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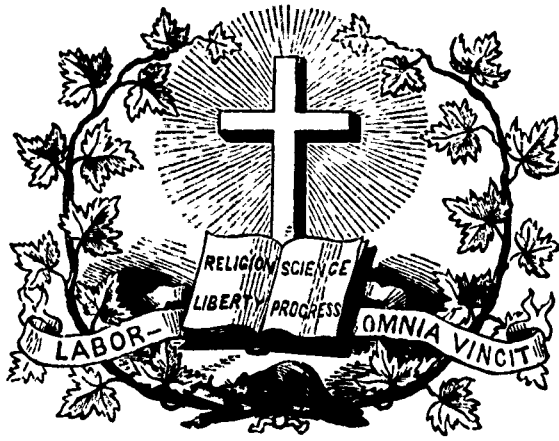
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JOURNAL OF EDUCATION.

Volume I.

Montreal, (Lower-Canada) April 1857.

No. 3

SUMMARY.—**EDUCATION:** The colleges of Canada.—The Laval University, by Hon. Pierre Chauveau.—The true teacher forever a student, from the *Michigan Journal of Education*.—Relations of Parents and teachers, by T. T. Lyon, from the same *Journal*.—Visit your schools, from the *Upper Canada Agriculturist*.—The crooked tree, from *Godley's Lady's Book*.—**LITERATURE.**—**POETRY:** The Cross, by Cornelia Jordan, from the *Philadelphia Ladies Christian Annual*.—Times go by turns, by Southwell.—**SCIENCE.**—**NATURAL HISTORY:** On the Natural History of the Rosignol or song sparrow, Fringilla melodia, from the *Canadian Naturalist and Geologist*.—A desperate conflict between a lion and an antelope.—Great results from fish-cakes.—**AGRICULTURE:** On the vitality of grass seed, from the *Lower Canada Farmers Journal*.—A curious question, from the same.—Rural architecture, from the *Upper Canada Agriculturist*.—**OFFICIAL NOTICES:** Appointments of members of Boards of Examiners.—School Commissioners.—Situation wanted.—Teacher wanted.—Donations received.—**EDITORIAL:** School legislation.—Our foreign exchanges.—The colleges of Canada.—Lecture on education, by J. H. Nicollé, D. D.—**Educational Directory,** by Thomas Hodgkin.—Legal decision.—*Browne vs. School Commissioners of Lévis*.—Held that the power granted to School Commissioners to remove masters does not exempt them from liability when they act without sufficient cause.—**MONTHLY SUMMARY.**—**OFFICIAL DOCUMENTS:** Act amending the school laws.—Special regulations for the admission of pupil teachers to study in the Laval and Jacques Cartier Normal schools.—**WOOD CUT:** View of the Laval University at Québec.—**ADVERTISEMENTS.**

Montreal and that of Quebec are almost coeval with the mother institutions in France. Mr. Olier, who projected and planned, with Mr. de la Dauversière, the colonisation of the Island of Montreal, was the founder of the seminary of Saint Sulpice of Paris. That period was one of great religious fervor, which was still increased by the dramatic and even supernatural accounts that were given of the missions in the New World. The election of Monseigneur de Laval to the new bishopric of Quebec, met with great difficulties, and the Abbé de Queylus, who was then invested with quasi episcopal authority in the colony, as a representative of the Archbishop of Rouen, who claimed ecclesiastical control in the same manner as the Parliament of Rouen claimed legal jurisdiction over Canada, appeared at first to be supported by a large party, which however soon gave up its opposition.

EDUCATION.

THE COLLEGES OF CANADA.

I.

The Laval University.

François Xavier de Laval Montmorency, was born at Laval, in the Province of Maine, in France, on the 30th of April, 1623. His father was Hugues de Laval, Sieur de Montigny. He studied at the college of the Jesuits, at Laflèche, where he was a distinguished pupil. According to the usages followed in those days, he was admitted to the minor orders when only eight years of age, and shortly after, was named an honorary canon to the Bishop of Evreux. At that very early period of his life, the young Abbé de Montigny (such was then his name) was full of the desire of preaching the Gospel to the Indians of America; but an uncle of his having thought fit to remove him from the church, on account of his being the only representative of the elder branch of the family, the future Bishop of Quebec was, for a time, engaged in wordly pursuits. The uncle, being on the eve of death, changed his mind, and the nephew immediately returned to his former avocations, was ordained a priest at the age of 24, and at the same time, made arch-deacon of Evreux.

He was one of the first priests whom Monsieur de Bernières congregated around him in his hermitage of Caën, which was the first origin of the Seminary of foreign missions of Paris. It is a remarkable coincidence that both the seminary of

He was first named Bishop of Pétrée in *partibus* and *vicaire apostolique* of New France. The bulls were signed by Alexander VII and dated 1657. Owing to the above mentioned difficulties, it was only on the 7th of April, 1759, (on Easter Sunday) that the former Abbé de Montigny, then Bishop of Pétrée, sailed from LaRochele for Québec. He was accompanied by two priests MM. Torcapel and Pélérin, Father Jérôme Lallemand, a Jesuit, and a young man Mr. Henri de Bernières, nephew of the Abbé de Bernières above mentioned. They reached Quebec on the 16th of June—the whole voyage taking two months and nine days, not an unusual passage in those times. The nine days would almost suffice now, without the two months.

The Bishop, on his landing, was received by the Governor, the Vicomte d'Argenson; the clergy of the town and neighbourhood, and a large meeting of the people who were almost frantic in the exhibition of their feelings at the long expected arrival of a Bishop. He took his abode first with the Jesuits, who had long been settled in Quebec, and, afterwards, moved to the Hôtel-Dieu. The hospital was then full of sailors and emigrants, sick with pestilential fevers; and the worthy prelate went there expressly to be present at the post of danger, and he himself administered the sacraments to hundreds of those unfortunate people.

Having been brought into collision with the baron d'Avau-gour, the then governor, on the subject of the trade of spirituous liquors with the Indians, which he had denounced, while the head of the colony and his advisers were tolerating, if not encouraging it, the Bishop of Pétrée went to France in 1662. In addition to this, he had another great

object in view: the creation of an episcopal seminary at Quebec.

(*) Early in 1663, he made overtures to King Louis XIV on that subject, and laid before him a paper containing his views. He was successful, so far, that on the 26th of March, he was enabled to publish a pastoral letter announcing to the faithful of Old and New France, the speedy execution of his long cherished undertaking. The letters patent were granted in the month of April following; and these letters patents of that remote period are the ground work on which were afterwards based the several letters patent, *lettres d'amortissement*, ordinances and acts of parliament under which the Seminary of Quebec still holds the extensive and valuable properties we hereafter allude to, and the revenues of which are so nobly employed in the diffusion of knowledge and the inculcating of Christian virtue.

The Bishop returned to Quebec in the beginning of September, with Mr. de Mesy, who through his influence, had been appointed to supersede the baron d'Avangour, as governor, Mr. Gaudais, the newly appointed *commissaire du roi*; and Messrs. Ango des Maizerets and Pommier, priests. In the same vessel were three companies of soldiers, and about a hundred families of settlers. The Bishop and the new governor, were received with the greatest military and religious display, the guns were fired, and the bells rang at the same time, awaking the echoes of the vast solitudes and and of the uncultivated mountains of the neighbourhood.

Mgr. de Laval had, with him, the letters patent for the establishment of a *conseil supérieur*, the first executive and legislative body which Canada ever had, and which, being composed of certain public officers, in the absence of the elective principle, acted as a check on the omnipotence of the governor. That political institution was due in a great measure to the energetic representations of the Bishop.

Although busy with the establishment of new missions and with finishing and completing his cathedral, he gave his immediate attention to the educational wants of his people, encouraged the creation of the Canadian order of the Sisters of the Congregation of Notre Dame, by the venerable Sister Marguerite Bourgeois, and opened several elementary schools in the towns and in the country: those for boys being generally kept by Franciscans or by young laymen who had received some education in the Jesuits college, and to whom the good fathers and the Bishop made a trifling allowance in addition to such fees as they might get from their pupils. Some of these schools existed up to the extinction of the order of Jesuits, and the confiscation of their property under the British Government; others were kept up still longer by Mgr. Laval's successors.

The corporation of the Seminary of Quebec was then in existence, and in course of being affiliated, as we have already stated, to the Seminary of the foreign missions of Paris, which was itself a vigorous offspring of the little hermitage of Monsieur de Bernières, at Caën; but although several young ecclesiastics were studying under its first members, it had no building of its own, and, in fact, no tangible and permanent existence.

With that earnestness of purpose, with that calm and steady activity for which the pious and energetic prelate will ever be admired, he acquired, one by one, several lots adjoining the parish church and *fabrique* ground, on which are now built the Seminary of Quebec and the Laval

University. At last, on the nineteenth of April, 1678, he laid, with great solemnity, the corner-stone of the new building, which he placed under the protection of the Holy Family.

There is undoubtedly, a great contrast between the modest looking house then in course of erection, and the imposing pile of the Laval University just now erected, and a front view of which we offer this day to our readers. But the one, as well as the other, possessed an invaluable advantage. The Seminary, which faces the river St. Lawrence, and the University, which faces the river Saint Charles, offer to their inmates that which is of no small effect in the training of the human mind: one of the most poetical and striking sceneries in the world.

The historian Charlevoix, in a letter to the Duchesse de Lesdiguières, dated Quebec, 28th October, 1720—that is to say, thirty two years after the building of the Seminary—gives of this delightful spot the following brilliant and almost prophetic description:—

"The garden extends even over the brow of the rock, and commands a view of the whole roadstead. When the capital of New France, will be as flourishing as that of old France, (and there is no need of despairing, for Paris, for a length of time was less considerable than Quebec is now,) as far as the eye can reach, will be seen villages, chateaus and villas, and all these are already foreshadowed.—The Saint Lawrence, whose waters roll so majestically, coming from the extremities of the North and of the West, will be covered with ships.—The Island of Orleans and both banks of the two rivers will open to the view rich meadows and hills, and fertile plains: and for this, the only thing required is a more numerous population: when, a part of the borders of the river St. Charles, which winds its course so charmingly through a rich valley will be annexed to the city, of which it will, without doubt, become the most important quarter; when, the whole of the shore will be lined with magnificent quays and wharves,—the port be filled with splendid ships, and that we shall see from three to four hundred vessels laden with riches heretofore comparatively unknown and unvalued, and which will return laden with those of the old world in exchange; you will admit, madam, that this terrace will then present a *coup d'ail* that cannot be surpassed, and which is, even at present, extremely beautiful."

It, was only on the 6th October, 1688, that sixty young boys were admitted into the college or *petit séminaire*, with the same peculiar dress which is still worn by those of the present time, and which has been adopted by almost every other catholic college in Lower Canada, with trifling alterations. It consisted then of a blue *capot* or frock coat, with white seam strings and an Indian like and *omnicolor* kind of a sash which has been lately replaced by a green woollen one. Up to that time, the young men who were intended to become priests followed the classes of the Jesuits until they were ready to begin their theological studies, but some of them were boarded in the Seminary. The Bishop had also established at St. Joachim, in the côte de Beaupré, now the county of Montmorency, a preparatory school, where the young *habitans* were taught, together with reading, writing, and arithmetic, some useful trade. Those among them who were remarkable for more than ordinary talent were sent to the Seminary to enter on their classical studies.

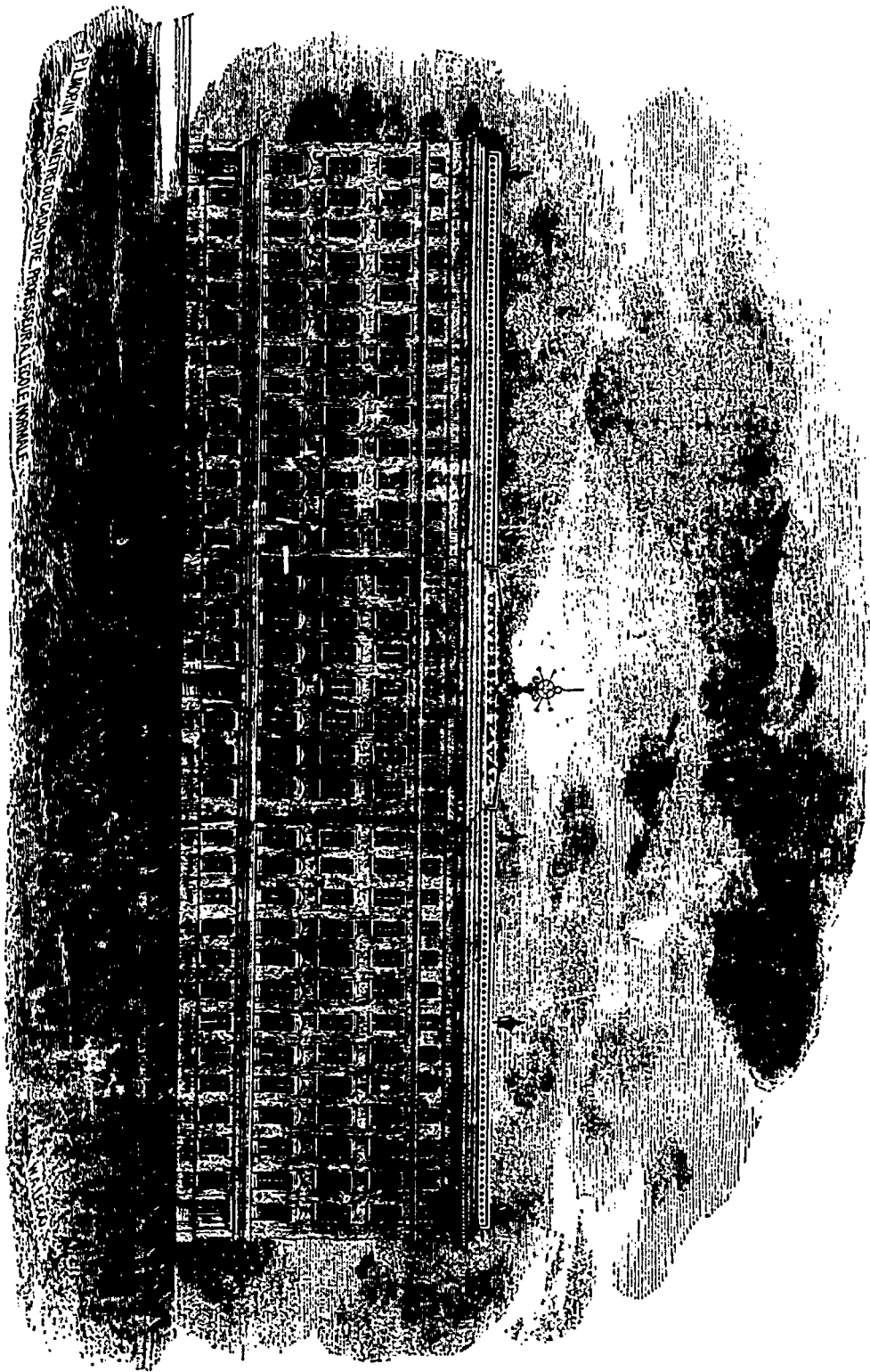
Among the first inmates of the college were fourteen Indian boys, who quite undaunted and ungovernable soon took again to the adventurous life of their tribes. Not one of them is to be found in the list of the young men who completed their studies between 1674 and 1685—which is as follows: "Pierre Volant, de Saint Claude, Charles Volant, Jean Pinguet, Paul Vachon, Jacques Denis, Claude Denis, Jean Guyon, Mathieu Damour, Denis Peuvret, François Grouard, Pierre Thierry, Jean Buisson de Saint Côme, François de Laval and Philippe Boucher." Eight of these became priests, one of them became a franciscan, (Jacques Denis) and the other four, Damour, Peuvret, Grouard and Laval (probably a nephew of the Bishop) followed worldly pursuits.

(*) *Esquisse de la vie et des travaux apostoliques de Mgr. Frs. Xavier de Laval Montmorency, premier évêque de Québec*, Québec: Côté et Cie., 1843—145 pages 80.

Esquisse biographique sur Mgr. de Laval, par l'abbé Brasseur de Bourbourg, Québec: Fréchette et Cie., 1855.

Opuscules manuscrits de M. le Commandeur Viger, et critique des ouvrages ci-dessus, par le même. Ubique passim.

VIEW OF THE LAVAL UNIVERSITY AT QUEBEC.



A great number of young men attended the college without completing their studies, as is the case even now. For twenty one of the years included between 1685 to 1773, not more than one, two or three scholars composed the last or highest class of the course. The year 1773 is remarkable from the fact of 19 young men having done so, and terminated their studies. The largest number in any one year between 1773 and 1848, is 27, (1784)—and 26 of the years comprised within that period do not exceed five each of them. This is a striking illustration of a fact much to be deplored in the education of young men on this continent: parents, generally, too willingly yield to the fickle mindedness levity and of their children, or sometimes, which is worse, from mere caprice, or on the slightest pretence, will compel them to abandon their course of studies, with half the knowledge they ought to possess, and which, they afterwards claim as their own.

(To be continued in our next.)

PIERRE J. O. CHAUVEAU.

The true Teacher, forever a Student.

No reform is more needed in our schools than the introduction of the custom generally among teachers, of studying the lessons they are to teach. Were we called upon to indicate the causes which most generally lead to the failures either in the instruction or government of the common schools, we would point to the neglect of teachers to learn their lessons as the most prominent and pernicious of them all.

It is but a small part of the teacher's business to look upon the text book and note whether a pupil has recited the lesson as it is printed there. If this is all then any one may teach who can read. And yet we may well fear whether there are not multitudes of professed teachers who do no more than this. We have ourselves heard men of competent learning, even college bred, go through recitation after recitation, reading the questions placed at the bottom of the page and then following with the eye the words in the book while the pupils repeated the answer, merely correcting them when a word was missed. Whatever this process may be called, it certainly is not teaching.

The teacher should know his lesson before hand. No previously acquired knowledge of the subject is sufficient; he should know the very lesson in the text book used by the pupils. There they have gained their ideas of the subject, and all teaching to be profitable to them must be based upon the very lesson they have learned; all explanations and illustrations must in some way spring from that and cluster around it. Associated thus with that, the teacher's explanations will be remembered, or easily recalled; but otherwise they will be often misunderstood and quickly forgotten.

Nor will a previous familiarity with the text book be sufficient. Nothing short of such present knowledge of the lesson as will permit the teacher to go through the recitation with his text book closed, can enable him to teach with the highest success. Memory is treacherous and knowledge fades away. The lesson learned a year ago cannot be fresh in mind to day. No mechanic would be employed to do a delicate piece of work if it were known that he had not sharpened his tools since last year, especially if they had lain for months exposed to rust. Lessons are the teacher's tools and used to be sharpened by daily study.

The teacher who does not learn his lesson before hand must study it during the recitation. Having asked the question which he finds at the bottom of the page he must look through the wilderness of course and fine print to find the answer; he must dwell upon that answer till he under-

stands it. This may require him to read half a page of context and notes in fine print, or if it be a lesson in geography he must often search the map till he finds the place he has asked for. And while his time and energies are thus occupied how much of teaching can he do?

The pupils become inattentive, and learn to despise a teacher who knows so little of his business.

Nor are the class before him the only ones injured by this loss of the teacher's ever present attention. The whole school speedily learns that the teacher's eyes and thoughts are engrossed with a lesson. The temptation is too strong to be resisted; the spirit of fun and mischief triumphs and the teacher is recalled to consciousness by the suppressed titter or loud whispers, pervading the school. The difficulty of his herculean task becomes greatly increased.—There, on the one hand, is his lesson demanding for its completion the sharpest use of eyes and thoughts, and on the other, there is a school of noisy children needing to be watched every instant as the only price of peace. Who wonders that, under such conditions so many teachers fail entirely, while others retire disgusted with the drudgery of school teaching, a drudgery caused largely by this neglect of all daily preparation for their duties?

Let the teacher study thoroughly the lessons he is to hear each day, and his task becomes light and pleasant. His eyes and mind are free. The classes feel the inspiration of his presence, his eye resting upon them and not upon his book holds them to a steady, active attention, while his ready and speaking glance sweeping over the school at the slightest indication of disorder, removes at once all opportunity and all temptation to mischief. The difference between the teacher who prepares his lessons and the one who makes no preparation is the difference between a teacher who spends his whole time with his school and one who is compelled to be absent a half or more of his time; for his bodily presence is of little account while the eye and soul are away.

Does any teacher object to this imposition of extra labor—these hours of daily study. Let him remember it is a part of his business and the fixed condition of success. The best teachers in the land, professors in colleges and others, have even done it. Nor will it add so much to the teacher's labors as many may imagine. It will greatly lighten the toils of the school room by removing his needful study from the already taxed hours of teaching, to a quiet evening hour. It will certainly increase the hours of his daily labor, but it will vastly lighten their burden, and the reward more than equals the toil. No position in life is so favorable to intellectual culture as that of the teacher. Let him be a student as well as a teacher, and all the colleges of earth can offer him no such advantage as he may find in his own school room, for the thorough acquisition of knowledge and intellectual power.

If it be urged that the multiplicity of studies and classes in our common schools renders this study of all the lessons by the teacher an impossibility, we reply, if the duties of the common school teacher are so numerous and burdensome, so much the more need that he should not go to them without due preparation. Five or ten minutes spent upon a lesson would often enable the teacher to save twice that time to the class and school and render an otherwise farcical exercise a true teaching. If time absolutely fails and some lesson, the Geography lesson for example, remains unstudied let some best prepared pupil in the class be called upon to ask the questions and the teacher hold his mind free to listen, to give explanations and preserve order.

A reform so necessary cannot long be delayed. The time will come when he who will not study shall not teach; when parents and school officers will care less for the inspector's certificate than for the fresh qualifications for his task which their teacher acquires by his daily study, and

when, (we may add) it will be counted no loss to give the teacher one or even two hours of the six for his own preparations rather than have him come all unprovided to his mighty and glorious work.—*Michigan Journal of Education.*

Relations of Parents and Teachers.

BY T. T. LYON.

To commence at the inception of the school: It should not be sufficient, as is too often the case, that the person to be employed shall have been examined by the School Inspectors and found qualified. Their examinations are necessarily extremely limited, in range as well as in depth, and are therefore sometimes faulty in result. Perhaps the *most important quality*, that of government, is entirely beyond their reach except by actual trial, while the question of moral character in a stranger is necessarily dependent upon credentials, which, (and I say it with all due consideration for the difficulties of the case) cannot be too rigidly scanned; as any moral taint or vicious habit in a teacher must to a greater or less extent prejudice the character of his pupils.

Parents therefore should see to it that the teacher, as far as possible, embodies the qualities they would have impressed upon the character of their children; and when once employed no pupil should ever be led to doubt his ability to do all that should be expected of him.

It should be always remembered that you have put the teacher instead of yourself, and that he has, in his six or seven hours per day, the same authority over the pupils that you yourself exercise at home, and that you cannot for the pending time nullify or recall that authority. Your sceptre is, by our laws, made potent up to the limit of the school grounds. Once over that line during school hours the child becomes a pupil and is beyond your authority.

And yet as your representative in the school room he is doubtless under obligation to consider your wishes and yield to them, just so far as in his judgment is consistent with the highest good of all concerned. This relation naturally indicates the propriety of mutual forbearance and of the utmost consideration for each others feelings, and the great advantage of a practical carrying out of the "Golden Rule" cannot but be obvious to all.

In order to assure ourselves that our ordinary business is properly done we are in the habit of watching narrowly the management of such parts as we commit to the hands of others. If we hire a man to build a house we scan closely the quality of the material employed, and also the manner of putting together, and every step of the process from the cellar to the garret is sedulously watched in order that when finished it may be thoroughly done and well adapted to the purpose intended.

We should remember that a mistake in the finishing or adaptation of a building can be remedied, while an error in our education is the error of a lifetime, and is almost if not altogether beyond remedy. It is a well known fact that a school is usually successful just in proportion to the interest manifested by the patrons.

Another duty the parent owes to both teacher and pupil is to furnish for the school a suitable building with appropriate surroundings. The mind is so constituted by its good Author, that Chameleon like, it takes its hue to some extent from contiguous objects, and especially is the plastic mind of the child influenced by the character of the place where he is required to spend so many of his juvenile hours. We recognize this fact at home, and therefore our residences are surrounded with trees, shrubs, plants, flowers, &c.; and our children learn to respect and love them. Our dwellings are also adorned with works of art and a variety of objects

pleasant to the eye and elevating to the taste and they learn to demean themselves appropriately to the place. But it is urged forsooth, that the school house is the place where juvenile humanity runs wild and that to attempt to surround it with pleasing objects would be only "casting pearls before swine," that such things would be demolished by the children in the mere wantonness of sport.

Men know how to adapt their manners to the place. Children do the same thing almost by intuition. At home they are taught to seek an appropriate place if they wish for a romp by way of giving vent to the exuberant spirits of childhood, and the appositeness of employment to place soon becomes as obvious to them as to older persons.

Let the people build school houses such as school houses should be, and fit them up with appropriate and convenient surroundings, such as any man of taste would consider indispensable at home, then say to the teacher it is your business to see that this is not damaged, and you will be sustained in so doing, and my word for it, there would be but one voice from the teachers of the land, "we will do it."

Were I to have a model school house in which to keep a model school, I would have it strictly plain but neat and tasteful, both without and within—surrounded by grounds carefully laid out, planted with trees and shrubbery and well fenced. The steps should be provided with scrapers. The aisles, at least, of the school rooms should be furnished with water and the necessary fixtures to secure cleanliness. Every pupil should be required to be strictly neat and decorous in dress and behaviour. All play (except perhaps in winter the more quiet kinds) should be consigned to the play grounds or places expressly intended for that purpose. In short my scholars should deport themselves with the same decorum in the school room at all times, that I would consider necessary to good manners in my parlor.

After providing a teacher and an appropriate house, the next duty of the parent is to consult with the *teacher*—not the *pupil*—to determine what studies the child shall pursue, and to furnish such books as may be needed. And here permit me to remark that when the teacher has been informed by the parent what length of time will be allowed the child to acquire an education, it should be the duty of the teacher, not the parent, to determine his course and order of studies.

The next duty of the parent is to see that his child is not detained from school except for the most weighty reasons, and furthermore that he is there regularly and in season.

Regularity and punctuality are two indispensable requisites of a good education, and if steadily insisted on both at home and at school the habit will hardly be forgotten in future life.

And lastly, it should be the parent's duty to see that the child is sent to the school room cleanly and appropriately dressed. And here let me not be misunderstood. There is a magic in appropriateness that all will at once perceive. We are accustomed to dress according to our employment. So in the school room where the sexes meet—and where the business should be preeminently methodical, regular, and quiet, the dress should be neat and clean—let it be *patched* to the last degree if necessary—but still, *whole* and above all, *clean*, and in order to enforce cleanliness, let the teacher be furnished with the needful room, with water and soap and whatever else may become necessary to secure this object.—*Idem.*

VISIT YOUR SCHOOLS.—You could not do a better thing. Your boy has the idea that you care scarcely more than a fig's value about his progress there; your girl thinks you are too busy about *more important* matters to worry about her recitations. Grammar is dry as dust to her, geography

is tedious, arithmetic is a bore, reading is horrid, writing is her special abomination. If she speaks of either at the table, she is hushed up. You talk of stocks and senatorship, of the war and free trade. The young ones learn to think their studies very small matters in comparison with yours.

But visit your school to-day. Hear a lesson or two recited. Learn from their teachers what their standing is, in what they oftenest fail, and in what they excel. See who sits next to them in the school-room. See how they compare in personal appearance, whether they look happy and at home. If acquainted with their school habits, you cannot but be interested in them, and then you cannot possibly avoid talking of them. Making these matters subjects of home conversation will certainly stimulate them to better efforts—make better scholars of them. By all means, then visit your schools. Go alone, if no one will go with you. You will always be welcomed by the teacher, unless he is a fit one to be turned off.—*Agriculturist*.

THE CROOKED TREE.—A child, when asked why a certain tree grew crooked, replied: "Somebody trod on it, I suppose, when it was a little fellow." How painfully suggestive is that answer! How many, with aching hearts, can remember the days of their childhood, when they were the victims of indiscreet repression, rather than the happy objects of some kind direction and culture! The effects of such misguided discipline have been apparent in their history and character, and by no process of human devising can the wrong be now rectified. The grand error in their education consisted in a system of rigid restraints, without corresponding efforts to develop, cultivate, and train in a right direction.—*Goley's Lady's Book*.

LITERATURE.

POETRY.

The Cross.

BY CORNELIA J. M. JORDAN.

"In hoc signo spes mea."

Em'blem of love divine!
Thou speak'st to me of Calvary's holy hill,
Where Jesus, bowing to his Father's will,
Yielded his life for mine.

What pain, what agony
O'erwhelmed his spirit in that fearful hour,
When love, subduing every sterner power,
Bled for humanity!

Nature's offended eye
Would not behold him of each friend bereft,
And on that drear and lonely mountain left
To suffer, groan, and die.

The Temple's veil was rent;
The glorious sun withdrew his cheering light,
And earth was sunk in universal night,—
Man lost in wonderment!

One true heart scorned him not,—
When in all other bosoms pity slept,—
Mary—his mother—sat her down and wept
O'er his forsaken lot.

So may I, Saviour, cling
In every trial to thy bleeding side,
And in thy wounds my weeping spirit hide
From stern despair's dark sting.

Teach me this truth profound,
And let my heart the useful lesson know,
That in this dim and fearful vale below,
Happiness is not found.

But by thy cross and love,
Oh, may I learn to purify from sin
Each inward feeling, that my soul may win
A crown of bliss above!

Philadelphia Ladies' Christian Annual.

Times go by turns.

The lopped tree in time may grow again,
Most naked plants renew both fruit and flower;
The sorriest wight may find release of pain,
The driest soil suck in some moistening shower,
Time goes by turns, and chances change by course,
From foul to fair, from better hap to worse.

The sea of fortune doth not ever flow;
She draws her favors to the lowest ebb;
Her tides have equal times to come and go;
Her loom doth weave the fine and coarsest web:
No joy so great but runneth to an end,
No hap so hard but may in fine amend.

Not always fall of leaf, nor ever spring,
Not endless night, yet not eternal day;
The saddest birds a season find to sing
The roughest storm a calm may soon allay.
Thus, with succeeding turns, God tempereth all,
The man may hope to rise, yet fear to fall.

A chance may view that by mischance was lost;
That net that holds no great, takes little fish;
In some things all, in all things none are cross'd;
Few all they need, but none have all they wish.
Unmingled joys here to no man be fall;
Who least, hath some; who most, have never all.

ROBERT SOUTHWELL.

SCIENCE.

Natural History.

ON THE NATURAL HISTORY OF THE ROSSIGNOL OR SONG SPARROW,
FRINGILLA MELODIA.

This interesting little bird is one of the first to proclaim with his song the return of spring, with its wood-music, flowers and soft southern breezes. His note is no sooner heard than all nature seems to arouse itself from the torpor of winter and burst forth into an universal revivification. No Canadian can listen to the sweet ditty of the rossignol, at the same time recalling the incidents of his school-boy days, without feeling his heart warm towards the happy little creature. It is remarkable that with respect to so very common a bird, there should yet be a doubt as to its correct specific description. Audubon figures it with a black spot near the centre of the breast, but does not mention this spot in his summary of the characters of the species. He, however, quotes Dr. Brewer, who says that he has reason to believe that there are two birds included under the same appellation. One of these has the breast spotted nearly all over, while the other has the black star in the centre. He says, the latter builds its nest in bushes or young trees at least two feet from the ground, and the other always upon the ground. He says, the most common resort for nesting is a young cedar tree where the branches are very thick, and where he has twice found an arched entrance leading to it, and a cover to the nest, made by weaving straw and hay among the thick foliage of the tree. The eggs have a ground colour of green, which is perceptible all over the surface, not even excepting the large end, where the spots of lilac brown with which the egg is spangled over, are the thickest. The egg of the other species, or that which builds upon the ground, has a ground colour which appears to be white as far as can be seen, but the whole is so thickly spotted with blotches of a rusty brown as to appear almost wholly of that colour.

Both of these birds spend the summer in Canada, and their nests may be found in almost every meadow, both on the bushes and on the ground. We hope that some of our youthful readers may endeavour to solve the problem of "two species or one," during the approaching season.

The Rossignol, after leaving us in the autumn, passes into the Southern States, where these birds actually swarm during our winter months. This abundance, Audubon says, is easily "accounted for by the circumstance, that it rears three broods in the year; six

in the first, five in the second, and three in the third brood, making fourteen per annum from a single pair. Supposing a couple to live in health and enjoy the comforts necessary for the bringing up of their young families, for a period of only ten years, which is a moderate estimate for birds of this class, you will readily conceive that a whole flock of sparrows may in a very short time be produced by them."

This bird, although it leaves the nest clean and perfect after the first brood, does not rear a second in the same domicile, but constructs a new one. It is made of fine grass, and nicely lined with hair, principally horse hair. Both birds assist in the process of incubation, and while one is in the nest, the other affectionately brings it food. While the female is sitting, the male sings to her from some neighbouring twig or fence rail. The flight of the song sparrow is short, and much undulated when the bird is high in the air, but swifter and more level when it is near the ground. They migrate by night, singly or in scattered troops. They feed on grass seeds, berries, insects, especially grass-hoppers, and now and then pursue flies on the wing. On the ground their motions are lively. They continue running about with great nimbleness and activity, and sometimes cross shallow waters leg deep. They often frequent orchards and gardens, where they love to breed if a secure corner can be found.

This bird sings the whole summer long, and until it takes its departure in the autumn. The notes of chant are short, but very sweet, resembling the beginning of the canary's song, and frequently repeated, generally from the branches of a bush or a small tree, where it sits chanting for an hour together.

The song sparrow is usually called in Upper Canada the "grass bird" or "grey bird," a name that is also applied to another little fellow, who is frequently found building upon a tree close to the walls of some inhabited house. This, however, is the "chipping sparrow," a bird which, although it belongs to the family, has its place in another genus. It is the *Emberiza socialis* of Swainson, and may be recognised by its song "sip-sip-sip-sip," resembling as Audubon says, "the sounds produced by smartly striking two pebbles together, each succeeding note rising in strength, although the song altogether is scarcely louder than the chirping of a cricket."

Of the genus to which the song sparrow belongs, four species only, visit Canada, and of these *Fringilla melodia* is the most common.—*Canadian Naturalist and Geologist*.

A DESPERATE CONFLICT BETWEEN A LION AND AN ANTELOPE.—Dr. Livingstone gives a very interesting description of a fight he witnessed in Africa between a lion and an antelope. The Dr. and his guides had just emerged from a narrow defile between two rocky hills, when they heard an angry growl, which they knew to be that of the "monarch of the forest." At the distance of not more than forty yards in advance of them, a gemsbok stood at bay, while a huge tawny lion was crouched on a rocky platform, above the level of the plain, evidently meditating an attack on the antelope; only a space of about twenty feet separated the two animals. The lion appeared to be animated with the greatest fury,—the gemsbok was apparently calm and resolute,—presenting his well fortified head to the enemy. The lion cautiously changed his position, descended to the plain and made a circuit, obviously for the purpose of attacking the gemsbok in the rear, but the latter was on the alert and still turned his head towards his antagonist.

This manœuvring lasted about half an hour, when it appeared to the observers that the gemsbok used a stratagem to induce the lion to make his assault. The flank of the antelope was for a moment turned to his fierce assailant. As quick as lightning the lion made a spring, but while he was yet in the air, the gemsbok turned his head bending his neck so as to present one of his spear-like horns at the lion's breast.

A terrible laceration was the consequence; the lion fell back on his haunches, showing a ghastly wound in the lower part of his neck. He uttered a howl of rage and anguish, and backed off to the distance of fifty yards, seeming half disposed to give up the contest, but hunger, fury or revenge once more impelled him forward. His second assault was more furious and headlong; he rushed at the gemsbok, and attempted to leap over the formidable horns in order to alight on his back.

The gemsbok, still standing on the defensive elevated his head, speared the lion in the side, and inflicted what the inspectors believed to be a mortal wound, as the horns penetrated to the depth of six or eight inches. Again the lion retreated groaning and limping in a manner that showed that he had been severely hurt, but he soon collected all his energies for another attack. At the instant of collision, the gemsbok presented a horn so as to strike the lion immediately between his two fore legs, and so forcible was the

stroke that the whole length of the horn was buried in the lion's body. For nearly a minute, the two beasts stood motionless; then the gemsbok, slowly backing, withdrew his horn and the lion tottered and fell on his side, his limbs quivering in the agonies of death. The victor made a triumphant flourish of his heels, and trotted off apparently without having received the least injury in the conflict.—*Dr. Livingstone's travels in Africa, an Unpublished Work.*—*Michigan Journal of Education*.

GREAT RESULTS FROM LITTLE CAUSES.

That Brahmin, who, according to the command, laid upon him by his religion and his caste, never tasted the flesh of an animal, but repulsed all food of that kind with horror, was not a little shocked when an Englishman showed him, by means of a microscope, in every drop of the water, of which the Brahmin had just drank, a countless host of little animals, made visible by an artificial eye of ground glass. He was all but ready to choose death from thirst rather than bring death upon thousands of living creatures at every draught. But the Englishman who had so terrified him, suggested the consolation that such infinitely small creatures as we take in with every drop of water, and even with every breath, pass through the operation uninjured.

The animal world, revealed by the microscope, an instrument which at first merely afforded amusement to the eye, has in later times become a subject of attentive consideration, not only to the natural historian, but also in the enquirer into the history of the formation of the earth's surface, and of the permanency of the relations subsisting between the atmosphere and the external condition of the globe. It is found by the microscope that huge beds of the silicious earths, which make so large a part of the earth, are composed of a heap firmly baked together of innumerable shells, in which infinitely small animals once dwelt, for in these atomlike animalcules, a perfection and delicacy of structure, a beauty and proportionate strength of outward form and defence are apparent, which fill the observer with the deepest wonder. At the period when these silicious beds were formed, living beings must have stirred in every drop of the fluid element.

The attention of the natural historian has been drawn in recent times in yet another way to these minute animals, and to their importance to the economy of material nature. We spoke in the former chapter of the consumption of the oxygen of the atmosphere by animals, by fire, by manifold processes of fermentation and oxydation. There is developed, it is true, from the living vegetable world, by the decomposition of carbonic acid, under the influence of the sun's light, a considerable quantity of oxygen gas, but another, and perhaps not less abundant source of supply is in the animal world itself, and in the department of microscope animals. We will dwell on this fact for a moment.

Several years ago, a celebrated inquirer, Count Rumford, observed, that from various unorganised bodies, such as silk, woolen and the like, when exposed in a vessel filled with water to the light of the sun, a quantity of the purest oxygen gas was developed. At the same time the water took a green color, which, as appeared by the microscope, proceeded from a countless multitude of little round shaped animals. In the pans used in salt works is seen a slimy transparent mass forming, which covers the bottom to the depth of one or two inches, and on the surface of which large air bubbles rise. When the slimy skin-like substance of these bubbles is broken with a stick, there issues forth an air, which upon full experiment is ascertained to be oxygen gas, perfectly pure. But when still further the thick sticky fluid, from which the gas proceeds, is examined by the microscope, it is discovered to consist almost entirely of a mass of just such living animalcules as those of the shells of which the hill *Kieselguhr*, at Franzenbud, in Bohemia, and other similar: "ata our mountain regions are composed. Even in the white ashes, which remain after exposing the thick fluid mass to the fire, we may distinguish the silicious skeletons of the animalcula of which it is composed. These skeletons show so distinctly the form of the animals to which they belonged, that it appears as if one were still looking at the fresh slime which they fill, but only in a dead, motionless state. Other waters also which contain organic substances are, according to various repeated experiments of a recent date, animated with thick heaps of little red and green animals, visible only through the microscope; and a species of air comes from the water, in which, when it is collected under a glass, a burning shaving gives forth a clear flame as in oxygen gas, and by this and other signs it is proved to be pure, or almost wholly pure, oxygen.

When we consider, in this connection, the extensive pools upon shallow sea coasts, filled with saline particles, mixed with a mass of the organised remains of sea animals, when we remember still further the numberless collections of standing water in swamps and ditches, with which also the remains of animal and vegetable bodies are mingled, it will be easy to see the important office which these animalcules discharge in the material world. They consume without ceasing the substances held in solution, which, if they decayed in the ordinary manner, would poison the air with the exhalation of their corruption. And although these animalcules cannot entirely remove the evil in swampy regions, yet their services in this respect are by no means inconsiderable. But not only is this work of purification and clearing away, committed to these animated atoms, they perform the much more important office of separating the oxygen in entire purity from the water in which it is contained. Here the weakest and smallest are appointed to supply that which is essential to the life and activity of the strongest. What, to our ordinary view, seems contempt-

tible, upon a more thorough and penetrating inquiry is found worthy of recognition and honour.

The great, according to its weight and ruling influence, always remains great, but that which strikes our eye in the great and appears of weight,—that would not exist, if there were not around, below, and above it, another world of things which our eyes see not.

AGRICULTURE.

(From the Lower Canada Farmer's Journal.)

On the Vitality of Grass Seed.

The question is often asked, and many times by those who are esteemed the wisest and best of farmers—"Is grass seed and clover seed, which is more than one, two, or three years old, just as good as seed only one year old?"

By many it is believed that there is really no difference in seed, whether it is one or four years old; and it would seem that when proper care is exercised in securing such seed, not suffering it to be injured by storms, nor to heat in the mow before it is cleaned from the chaff, it would be good seed, and vegetate well even when it is a few years old. We have always thought, until recently, that old seed was as good as new, and have many times sown clover and timothy seed which was more than a year old, but have noticed almost invariably, that such seed did not seem to "take" well; and, not thinking that the seed was not good, we have attributed such failure to the unfavorable condition of the soil—that it was covered too deep, or not covered at all with earth. But I have always had good success in seeding land, in both fall and winter, when I have used fresh seed. I have observed many times that those farmers who contend that old seed is just as good as new, and who are in the habit of sowing old seed, frequently complain that their grass seed does not seem to take well.

As every farmer should, if possible, raise his own grass seed, we have been accustomed every year to select some of the best portions of our meadow and let it ripen for seed. In 1849 we saved about two acres of timothy grass; and as it yielded several bushels more than we wanted to sow in one season, it was kept in barrels in the barn. The seed sown in 1850 took well. In 1851 we sowed about one bushel of the same kind of seed, and were much surprised to find that but a small part of the seed ever came up. Not having occasion to use the remainder of the seed, it was kept until the spring of 1855, when we sowed about two bushels of it, and none of it grew. The cause of failure was thought to be the universal dryness of the soil.

In the spring of 1856 from one to two bushels more were sown, but none of it vegetated; and in September last about two bushels more were sown after wheat on summer fallow, where the soil was very mellow and moist, and as favorable as a soil could be for seed of any kind, and not one single spire can be found which has sprung from the seed sown at that time.

In a few instances, in years gone by, we have sown turnip seed which was from two to three years old; and from such seed we never obtained many turnips; while from new seed they were almost always apt to stand too thick.

In the spring of 1853, we used carrot seed which was three years old, and not one seed in one hundred vegetated. In the spring of 1855, we used carrot seed two years old; and in some rows of one hundred feet long, there would be but six, eight or ten carrots; and not one-tenth part of the seed in all the rows, ever came up. In the spring of 1853 I sowed a paper of carrot seed, which we have good reason to believe was old seed; and the result was, we did not raise one single carrot.

What the experience of others may be on this subject, I am not able to say; but what I have penned I know to be veritable truth; and, furthermore, I know that the cause of failure was in the seed, and not in the unfavorableness of the soil. And if such should be the result with old seed on my farm, may we not safely conclude that when a failure has been attributed to a poor and barren soil in many instances, the fault was in the seed? We know that grass seed is kept on hand many times by proprietors of agricultural seed stores, until it is several years old; and it is no uncommon thing for country merchants to keep clover and timothy seed from year to year, and sell such for fresh seed; and if my seed should lose its vitality in so short a period of time, it would seem to be the dictate of sound wisdom for every farmer to raise his own seed from year to year; or sow none except that which is known to be the product of the previous season.

A Curious Question.

It is a singular illustration of the inexactness of agricultural knowledge, that the question how many seeds there are in the pound of our commonly cultivated field plants, should still remain to be answered. It is plain that the answer will not necessarily affect farm practice—for the quantity of seed which it is proper to sow per acre, is a matter to be determined by experience, not by argument apart from trial; and yet surely it is most desirable to compare the number of the seeds we ordinarily sow with that of the plants we raise. If in ordinary practice, 1,200,000 seeds of wheat are sown on every 40,000 superficial feet, or what is more extraordinary, fifteen to eighteen million seeds of flax are scattered on the same extent, about three to every inch of land, it is surely well to let the farmer know it. He knows very well he does not raise so many plants as this—and struck, as he must be, by the enormous disproportion between the means he uses and the result he gets, he will inquire into its causes.

The turnip seed employed per acre, numbers from 600,000 to 1,000,000, according to the kind and quantity adopted; this, if the rows are two feet apart, is two or three dozen seeds per foot of row, where a single plant alone is to be grown. No doubt nothing like so many generally come up, but then there is a great destruction by the hoe, which will explain much of the discrepancy in this case. What, however, becomes of the 18,000,000 seeds of flax which are commonly—of the 6,000,000 seeds of oats which are sometimes sown per acre? There is no destruction by the hoe in either instance here. A single ear of oats may contain 100 grains—a single plant will generally include half a dozen ears, but if 6,000,000 plants should yield as much as this implies, they would produce 100 loads of grain. Instead of 600 seeds a piece, they yield but half a dozen each to produce an ordinary crop of oats. It is plain that five-sixths of the seed, or of the plants that they produce, are killed in the cultivation of the crop; and the proportion is vastly greater than this in the case of other plants. What is the ordinary seeding of the clover crop? Eight pounds of red clover, four of white clover, and four of trefoil may be sown—that is at least 6,000,000 seeds per acre—a seed on every inch of land—but instead of 144 are there generally half a dozen plants on every square foot of the clover field?

There are about 25,000 seeds of sainfoin in a pound of rough seed, as it is called, and it weighs some 20 lb. per bushel; four bushels in an ordinary seeding, and they contain 2,000,000 seeds, or 50 per square foot of land. This is the number, too, of seeds in an ordinary seeding of vetches. It is manifest that in both these cases there is an enormous destruction either of young plants or seed; and these are the two great divisions under which the causes of this anomaly must be classed: faults of seed and sowing, and faults of cultivation. We are enabled, by the assistance of Messrs. Rendle, of Plymouth, to lay before them the following answers to the question—how many seeds to the pound?

Name.	No. of Seeds. per lb.	No. of lbs. per bush.
Wheat,	10,500	58 to 64
Barley,	15,400	48 to 56
Oats,	20,000	38 to 42
Rye,	23,000	56 to 60
Canary grass,	54,000	
Buckwheat,	25,900	48 to 56
Turnip (Rendle's Swede),	155,000	50 to 56
" (Cornish Holdfast),	239,000	"
" (Orange Jelly),	233,000	"
Cabbage (Scotch Drumhead),	128,000	56
" (Drumhead Savoy),	117,000	50 to 56
Clover (Red),	249,600	60
" (White),	686,400	59 to 62
Rye grass (Perennial),	314,000	20 to 28
" " (Italian),	272,000	13 to 18
Sweet Vernal Grass,	23,200	8

—Idem.

Rural Architecture.

In a progressive and enlightened age like this, it is somewhat astonishing that so little effort has been made to improve and beautify the homes of the rural population.

The associations connected with childhood have an important bearing on the conduct of the man, and the recollections of youth from the most agreeable pictures that are impressed on the tables of memory.

The scenes of our childhood, the hopes of our youth, and the aspirations of our manhood come crowding to the mere mention of home. In infancy, consciousness first dawns upon the beauty of

nature beneath the grateful shade of its trees, and their memory in after life acts as an incentive to noble action.

There are but few whose eyes will not brighten, and whose pulse will not quicken as the reminiscences of past happy days are brought to mind.

"How dear to my heart are the scenes of my childhood,
As fond recollection presents them to view;
The orchard, the meadow, the deep tangled wild wood,
And every loved spot which my infancy knew.

"The wide-spreading pond, the mill that stood by it,
The bridge and the rock where the cataract fell,
The cot of my father, the dairy house nigh it,
And e'en the rude bucket which hung in the well."

With associations similar to these, and with sufficient wealth at their command, a large portion of the citizens of our prosperous country are content to dwell in houses but little if any better than those constructed by the first settlers of our soil; and there to bring up and educate the children, who are to be the men and women of the next generation.

They think, no doubt, that it is for the benefit of those children that they continue to economize and toil; but a few moments' reflection would show that the foundation of all education is laid at the home of our childhood. With the perceptions of order, symmetry, and beauty, awakens the desire for possessions, and with them comes that refinement of manners which distinguishes a civilized from a coarse and brutal people. And as the first perception of order and beauty is awakened in most minds by external objects, a comfortable and attractive home has an important bearing on education and refinement.

Like a strong anchor, the mere sentiment of home has saved many a man from shipwreck.

Then, how necessary does it become, for a thinking moral people, to throw every attraction around their home that their means will allow. In this view, the adornment of the Homestead has social and moral influences far beyond the mere gratification of the eye, or the consideration of dollars and cents.

The desire to surround ourselves with the higher sources of enjoyment, rather than be content with mere utility is to acknowledge the existence of a sentiment, which, next to a religious one, is the purest and noblest part of our nature.

A man's dwelling, to a certain extent, may be regarded as a type of his character, and in the aggregate the appearance of the houses, as an index of the people.

Ranlett, in his work on Architecture, observes that, "The house proper, deserves more care and calculation, in its structure, than a packing box. It is the case in which a man places the objects which are dearest to him; in which he shuts himself from the world to enjoy that portion of it which he can call his own; it is his sanctuary in the time of trouble, his retreat from oppression, the scene of his struggle for life, and the last glimpse of the world."

Doubtless many persons are deterred from endeavoring to render their homes attractive, by fear of its involving a large outlay of money. To a certain extent this need not be the case—taste and judgment will point out many additions and ornaments that can be had, which cost but a trifle or a few hours' labor.

The effects of vines, evergreens, and shade trees are not sufficiently appreciated.—Three-fourths of the cottages that have endeared themselves to the hearts of true poets and lovers of nature, have owed their charms to the trees and shrubs and vines with which they were embowered. It is the rural character imparted by this drapery that wins the affections.

Associations of refinement, grace, and beauty, are connected with the occupation of a cottage, where

"Across the porch, thick jessamines twine,
And in the garden, myrtles blossom."

A row of evergreens judiciously placed might hide an unsightly object from the view. But nothing can compensate for the want of shade trees around a country house.

In lieu of enclosing the door yard and adjoining field with the ordinary worm fence, how much better it would be to have a hedge—a plain paling—a rough board or even a post and rail fence. Such additions as these, costing little but time, would entirely change the aspect and throw a charm around many a place that now looks cold and desolate. Something of a love for the beautiful is always suggested by a vine covered cottage, because mere utility would never lead any one to so adorn their residence.

A house may be compared to a woman. A great deal of money might be expended in rich dressing, which would add, if properly

applied, to the attractions suited to the taste of some persons, but when neatly and tastily dressed with well fitting garments, there is a charm that all will acknowledge; and to carry the simile a step further, if slovenly dressed, a dislike is sure to be produced.

There is a misapprehension of the requisites of beauty in a dwelling; most persons think to embellish a house would be very expensive—this need not be the case. An expression of beauty can be given to the simplest farm house. Even a common log house may be made attractive.

Our country houses should embody such ideas of order, beauty, and truth as shall elevate and purify the mind. A building may completely answer the useful requirements of man, and yet not give a ray of pleasure or satisfaction to his heart or understanding.—*Agriculturist.*

OFFICIAL NOTICES.



APPOINTMENTS.

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

BOARD OF EXAMINERS.

Kamouraska.—Mr. Zephirin Perrault, in the place and stead of Mr. Pilote, resigned.

SCHOOL COMMISSIONERS.

County of Chicoutimi.—Bagot: Messrs. L. Otisse, John Kane, Joseph Gagnon and Grégoire Savard.

—St. Alphonse de Bagotville: Messrs. L. Otisse, Charles Roy et Adolphe Tremblay.

County of Stanstead.—Barnston: Messrs. Amos K. Fox et Louis Kausen.

County of Megantic.—Halifax: Messrs. Richard Charles Porter and Robert Bennett.

County of Montcalm.—Chertsey: Messrs. Daniel Treusdell, Thomas Holtley, Olivier Goulet, Damase Riopelle and Joseph Christin dit St. Amour.

County of Gaspé.—Fox and Griffin Cove: The Revd. F. A. Oliva.

—Isles de la Madeleine: Messrs. Boudreault, Isidore Pigneau, Charles M. Bourque, Edouard Paquet and Antoine Chevrier.

County of Montmagny.—Grosse Ile: Mess. Charles Langlois, Eusébe Langlois, Antoine Lavoie, François X. Turcotte et Olivier Gagnier; and Mr. E. Bonneau, Secretary-Treasurer.

Montreal City.—Protestant: Messrs. William Snodgrass, A. Kempt and William Luna.

SITUATION WANTED.

M. Charles Leroux, a Canadian by birth, 32 years of age and married, and who has obtained a model school diploma, will undertake to teach the English language and singing. Address: Mr. Charles Leroux, St. Jacques Mineur.

Mr. Daniel Partenay; aged 35 years and married, who has obtained an elementary school diploma, for the two languages, will engage to teach both English and French. Address: Mr. Daniel Partenay, Ste. Martine, County of Châteauguay.

WANTED, for the Dissident Schools at St. Louis de Gonzague, County of Beauharnois, two teachers qualified to teach in Elementary Schools. Salary for male teachers, £60 per annum; for female teachers, £50 per annum. Address: George Howden, Esquire, Chairman Trustees, North Georgetown, County of Beauharnois.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent of Education acknowledges with thanks the receipt of the following donations:—

From B. Dawson, Esquire, Montreal, "Histoire de Thucydide," 2 vols in-12; "L'insurrection en Chine, depuis son origine jusqu'à la prise de Nankin," 1 vol in-12; "Etudes de la nature," par Bernardin de St. Pierre, 1 vol in-12; "Tableaux de la Nature," par A. de Humboldt, 2 vols in-12; "Discours sur les révolutions du Globe," par Cuvier, 1 vol in-12; "Shall and Will," by Sir E. W. Head, 1 vol in-12.

From Messrs. Lelievre & Angers, 2 vols of "Lower Canada Reports," From the Superior of the Brothers of the Christian Doctrine, at Quebec, "Brownson's Elocution."

From Joseph Lenoir, Esquire, "Magasin Pittoresque," for 1834. From the Regents of the University at Albany, N. Y., "Documents relating to the Colonial History of the State of New York."

From F. C. Brownell, Hartford Connecticut, the teachers guide to illustration—a manual to accompany Holbrooks school apparatus.

JOURNAL OF EDUCATION,

MONTREAL, (LOWER CANADA) APRIL 1857.

ERRATUM.—In the monthly summary of our March number, when alluding to the choice of a permanent seat of Government, we are erroneously made to say, that “on the amendment of the motion of the Government in favor of a reference to Her Majesty, the largest vote was given in favor of Ottawa;”—this error was caused by the omission of a line—it should have been “the largest vote was given in favor of Montreal, and the smallest in favor of Ottawa.”

School Legislation.

We give in this number the amendment to the Common School Act of Lower Canada passed in the last Session of Parliament. We shall publish also as soon as it is sanctioned, the Act now before the Legislature. All the school laws are being printed in a pamphlet form together with an analytical index and a general circular containing a compendium of all former circulars and school regulations. But as this work, which is of importance, will require some time to be completed, on account of the numerous avocations of the Superintendent, we have thought it desirable to place in the hands of the School Commissioners, and of the School Teachers, as speedily as possible, through the medium of this Journal, such portion of our laws as required their more immediate attention.

Our Foreign Exchanges.

We have now on our table most of the periodicals published on education in France and the United States; and it is but fair that we should acknowledge the cordial and kind manner in which several of them have noticed our French and our English issues.

“*Le Journal de l'Instruction Publique*,” of Paris, has honored us with several columns and a reproduction of part of our first editorial. The editors have been pleased to say that we have adopted a vast and splendid programme, and that the number of our journal before them, indicated that it will be faithfully carried out.

“*Le Manuel Général de l'Instruction Primaire*,” also of Paris, has reproduced the leader of the second number of our French paper, and this act of kindness from Mr. Théodore Barrau, is to be added to many others already received at his hands.

We have also to thank the *New York Herald*, *Harpers Family Newspaper*, the *New Hampshire Journal of Education*, *Barnard's American Journal of Education*, the *New York American Journal of Education*, the *Pennsylvania Common School Journal*, and the *Michigan Journal of Education*, for their favorable and kind notices.

The following from the last named periodical is rather good, but as a “Kanuck” we must say we and our friends have always been “wide awake.” “The Kanucks are waking up (says the *Michigan Paper*.) Three new Normal

schools and now an educational journal of portly dimensions, and full of good French facts and figures!”

We copy the following from the *Pennsylvania Common School Journal*.

LOWER CANADA & NORTH CAROLINA.

“We have before us Nos. 1 and 2, vol. 1, of the “North Carolina Common School Journal,” a neat double column octavo of 32 pages, published quarterly, at Greensboro' and Raleigh, and filled with useful and instructive educational matter, miscellaneous and official. It is sent, at the cost of the State, to “all the officers of the common school system” in the Commonwealth. The 2d number contains a full account of the “proceedings of the State educational Convention, begun in Salisbury, North Carolina, Tuesday evening, Oct. 21st, 1856.”

“Side by side with the cheering sign of Southern progress, we have, from the far North, the “Journal de l'Instruction Publique” of January, 1857, (vol. 1, No. 1,) and the “Journal of Education” of February, 1857, (also, vol. 1, No. 1,) each containing 32 pages quarto, and published in Montreal; to come out, as we understand it, the first in French about the middle, and the second in English about the end, of every month; each to contain the same official, but different educational matter to suit the two classes of readers for which they are designed; and both to be sent, at the cost of the government, to the various officers of the public system of education. Each contains a plate and description of “one of the twelve Lower Canada Normal Schools,” (every State and Province has Normal Schools, but Pennsylvania) established by the government; and each shows a degree of vigor and activity in common school matters, that is really delightful to contemplate.

In addition to the above, we have on our table “*The Voice of Iowa*,” the *Massachusetts Teacher*, “the *Rhode Island School Master*,” “the *New York Teacher*,” “the *Connecticut Common School Journal*,” “the *Dayton Teachers Advocate*,” “the *Ladies Christian Annual* of Philadelphia” and the *Alabama Educational Journal*—all of which will be shortly reviewed in our French issue in an article on the state of public instruction in the United States.

We have sent regularly, copies of our two papers to the *Ohio Journal of Education* published at Columbus; to the “*Illinois Teacher*,” the “*Indiana School Journal*” and to the “*Wisconsin Journal of Education*,” without having yet been favored with exchanges. We trust some of the papers who exchange with us will mention the fact in case that through some misdirection, our papers should not have reached.

All our exchanges would confer a great favour by sending back numbers, so as to complete the volume now in course of publication.

The Colleges of Canada.

We propose publishing in this Journal, a series of articles on the colleges of Canada, accompanied by plans and views of the buildings &c. We consider it but right to commence with the oldest of these institutions,—the Quebec Seminary, now the Laval University. We shall be extremely thankful to the friends of such establishments both in Upper and Lower Canada, for any notes, statistics, wood cuts, drawings or any thing that will facilitate or add interest to our work. Precedence will be given to those institutions who will the soonest furnish us with the assistance and information sought for.

Lecture on Education.

THE END AND OBJECT OF EDUCATION, by J. H. Nicolls, D. D., principal of Bishop's College, Lennoxville.

This is one of the numerous lectures which have been given in the literary institutions of this city, during the last winter. The author has been well advised in having it printed in pamphlet form. He first states, what we have ourselves noticed the continual change of the public mind in relation to education. A French

physician said once: "*Serrez-vous de ce remède pendant qu'il guérit!*" and he was right. That which cures at one time will not at others: fashion has an absolute sway on our imagination, and the latter sways a great deal in our physical and moral destiny. So the Reverend lecturer is correct when he says:—

"There is a tide"—it has been well said—"in the affairs of men."—There is no exception to the principle—fashion rules more or less, and ever has ruled, in every department of life; the admiration of one age is an object of ridicule in the next; and what yesterday was counted folly to-day is wisdom. The greatest wonder, the most admired invention, the most useful and practical discovery, has but its own short day: in all likelihood, the greater the wonder, the more absorbing the excitement it produces, the surer its passing to neglect. Education fares no better than its neighbours in this respect. It has its phases and petted aspects from time to time, but they pass away; and subjects, which to-day are made the most of, are to-morrow slighted, if not absolutely scouted. In order to know this fully, it is only necessary to be placed for a short time in the position of a public teacher, and take a few notes of the comments which are made and the wishes which are expressed by those who are placing out their sons for education. One wants his son fitted for life by the shortest cut that can be adopted. "Give him (says the parent,) just what will get him into this or that profession." Another begs you will not stuff his boy with Latin and Greek nonsense—"the day for that sort of thing has gone by." A third wishes his son to attain a respectable position in life, yet is perfectly contented if you can make him write a good hand, and reckon up a long column of figures with ease and correctness. A fourth does not care much what you do with the lad, if you keep him for a certain time, beyond the possibility of his annoying his fond parent, and turn him out, when he is wanted, with a pair of good broad shoulders and some little approach to good manners and sense. A fifth thinks mathematical instruction the one thing to turn to account in life—yet still his boy is thought to be a genius, and such an one as is allowed to be, you ought certainly to turn out a polished scholar, forsooth, "in twenty-four lessons"! In short, the teacher is like the old man in the fable. He may ride his ass himself, and make his boy walk, or he may walk himself and let the boy ride, or he and the boy may ride together, or carry the ass together; but, for all that, he cannot please every body. The current of the "popularis aura"—the set of the wind of fashion, is now from the north, now from the south, presently from the east, and then from the west—with as many intermediate shades of individual fancy as there are intermediate points in the compass. Unfortunately, most of our teachers are, in their circumstances, dependent upon these popular fancies; and the history of education, (if it can be called history in so young a country as this,) shews that there is yet nothing stable in this department of the work of life. There is yet nothing like solidity attained in the public judgment about it. This reflection encourages me to come forward and offer a few suggestions, and start a few questions, which may lead to thought on the subject of education, in the hope that they may here and there find some attention, and possibly approbation, and may have some slight influence—very slight it may be, yet some—in bringing about a more sober state of judgment upon the subject than that which (as I conceive) at present prevails."

The lecturer next inquires what is the end and purpose of education? He answers first that it is to *draw out and develop the powers of the mind*. But, he adds very properly that a young man must not only bring from college a *developed intellect, but a developed character*. Moral training is, therefore, of primary importance. But the author goes one step further, and says that *education, to be effectual, must have religious as well as moral training*. We quote again:—

"If education is a preparation for life—if this life is but a school or place of preparation for another—if the soul is immortal—if death is but a second birth into a new sphere of existence to which this life is preparatory, in which men will be exalted in powers and in character, as much beyond his present being as that is beyond the condition in which he entered on this life—then how absurd, how wicked, how fraught with wretchedness, must be the desire to banish religion altogether from the field of education. Preparation for eternity is the interest, it is the plain and undeniable duty, I do not say of every Christian—but of every man, who BELIEVES THERE IS A GOD, of every man who holds himself to be of a higher order than the brutes around him which perish, of every man who looks forward beyond the present moment, of every man who hopes for happiness himself, or cares for the happiness of his offspring. It is his duty, it is his interest, to look well to the moral and intellectual training of the being or beings to whom he has imparted existence, or who look to him for control and guidance."

The author, then, dwells, for some time, on the character to be developed by moral and religious training; and having described it, after his own ideas, he adds:—

"It will be said, Oh, but after all, a man passes well enough through the world, without all this depth of character; he may be a little virtuous, or he may put on the appearance of virtue, which will answer every purpose of life.—So FALLSTAFF thought! but the sentiment was fitted to the man: "I was as virtuously given as a gentleman need be—virtuously enough." Very good morality for such a profligate; but very poor morality for any one except a profligate; yet see how largely such morality prevails

in our own day—not cloaking, it is true, the same low and profligate debauchery, but justifying the money-seeking, fortune-hunting spirit of the age. "Virtuous as a gentleman need be" is in this view counted yet good sound sense: "Rem quocumque modo rem,"—money, get money—somehow—anyhow; "Virtus post nummos,"—cash first—virtue by and by; be rich, then it is time enough to think of being good; all this is too much in keeping with the temper of the age.—The age, I fear, would be found wanting, when weighed in the balance even of the philosopher, were we to lay religion, and the fact of our being here in a state of preparatory discipline for our real life, out of the question."

We notice something like a reproach to the education office, in the following paragraph; and for our own part we trust there is more of wit than of reality in the sarcasm about the formidable array of unoccupied school-houses. Nevertheless, we must admit that there is some originality and some merit in the accompanying suggestion; although they may not please those who would, if sincere, give of education this definition: "*To show your boy how to make money*":—

"Here, perhaps, the subject is open to the same stricture which I have just been passing upon the other part of education. However strange it may sound, I think that it is true, that education—*intellectual cultivation*,—is not sufficiently valued amongst ourselves. This assertion, however, I would not make without a certain limitation. The district school houses, scattered everywhere over the face of the country, might rise up in witness against me without this—and, indeed, if the unoccupied school houses were allowed to form into the rank, they would be a formidable phalanx arrayed against me.) The model schools would come sharply upon the heels of the district ones—and the academies and many other useful and efficient schools (private or public) would rail at me loudly: and surely I should have a storm to meet at the hands of the Superintendents and other parties officially connected with the educational department. Even our legislator—busy as they are from time to time on this subject—would come into the field, and the charge of wilful ingratitude towards them would be laid at my door. Certainly I do not covet such a powerful host of adversaries, and must therefore explain myself.

The point on which I think there is a great and general misapprehension and wrong estimate of education is, that people seek in it nothing more than a means to an end. They do not value education for its own sake, they do not value education, because it develops the powers of the mind, and raises man to a higher state of being; but they have in seeing it some immediate object in view for the most part, and when a sufficiency of mental culture has been attained for that particular object, they are quite contented to rest there. Education must not only bring, but be demonstratively shewn to bring, in every case, and to bring immediately, its "*quid pro quo*." Thus, there are cases where, when a boy can write and cipher, and read the newspaper, everything is considered accomplished that need be done. In another, book-keeping is the *summum bonum*. In another, a little mathematics, and particularly the power of mensuration and surveying, seems to open a vast field to the youthful ambition. In a word, though everybody wants to learn, almost everybody wishes to learn as little as possible. Learning is not sought for its own sake, nor does a young man think (nor a young man's father, in too many cases, lead him to suppose,) that he will become a greater and nobler being by cultivating the powers with which God has gifted him. The railroad or the counting house is open to him at an early period, and there he finds what both his own feelings of self-importance and desire to escape from control, and also his father's indoctrination, have led him to covet, immediate independence, and the possibility, or, as he views it, the probability, of his rising speedily above mere independence. And even those whose aspirations are higher, find too often what may be called the *learned professions*, not only open their door to them as soon as they knock for admission, but almost coax them to come in. While this state of things continues, we cannot become a GREAT PEOPLE. We may be a prosperous, we may be a wealthy, but we cannot be a great people. We shall grow proud and self-complacent; we may grow luxurious and extravagant, but we shall never grow to be a great nation. Thus our railroads and other public enterprises, which seem to be clear evidence of our greatness, are in a serious and truthful point of view, things full of omen and apprehension to us. Our material prosperity is beyond our age; we are going on too fast; and when our history is written in the book of time, this fact will be recorded against us. Could the country then call back her professional men, her lawyers, her doctors, and her teachers, from the railroad, the counting house, or the gold mine, could she restore to their books and training the youths who have been so prematurely and unwisely called away into various fields of money making, she might congratulate herself. She wants now men of learning and men of character. She cries for them among the teachers of her children. She cries for them in her halls of judgment. She cries for them amongst her spiritual pastors. She cries for them in her various deliberative assemblies. There is a strong call, if I may be allowed to use the medium of reality of vision, without having my loyalty impeached or my affection for the south country to which I owe my own education and my birth called in question) there is, I say, evident to the thoughtful, a strong call to be providing and preparing the men who shall represent our country with dignity in foreign Courts, and among the oldest and most polished nations of the world, and support her claim to the place which, I must be allowed to believe, principally through the accidental circumstance of her being in a great measure filled with people from old and developed nations, (a young country, so to speak, peopled at once with

full grown minds) she has of late years taken, and established her present right to hold. Now, retired railway makers or railway speculators, retired merchants, or retired and fortunate gold finders, are not the men to legislate for a COUNTRY THAT WOULD BE A GREAT COUNTRY, or to administer her laws; they are not the men to heal the diseases of her people, be those diseases either of the body or the mind—we want *men devoting themselves to these high purposes and callings, and devoting themselves heart and soul to them from their youth*. Men who have been brought up in habits of business, are not ordinarily capable,—such is the power of custom and habituation—of turning their powers, at a period of life when they retire from business, to new pursuits, and those pursuits arduous and onerous. And they do not wish to do so. They have laboured:—they laboured for future ease and enjoyment. Their labour is now over, and they demand the opportunity for enjoyment in peace and quiet. The country which calls for men to do her work, and serve her public interests, wants *men fresh and vigorous*, and she wants them *able and prepared*—they must be competent to set about the work she has marked out for them with spirit, and to set about it with judgment in the right way: in a word she wants men of disciplined minds and of cultivated understandings. Look at such a man as Elihu Burritt, a man, I believe, of ordinary powers and standing at the commencement of life, now a man not merely of independence but of public importance. The interests of nations not long ago found and still find their advocate, (and no mean one) in him. What made him the man he is?—What else but first, *decided character, and then mental culture* (the two branches I have treated of in Education.) True, his was a remarkable course. He is a man in a thousand or in a million, a highly *self-educated man* (not that pet ideal of the age, a *self-made man*, but as opposed to a self-made, a *self-educated man*), a man that won his way in the world, one may say, with a hammer in one hand and a book in the other, his time being divided equally between the two conflicting claims of business and of literature, or, one might almost say, of education. Yet he is an undeniable example of what I am speaking of—the certainty that *it is learning and character*, not wealth, nor station, *which makes a great man*.

THE CANADA EDUCATIONAL DIRECTORY AND CALENDAR FOR 1857-58—by Thomas Hodgins, B. A. Toronto—Maclear & Co., 1857.

This is a pamphlet containing 124 pages, exclusive of advertisements. It is edited by the Clerk of Statistics in the Upper Canada Educational Department, and it is good authority in every thing concerning education in that section of the Province. Every care has also been taken in relation to our section, so much so that after a minute inspection we find but very few errors and corrections worth noticing. The colleges of Lower Canada, at least the Classical Colleges are more than equivalent to the Upper Canada Grammar Schools, and the statement made in the Directory, that these schools are in many respects similar, might induce people at a distance to form an incorrect opinion of our higher educational institutions. We think that the College of Montreal one of the oldest and largest establishments in the country, the Convent of the Ursulines at Quebec, that of the Sacré-Cœur at St. Vincent de Paul and the Academy of Maria-villa, near Montreal, although they receive no aid from the Government, ought not to have been omitted. Full and interesting details are given of the Universities of both sections of the Province, the Colleges and Grammar Schools, the Common School laws, and the Literary and Scientific Institutions. There are two neat engravings and plans of school houses, and the typographical execution is faultless. An invaluable part, is the Educational Calendar, where any one can find in each day of the year what has to be done in execution of the school laws, and the opening and closing of the terms of the several Universities, Colleges and Normal Schools. The work is altogether highly creditable and useful and does great honor to the zeal and industry of the author.

Legal Decision.

Montreal, 30th December, 1856.

Coram DAY, J., SMITH, J., BADGLEY, J.

No. 1393. *Broune v. The School Commissioners of Laprairie.*

Held that the power granted to School Commissioners to remove masters for misconduct, or incapacity, after mature deliberation, does not relieve them from liability to damages if such removal take place without sufficient cause.

This was an Action by a Schoolmaster for an amount equal to six months of his salary, under the following circumstances.

The Plaintiff was engaged by letter, on the 5th of September, 1855, the Commissioners passed a resolution, declaring that after mature deliberation upon his conduct in office, they dismissed him for negligence in the faithful performance of his duties, and ordered him to be paid two months' salary. A tender of this sum was made and refused, and the Plaintiff, after ejection from office, made a notarial tender of his services in accordance with his engagement, which was also refused. The Plaintiff, at the end of six months from the date of his engagement, brought an Action for an amount equal to his half year's salary; to which the Defendants pleaded in terms of their resolution; and evidence was taken on both sides as to the Teacher's conduct while in office.

Abbott, for Plaintiff, relied on the insufficiency of the testimony for the Defendants to establish any misconduct or negligence, and on the evidence for Plaintiff as shewing a faithful performance of his duties.

Loranger, Q. C., for Defendants, cited the 4th Clause of the 21st Section of the 9th Vic., Cap. 27, providing that School Commissioners may remove Masters for neglecting faithfully to perform their duties, incapacity, &c., after a mature deliberation at a meeting called for that purpose; and contended that the terms of this Clause were clearly intended to convey to School Commissioners an unlimited power in respect of the removal of their officers, at least, to this extent; that if they were dismissed in the manner pointed out by the Statute, the fact of the cause alleged, having existed, could not afterwards be disputed, nor the circumstances inquired into, in the manner attempted by the Plaintiff. If it appeared that the Commissioners had acted in the matter after mature deliberation at a meeting called for the purpose, it must be conclusively presumed, under the evident meaning and intent of this clause of the act, that the course of conduct upon which they based their order of dismissal had really been followed, and the question of its existence could not now be tried over again.

Lanctot followed for Defendants upon the evidence.

Abbott, in reply, denied that the Clause in question gave to School Commissioners any privilege over other corporations or individuals in respect of their liability to damages for the unjust or causeless dismissal of a servant. The service on the one hand, and the payment on the other, were mere matters of contract; and the Clause cited only prescribed the *modus operandi* of the Commissioners, in making or breaking this contract, leaving to each party the ordinary legal remedy on a breach of it, if infringed without sufficient cause.

Badgley, J.—The Court considered the Plaintiff had made out his case upon the evidence, and were also with him upon the point of law raised by the Defendants at the argument. The Section of the School Act cited on their behalf gave them no judicial power whatever. It was necessary that the manner of action of a corporation should be fixed by the instrument creating it, and this was all that the Statute in question did. If the Commissioners had attempted to remove the Plaintiff in any manner other than that pointed out by the Statute, it would simply be no removal at all. The Act in question was apparently done in due form, and, therefore, was an actual removal; but School Commissioners were in no respect exempted from the necessity, when called upon, of justifying their acts towards their *employés*, and if they failed in doing so, of being condemned in damages like any other employer. There must, therefore, be judgment for the Plaintiff for the amount demanded, with costs.

Abbott and Baker, Attorneys for Plaintiff.

Lanctot, Attorney for Defendants.

Judgment for Plaintiff.

—Lower Canada Jurist.

(J. J. C. A.)

MONTHLY SUMMARY.

—Goold Brown, the distinguished teacher and author, died at Lynn, in the State of Massachusetts, on the 31st of March last, in the 66th year of his age. Among other works, he published the "Grammar of English grammars" of which a second edition has just been issued by S. & W. Wood, New York. It is a most valuable work and stands in the same relation to other English grammars as "Giraud-Duvivier's grammaire des grammaires" to the French.

—The report of Capt. Fortin, the government commissioner for the protection of the fisheries in the gulf St. Lawrence, is printed and will amply repay an attentive perusal. The schooner *Canadienne* (as every one knows, the *alpha* and *omega* of our navy) has been employed on its usual mission during 165 days, in the season of 1856, during which she has paid five visits to the Magdalen Islands, two to the north shore and Labrador coast, three to the *Baie des Chaleurs*, and three to the bay of Gaspé. Among other interesting statements in that report, we find that the whales are being driven out of the gulf by the absurd system of using rockets, which causes a useless destruction of the animals. Out of forty whales lately killed in that manner by the fishermen on board of two American schooners, six only were secured; the others disappeared. The commissioner recommends that a law be passed for the protection of the trade in that respect. He warns the government that unless that is done, the whales will altogether disappear from our waters, as has been the case with the sea-cows or *morse* who, a hundred years ago, used to visit the coasts of the gulf in immense flocks, and are now unknown to our fishermen. He also states that regulations for the

fisheries have been passed by the municipal councils of Magdalen Island and of other places, and that he has found much less difficulty in enforcing the laws in those remote places, than hitherto. Appended to that report are various interesting statistics. The number of ships from sea entered in the principal ports of the gulf in 1856, is as follows: Gaspé, 62; New Carlisle, 94; and Amherst (Magdalen Island), 131 — altogether 287, giving an aggregate tonnage of 23,019 and 1469 men. The total number of vessels entered in 1854 was only 199; tonnage, 14,111; and crew 1076 men.

The value of the dried and salt fish exported from the same ports in 1855 is £77,900. About £13,000 was sent to Great Britain, £12,000 to the British Colonies of North America, £7000 to the United States, and the remainder to other foreign countries. Besides, about £1000 of fresh fish has been exported to the British colonies. The exportations from the same ports in 1856 are £81,922. The exportations from the Canadian coast of Labrador amount to £30,400, comprising 500 barrels of salmon, 2000 barrels of herrings, 8000 cwt of codfish £7000 of seal, porpoise and codliver oil, and £13,000 of furs. It appears that great progress is being made in ship building and in agriculture in several parts of the district of Gaspé, and the commissioner speaks favorably of an agricultural exhibition at which he was present at Ristigouche. The school commissioners of *Grande Rivière*, had some difficulty in collecting the school rates, and were threatened with violence if they levied them by executions. The commissioner offered his assistance; but it seems that the rate payers were better advised and gave in. The report calls the attention of the Canadian trade to the mackerel fisheries, by means of which rapid fortunes are being realised by american traders. No less than 300 american schooners, engaged in that pursuit, were seen at a time by Capt. Fortin, in the neighbourhood of the Magdalen Islands. When shall we understand the value of those precious sources of wealth and act accordingly?

—From the last annual report of the Ohio state Superintendent of common schools, we learn that the total number of school houses in the state is 8,148, the number of new ones built last year being 627. Number of teachers employed, 17,813 of whom 9,449 are males and 8,364 females. Number of white and colored youth in the state, 826,680; number enrolled for the schools, 561,313; number in average daily attendance, 322,643.

—Wm. Molson, Esquire, and A. Morris, Esquire, M. A. have been appointed governors of the McGill University in place of the late Hew Ramsay, Esq., and of W. F. Goslin, Esq., resigned.

—Hon. H. Van Dyck of Fonda, Montgomery county, has been appointed superintendent of public instruction for the state of New York.

The superintendent is named every four years by the legislature. Speaking of the Hon. Victor M. Rice, whose term of office has expired, the *New York Teacher* says that he retires from office with the proud confidence of having ably discharged a high duty to the State. The chief Editor of the *Lower Canada Journal of Education* can for his part testify to the zeal and energy of Mr. Rice, and will never forget the kindness and attention he received from him when visiting the public institutions of Albany last summer.

—It is expected that the cable of the transatlantic telegraph will be laid in the month of July next. It is manufactured partly by Glass and Elliott, of Greenwich, and partly by Newall and Cos., of Birkenhead. The American steamer *Niagara*, and the british steamer *Agamemnon*, are to take charge of the cable which is to extend from Trinity bay, on Newfoundland, to the bay of Valencia, in the county of Kerry, on the southwestern coast of Ireland.

—Mr. Smith, of the *St. John's News*, has presented to Her Majesty the Queen, through the agency of Lord Elgin, a copy of his lithograph representing the seigniorial court. A letter of thanks has been sent to Lord Elgin, in which Her Majesty is pleased to say that she had seen with great interest the portraits of so many men of distinction in her great and loyal colony of Canada.

—There are, in Austria, 213 colleges, where 54,186 pupils are taught by 2,753 professors, of whom 1,578 are ecclesiastics, and 1,177 laymen.

—The Emperor of France has adopted measures for the opening of a college in Algiers, where arabian and french will be taught. Nothing could be done more conducive to the spreading of european civilization in that important colony of France. At the same time Europeans will have a fair opportunity of initiating themselves to the study of the oriental languages.

—The *Indianapolis Journal* mentions the death in that city of Thomas Magruder, an old negro, aged about 110 years. He is supposed to have been the one who suggested the name and the leading features of the character of Mrs. Stowe's novel, "Uncle Tom's cabin."

—From the annual report of Ira Mahew, Esq., superintendent of public instruction for the state of Michigan for 1856, there are in that state 3,255 organized school districts in which are taught 187,123 children; the number of teachers is 5,078; 1,610 males, 3,478 females. The total amount of wages paid to them is \$304,773.

DEATH OF THE REVD. DR. HINCKES.—The late Revd. Dr. Thomas Hincks, was distinguished quite as much by the amiability of his disposition as

by his profound erudition, and those great powers of mind which he preserved unimpaired to the latest moment of his existence; the reverend deceased was universally esteemed during life, and is generally regretted being dead. He had far transcended the span allotted to human life. Stead of "three score and ten" had he been spared to his friends and family until the 24th of June next, he would have completed the patriarchal age of ninety years. The venerable deceased was born in June 1767, was a student in the dissenting college at Hackney; passed through his collegiate course with great credit and finally settled as minister of the protestant dissenting congregation at Cork, where he founded, and for several years gave courses of lectures in, the Royal Cork Institution. From Cork, he removed to Fermoy, where he opened a school which attained distinction. He afterwards removed to the Royal Belfast academic institution, where he became head-master and professor of Hebrew. Dr. Hincks published several books, his school Greek Lexicon is still regarded as the best of its kind. The ability which marked in so eminent a degree the reverend deceased descended also to his children. His sons have all made themselves eminent in their several walks of life. The Revd. Dr. Hincks, F. T. C. D. Rector of Killileigh, is known to the learned world by his works on the sanscrit language; the Revd. W. Hincks, is professor of Natural History, in the University of Upper Canada; the Revd. Thomas Hincks is Rector of Derrykeighan; the Revd. John Hincks, deceased, was minister of a Unitarian Congregation in Liverpool; and the honorable Francis Hincks, after a no less useful than brilliant career in connexion with the government of Canada, is now Governor of Barbadoes.

The reverend deceased breathed his last on Tuesday, at his residence, Murray's Terrace, in the bosom of an attached family, children, grand children, and great grand children, beloved, revered and regretted.—*Journal of Education for U. C.*

STATEMENT OF MONIES PAID BY THE DEPARTMENT OF EDUCATION FOR CANADA EAST, BETWEEN THE 1ST JANUARY AND 30 APRIL 1857, INCL :

Total amount paid to 31st March last, as per statement published in <i>Journal of Education</i> , No. 2.....	£34824	9	11
Paid from 1st to 30th April incl: viz.			
On account of grant to common schools } 1st half year of 1851 }	£51	2	8
" " do 2nd do	639	5	11
" " for Superior Education ...	90	0	0
" " for poor Municipalities ...	30	0	0
" " for Normal Schools,	1354	8	3
" of salaries officers of department.	567	3	9
" " Inspectors of schools..	1083	18	9
			3817 19 4
Total.....	£38642	9	3

An Act to amend the Common School Laws, and farther to promote Elementary Education in Lower Canada.

19TH VICTORIA, CHAPTER XIV.

Assented to 16th May, 1856.

Whereas it is expedient further to amend the Common School Laws of Lower Canada, and to make further provision for the promotion of Elementary Education therein: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

I. It shall be lawful for the School Commissioners or Trustees of Dissident Schools, to cause to be levied by assessment and rate, in the manner now by law provided, such additional sum as they may think proper beyond that which they may now cause to be levied under the tenth sub-section of the twenty-first Section of the Lower Canada School Act of 1846, provided such additional sum do not exceed that which they may now cause to be levied; and they may also raise an additional sum, not exceeding thirty per cent. upon the total sum so raised as aforesaid, for the purpose of making good any deficiency which may arise in the collection of the assessment and any unforeseen or contingent expenditure; any thing in the thirty-seventh section of the said Act limiting such additional sum to fifteen per cent. to the contrary notwithstanding: And further, it shall be lawful for the Corporations of the Cities of Quebec and Montreal to pay out of their funds an additional sum equal to that which they are authorized to pay under the forty-third section of the Lower Canada School Act of 1846, to the Boards of School Commissioners appointed by them, and also an additional sum of thirty per cent. to make good any unforeseen or contingent expenditure.

II. The School Commissioners and the Trustees of Dissident Schools, shall cause to be made by their Secretary Treasurers, between the first day of September and the first day of October, of every year, a census of the children in each School Municipality, distinguishing those who are from five to sixteen years of age,

those from seven to fourteen years, and those actually attending school; and shall transmit such census to the Superintendent of Schools within ten days after its completion.

III. The School Commissioners and the said Trustees, in the semi-annual accounts and reports which they are bound to transmit to the Superintendent of Schools, shall state the amount of monthly fees fixed for each child, and the amount of such fees actually collected, either directly by them or by the teacher, under the twenty-first Section of the Lower Canada School Law Amendment Act of 1849; and if the School Commissioners or Trustees fail to fix the amount of monthly fees to be paid for each child, or to cause the same to be collected, it shall be lawful for the Superintendent of Schools with the approval of the Governor in Council, to refuse the School allowance for the year, to the School Municipality represented by such Commissioners or Trustees in default.

IV. From and after the first day of July 1856, it shall be lawful for the Superintendent of Schools, with the approval of the Governor in Council, out of the School moneys to which any Municipality may be entitled to retain the sum of twenty pounds towards the support of a Model School in such Municipality, as intended to be established under the fourteenth section of the said Act of 1849.

V. After the first day of July 1856, the Trustees of Dissident Schools shall alone have the right of fixing and collecting the assessments to be levied on the inhabitants so dissident; and thereafter such Trustees shall be exempt from attesting upon oath the statement required of them by the eighteenth section of the said Act of 1849.

VI. After the first of July 1857, any female not being a Member of any religious community, who shall desire to become a Teacher in a Common School, shall undergo the required examination before the Board of Examiners; Provided always, that any female Teacher desiring to obtain a certificate or diploma of qualification before the first of July, 1857, may undergo the required examination before that time.

VII. Out of the Legislative School grant, permanent and additional, for Common School purposes in Lower Canada, the following sums may be set apart and expended yearly by the Superintendent of Schools with the approval of the Governor in Council, for the following purposes, that is to say: 1st.—A sum not exceeding one thousand pounds, for special aids to Common Schools in poor School Municipalities; 2nd.—A sum not exceeding four hundred and fifty pounds, to encourage the publication and circulation of a Journal of Public Instruction; and 3rdly, A sum not exceeding five hundred pounds, towards forming a fund for the support of superannuated or worn out Common School Teachers in Lower Canada, under such regulations as may be adopted from time to time by the Superintendent of Schools, or by the Council of Public Instruction of Lower Canada as soon as such Council shall be established therein, and approved by the Governor in Council: Provided always, that no such Teacher shall be entitled to share in the said Fund who shall not contribute to such Fund at the rate of one pound per annum at the least, for the period of his teaching School or receiving aid from such Fund, and who shall not furnish satisfactory proof of his inability from age or loss of health in teaching, to pursue that profession any longer: Provided also, that no such allowance to any Teacher shall exceed the rate of one pound ten shillings per annum for each year during which such Teacher shall have taught a Common School in Lower Canada.

VIII. The remuneration of Secretary-Treasurers may, in the discretion of the School Commissioners or Trustees, be increased to an amount not exceeding seven per cent. on the moneys received by them as such, instead of four per cent. as provided by the twenty-second section of the said Act of 1849; but such remuneration shall include every service which the Commissioners shall require from time to time from the Secretary-Treasurer and shall cover all contingent expenses whatever, except such as may be specially authorized by rules and regulations to be made by the Superintendent of Schools from time to time, and shall not exceed thirty pounds in one year in any case.

IX. In addition to the Boards of Examiners constituted under the said Act of 1846, and the Lower Canada School Law Amendment Act of 1853, there shall be others established for such Counties, and to hold their meetings at such places, as may be fixed and determined by the Superintendent of Schools with the approval of the Governor in Council, such Boards to consist of not less than five nor more than seven members, to be governed by the provisions of the said Act of 1846, to be established for such portions or sub-divisions of districts or territorial divisions where Boards are already authorized to be established under the said Act of 1846 and the said Act of 1853, and in mixed religious communities, one to be composed of Roman Catholics and another of Protestant members.

X. It shall be lawful for the Superintendent of Schools to cause special assessments to be levied in any School Municipality, for the payment of lawful debts admitted by such Municipality or adjudged by a Court of Justice to be due by such Municipality, and which debts such Municipality could not otherwise pay; and whenever such debts shall have been contracted by a Municipality subsequently divided into several Municipalities, or the limits of which may have been subsequently altered, the said Superintendent shall apportion the payment of such debt or debts equitably among the several Municipalities liable for the same.

XI. Notwithstanding any thing to the contrary in the forty-seventh Section of the said Act of 1846, the sum constituting the Lower Canada Common School Fund may be paid to the Superintendent of Schools in two semi-annual payments, under two accountable Warrants to the Receiver General to be issued by the Governor for that purpose; and the Superintendent shall deposit the said sums in such Bank as the Governor in Council shall direct and apportion the same according to law among the Municipalities, and pay to the School Commissioners and Trustees of Dissident Schools the respective shares belonging to the Municipalities they represent, by Checks drawn upon such Bank and made payable to their order, and shall account according to law for such moneys.

XII. The Superintendent, with the approval of the Governor in Council, may refuse to pay the whole or any part of the share in the said fund, of any School Municipality where his lawful instructions or those of the Council of Public Instruction shall have been disobeyed, or where unqualified teachers shall have been employed by the Commissioners or Trustees, or where a qualified teacher shall have been dismissed by the School Commissioners or Trustees, before the time of his engagement and for no valid or just cause, and may pay out of the said share of such Municipality such indemnity as shall appear to him justly due to any teacher so unjustly dismissed.

XIII. The Superintendent of Schools shall also have power, with the approval of the Governor in Council, to authorize the School Commissioners or Trustees in any Municipality, to apply the share coming for any one year to any School District the inhabitants of which shall have contributed nothing or too little during the same year to the common fund of such Municipality for school purposes, in such manner as the said Superintendent shall direct for the advancement of education in such Municipality, instead of depositing the said share in a Bank as now provided by law; and the amounts already placed in any Bank for any School District in like cases, shall be liable to be dealt with in like manner, and the shares coming to any such School District which may have been in like cases applied by the School Commissioners or Trustees in any Municipality, with the consent of the said Superintendent, are hereby declared to have been legally and properly dealt with; any law, usage or custom to the contrary notwithstanding.

XIV. And whereas in some Counties School Municipalities have sprung up which did not exist at the time of the taking of the now last census, and it would be unjust to withhold from them their fair share of the Legislative grant, therefore it shall be lawful for the Superintendent of Schools, with the approval of the Governor in Council, to allow to any such School Municipality its fair share of the amount of the said Legislative grant coming to the County, in proportion to the actual population of such School Municipality at the time, according to the best evidence he shall be able to procure, whenever he shall be of opinion that the said census would not be a fair basis of apportionment.

XV. Whenever any School Commissioner, Trustee, or Secretary-Treasurer, after his dismissal, resignation or ceasing to hold office, shall detain any book, paper or thing belonging to the School Commissioners or Trustees of any Municipality, he shall thereby incur a penalty of not less than five dollars nor more than five pounds for each day during which he shall retain possession of any such book, paper or thing, after having received a notice from the Superintendent of Schools requiring him to deposit the same in the hands of some person mentioned in such notice; and the said penalty shall be recoverable with costs before any Court of competent civil jurisdiction, in the name of the Superintendent of Schools, and the same when levied shall be paid into the hands of the said Superintendent, and shall form part of the unexpended balance of the Common School grant, and be dealt with accordingly.

XVI. And inasmuch as it will be conducive to the furtherance of Education in Lower Canada to establish therein a Council of Public Instruction,—the Governor shall have authority to appoint not more than fifteen and not less than eleven persons (of whom the Superintendent of Schools for Lower Canada shall be one) to be a Council of Public Instruction for Lower Canada, and such persons shall hold

their office during pleasure, and shall be subject to all lawful orders and directions in the exercise of their duties, which shall from time to time be issued by the Governor in Council.

XVII. The Superintendent of Schools shall provide a place for the meetings of the Council of Public Instruction, shall call the first meeting thereof, and may call a special meeting at any time by giving due notice to the other Members; the expenses attending the proceedings of the said Council shall be defrayed and accounted for by the Superintendent of Schools as part of the contingent expenses of the Education Office; a Recording Clerk to the said Council shall be appointed by the Governor in Council, and such Clerk shall enter all its proceedings in a book to be kept for that purpose, and shall, as may be directed, procure the requisite maps, books and stationery, and shall keep all the accounts of the said Council.

XVIII. Five members of the said Council at any lawful meeting thereof, shall form a quorum for the transaction of business; and it shall be the duty of the said Council,—

1. To appoint one of its members to be Chairman thereof, and with the approval of the Governor in Council to establish the time of its meetings and its mode of proceeding; the Chairman shall have a second or casting vote in case of an equality of votes on any question.

2. To make from time to time, with the approval of the Governor in Council, such rules and regulations as at the time of the establishment of the Council the Superintendent of Schools shall have the power to cause to be made with the approval of the Governor in Council, for the management of the Normal School or Normal Schools which may be established, and for prescribing the terms and conditions on which students shall be received and instructed therein, the course of instruction to be gone through, and the mode and manner in which Registers and Books shall be kept, Certificates of Study shall be granted to Students, and the reports of the Principal of any such Normal School shall be made to the Superintendent of Schools

3. To make from time to time, with the approval of the Governor in Council, such regulations as the Council shall deem expedient for the organization, government and discipline of Common Schools, and the classification of Schools and Teachers.

4. To select or cause to be published, with such approval as aforesaid, books, maps and Globes, to be used to the exclusion of others, in the Academies, Model and Elementary Schools under the control of the Commissioners or Trustees, due regard being had in such selection to Schools wherein tuition is given in French and to those wherein tuition is given in English; but this power shall not extend to the selection of books having reference to religion or morals, which selection shall be made as provided by the fifth subsection of the twenty-first section of the said Act of 1846, so much of which sub-section as may be inconsistent with the provision herein made, is hereby repealed.

5. To make from time to time with such approval as aforesaid, rules and regulations for the guidance of the Boards of Examiners.

6. To cause to be inserted by the Recording Clerk, in a book to be kept for that purpose, in such manner and form as the Council may direct, the names and classes of all Teachers who have received or shall hereafter receive certificates or diplomas of qualification from the Boards of Examiners already established or to be hereafter established, also the names of all Teachers, who after having gone through the regular course of instruction in any Normal School to be hereafter established, shall have received certificates or diplomas of qualification from the Superintendent of Schools; And to ensure compliance with the immediate foregoing provision, it shall be the duty of the Superintendent of Schools—Firstly, to report to or cause to be laid before the Council, if it be in his power, the names and classes of all Teachers admitted by the different Boards of Examiners since their establishment; Secondly, The names and classes of all Teachers hereafter to be admitted by the different Boards of Examiners; Thirdly, The names of all Teachers who may hereafter receive from him certificates or diplomas of qualification after going through the proper course of instruction in any Normal School.

XIX. It shall be lawful for the Council of Public Instruction to revoke any certificate or diploma of qualification granted or to be granted by any Board of Examiners, to any Teacher, or any certificate or diploma of qualification to be granted hereafter by the Superintendent of Schools to any student in any Normal School which may be established, for any want of good conduct as Teacher, of good morals, or of temperate habits, in the holder thereof; such revocation not to take place, however, unless a charge in writing be made by some complainant, or upon the report of any

School Inspector, submitted by the Superintendent of Schools to the said Council, nor unless such charge be fully proved: such charge shall be addressed to the Recording Clerk, who shall lay it before the Council at its then next meeting; and if the Council be of opinion that the charge is of such a nature as not to require any investigation, it shall be dismissed *in limine*; but if it be of opinion that the charge is of so grave a nature and character as to require investigation, it shall be the duty of the Recording Clerk to cause the Teacher complained of to be served by any Bailiff of the Superior Court for Lower Canada, with a copy of the charge, accompanied by a notice on behalf of the Council, summoning him to be and appear, either in person or by proxy, before the Council on such day and hour as the Council shall determine, to answer the charge made against him. If the Teacher denies the charge, the Council shall forthwith, or on a subsequent day, proceed to receive the evidence, oral or in writing, which each party shall have to offer, and the Recording Clerk is hereby authorized to administer the oath to any witness who may be produced; and it shall be his duty to take and keep of record the notes of the evidence taken.

It shall be lawful for the said Council to appoint one or two Commissioners to receive the evidence, when the parties shall reside at a great distance, or when the Council may see that by so doing a saving of unnecessary expense will be effected.

The instrument appointing such Commissioner or Commissioners shall be issued on behalf and in the name of "the Council of Public Instruction," and under the signature of the Recording Clerk.

Upon the receipt of such instrument, the Commissioner or Commissioners shall notify to the parties the time at which they will have to produce their witnesses; the Commissioner or Commissioners shall swear the witnesses, and are hereby authorized to that effect, and the evidence shall be taken by such Commissioner or Commissioners and afterwards transmitted by him or them to the Recording Clerk, who shall lay it before the Council.

If the Teacher do not appear, and neglect to answer the charge, the Council shall proceed by default against him, and shall receive and take the evidence, or cause it to be received and taken, in the manner above provided.

If the charge be not proved, the Council shall dismiss it, and if it be proved, the Council shall order as a penalty that the certificate or diploma of qualification of such Teacher be revoked, and that his name be struck from the book containing the names of the qualified Teachers.

XX. This Act shall be called and known as "The Lower Canada School Law Amendment Act of 1856."

XXI. In construing this Act, the words "Teacher" and "Student" shall apply to Female as well as Male Teachers and Students; and any power given to or any obligation imposed upon School Commissioners, shall apply to Trustees of the Dissident Schools in reference to the schools and school districts under their control: the expression "Common School" shall apply to Dissident School, and the words "Municipality" or "School Municipalities" shall apply to Dissident Schools or School Districts under the control of Commissioners;—the Act passed in the ninth year of Her Majesty's Reign, and chaptered twenty-seven, shall be understood to be intended by the expression, "the Lower Canada School Act of 1846," or "the said Act of 1846,"—the Act passed in the twelfth year of Her Majesty's Reign, and chaptered fifty, shall be understood to be intended by the expression, "the Lower Canada School Law Amendment Act of 1849," or "the said Act of 1849,"—and the Act passed in the sixteenth year of Her Majesty's Reign, and chaptered two hundred and eight, shall be understood to be intended by the expression, "the Lower Canada School Law Amendment Act of 1853," or "the said Act of 1853."

XXII. So much of the said Acts of 1846, of 1849, and of 1853, or of any of them, as may be inconsistent with this Act, is hereby repealed.

Special Regulations for the Admission of Pupil Teachers to study, and for the obtaining of purses in the Laval and Jacques Cartier Normal Schools.

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, shewing that he is fully sixteen years of age, with the certificate of conduct and character required by the 16 article of the general Rules and Regulations approved by His Excellency the Governor General in Council on the 22 December 1856, shall himself examine the candidate, or cause him to be examined by some person specially authorised for that purpose. 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, has some idea of geography, (and if he be a Roman Catholic) the principles of religious instruction contained in the lesser catechism, 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 form marked A. 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.—Forty eight purses will be awarded to each school. Twenty three purses of eight pounds and one of six pounds for the boys, and twenty three purses of six pounds and one of five pounds for the girls.

ARTICLE FOURTH.—The certificates of moral character of candidates for the purses must further certify, that they have not the means of paying the whole of their board.

ARTICLE FIFTH.—The purses will be given in the order in which the applications for admission are received; the smallest will be the last given. If several candidates should apply on the same day for the last purse or purses to be given, the Superintendent and the principal shall decide to whom they should be granted, and they can, if they see fit, subject the candidates to another examination.

ARTICLE SIXTH.—There shall be attached to each school a boarding house for boys and another for girls,—the charge for board will be £10 per annum for boys and £12 for girls—payable quarterly in advance.

ARTICLE SEVENTH.—Day scholars must acquaint the Principal with their places of residence. Those who will not reside with their parents, and who shall have been exempted by the Superintendent of schools from residing in the boarding house attached to the Normal School, must inform the principal in what boarding house they reside, which must be approved of by him. No boarding house receiving as boarders male pupil teachers, will be allowed to receive those of the other sex, and *vice-versa*.

PIERRE J. O. CHAUVEAU,

Superintendent of Education.

Approved by His Excellency the Governor General in Council.

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