	3014
" total	4434	3014	6516	3998	4045	2859	5838	3674	8479	5873	12357	7610

From the following statement of the correspondence of this department during the last six months of 1856, some idea may be formed of the interest generally manifested throughout Lower Canada, for the advancement of public instruction.

	July.	August.	September.	October.	November.	December.	Total.
Letters received.....	997	259	653	862	381	574	3726
Letters despatched.....	417	785	893	516	953	690	4164

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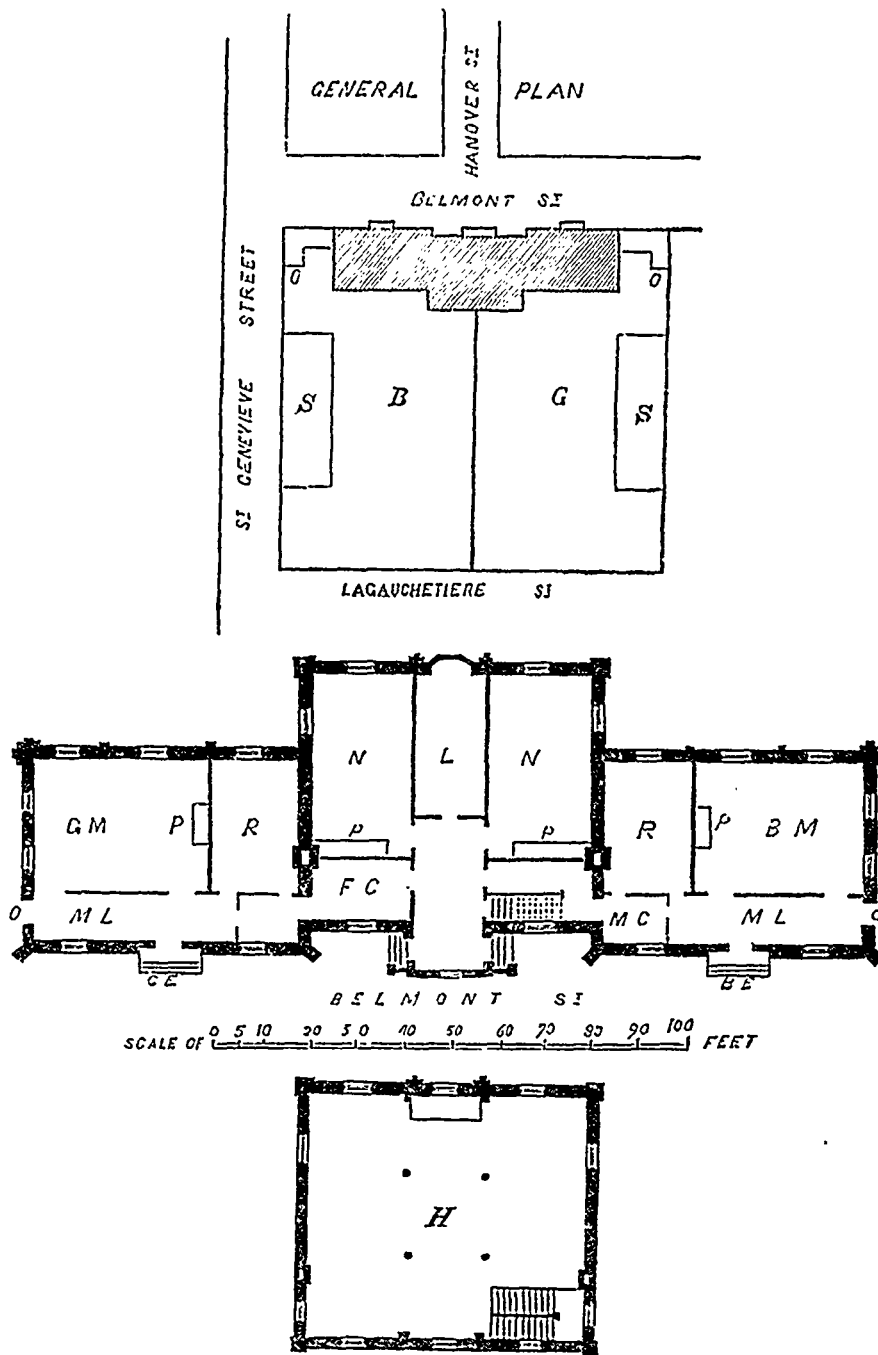
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The Course of Study is arranged to afford a thorough education, and embraces:

1. Classics;
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4. The Modern Languages;
5. Oriental ditto;
6. Book-Keeping and Commercial Penmanship and Correspondence;
7. Preparatory Department;
8. Drawing;
9. Dancing;
10. Music.

Boarders are received by Mr. Walsh at a uniform rate of £4 per month each.

A limited number of suitable persons, who desire to qualify themselves to become teachers or missionaries to the East, will be educated free.



REFERENCE TO GENERAL PLAN OF MCGILL NORMAL SCHOOL.

M, N, Normal School class rooms, 21 ft. x 37 ft.; L, Library and Apparatus, 16 ft. x 28 ft.; A, M, Girls' model school room, 27 ft. x 38 ft.; B, M, Boys' model school room, 27 ft. x 38 ft.; R, R, Model school recitation rooms; F, C, Cloak and retiring room for female teachers in training; M, C, Cloak and retiring room for male teachers in training; M, L, Model school Lobbies; E, E, Principal entrance; G, E, Entrance for girls and female teachers in training; B, E, Entrance for boys and male teachers in training; O, Entrances for Playground and outhouses; P, Teachers' Platforms; H, Examination Hall, 49 ft. x 60 ft.

The building was erected for the Montreal High School, and has been adapted to the use of the Normal School with as little change of plan as possible.

It is heated by three furnaces in the basement, in which is also a residence for the porter.

The model schools are seated with double desks and chairs, on the Boston plan, for 200 children. The Normal school class rooms are seated in a similar manner, each with chairs for 50 teachers in training. The examination hall is seated with moveable seats. The model school reci-

tation rooms are furnished with galleries and benches, and all the class rooms are provided with large surfaces of wall blackboard.

The terms of subscription to the "Journal de l'Instruction Publique," edited by the Superintendent of Education and M. Jos. Lenoir, will be FIVE SHILLINGS per annum and, to the "Lower Canada Journal of Education" edited by the Superintendent of Education and Mr. John Radiger, also FIVE SHILLINGS per annum.

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