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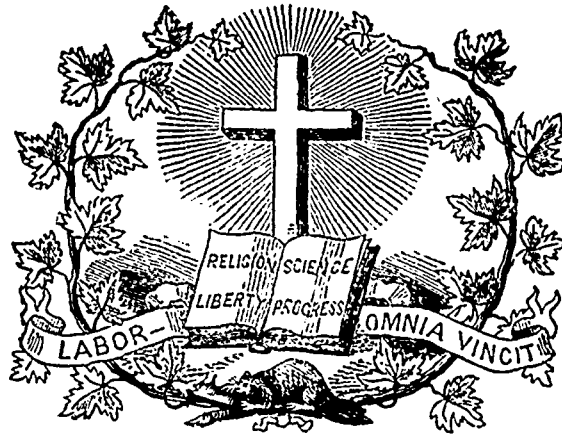
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# JOURNAL OF EDUCATION.

Volume I.

Montreal, (Lower-Canada) June & July 1857.

No. 5.

**SUMMARY.**—**Education:** The College of Canada.—The Laval University. (continued from our list) by Hon. Pierre Chauveau.—The evils of irregular attendance and tardiness at school and the remedy.—School Institutions Literature.—**Poetry:** Trust in God by Lord Glenelg.—The Play Hour.—The Last Penny.—Thoughts on and in short words.—**Science:** Instruet.—**Fine Arts:** Music.—**Official Notices:** Diploma granted by the Board of examiners for the District of Kamouraska.—By the Catholic Board of examiners for the District of Quebec.—By the Board of examiners of the District of Three Rivers.—By the Catholic Board of examiners for the District of Montreal.—Diplomas granted by the Superintendent of Education to pupils of the Jacques Cartier and McGill Normal Schools.—**Situation Wanted.**—Donations to the Library of the Department.—**Entertain:** Our Journal.—**Opinion of the Canadian Journal of Science.**—Our Normal Schools.—**Conferring of Diplomas and Distribution of Prizes at the Jacques Cartier Normal School.**—Public examination at the McGill Normal School.—**Public examinations of Colleges and Academies in Lower Canada.**—Distribution of Prizes at the High School Department of McGill College.—**Second Conference of Teachers at the Jacques Cartier Normal School.**—**Second Conference of Teachers in the Laval Normal School.**—Public Instruction all over the World.—**Great Educational Conference in England.**—**American Association for the advancement of Science.**—**MONTHLY SUMMARY.** Educational Intelligence.—Literary Intelligence.—Scientific Intelligence.—Miscellaneous Intelligence.—**OFFICIAL DOCUMENTS:** Circular No. 22 on the engaging of Teachers provided with Diplomas.—Circular No. 23 on the Collecting of School taxes through the Municipal Councils.—**Statement of Moneys paid by the Superintendent of Education between the 1st of January and 31st of July.**—**Statement of Moneys received by the Department and deposited in the Saving's Bank during the same period.**—**Statement of the Correspondence of the Department during the same period.**

## EDUCATION.

### THE COLLEGES OF CANADA.

#### I.

#### The Laval University.

(Continued from our last.)

The value of these estates has of course been steadily increasing; but the extensive improvements made by the seminary have kept pace with that increase, until the institution has attained its present state of prosperity and, that the humble school, has become a great University.

It was not until after the conquest that the course of studies was fairly completed. The jesuits college having been suppressed, the seminary had then to provide for a complete secular education, in addition to the ecclesiastical training for which it had been originally, more especially intended.

Before that time however there had been two classes of philosophy, (which in our colleges comprise logic, metaphysics, ethics the higher branches of mathematics, natural philosophy and natural history) a class of rhetoric, a class of

*belles-lettres*, four classes of latin and an elementary school. The higher classes were kept alternately every two years. The length of the course of studies was between five and seven years. At the outset some of the pupils were young men who were perfecting the studies they had began in France: some were merchants clerks, tradesmen and even soldiers.

There were brothers, or a kind of *tiers-ordre*, as is not uncommon in religious communities. They were tradesmen, who practised and taught some of the useful trades, so much required in a new colony, to those young men, who had no intention of completing their studies for the church or for the learned professions. Some of them became tailors, carpenters, architects, locksmiths, joiner or sculptors. The latter occupation was naturally a favorite one with the brothers, who in this manner were enabled to decorate the interior of most of the churches and chapels that were then springing up in the town and in the neighbouring settlements. Some of their sculptures are indeed superior to others of a more recent date, now seen in our churches.

The course of studies was interrupted by the siege of 1759. The cathedral was burnt by the shells on the night of the 22nd of July and although the seminary escaped burning it was left by the shells and the cannon balls, in a condition scarcely more tenable. Only two rooms were habitable, says the author of a notice from which we borrow these details.

Mr. Pressard, the superior, and Mr. Gravé, followed Mgr. de Pontbriand, the bishop, to Montreal, and subsequently, the death of that prelate, the famine, the want of pecuniary resources and the other consequences of that disastrous war which had only then terminated, caused the dispersion of the pupils and the closing of the establishment. Six years elapsed before the readmission of the boarders. Michel de Sallaberry the uncle of the hero of Chateauguay is the first who appears on the new list.

At the opening of the siege, the students of the seminary

had been enlisted and they formed one of the companies of the garrison. Through *excessive* zeal and indiscrete bravery, they were the cause of an accident which had a great bearing on subsequent events. On the eleventh of July, the formidable batteries which afterwards opened such a terrible fire on the town, being erected, it was resolved to dislodge the enemy from that position by a *coup de main*. Several companies of volunteers were marched four miles above Quebec, where they crossed the river, and came down near the enemy's camp through the woods. The seminary boys who formed part of the vanguard in coming out of the bush, saw a party of men, whom they mistook for british soldiers, and they immediately fired at them. They found out but too late that they had been firing on their own troops, and the consequence of that blunder was, that the whole of the party had to retreat.

This was frequently alluded to afterwards and was called *le coup des écoliers*. It became as such, a byword for any *coup de tête* of whatever nature it might be.

On a previous occasion—viz. in 1690, the seminary boys had been more lucky. When the troops belonging to admiral Phipps' expedition were landed at Beauport, they were attacked by two battalions coming from two different directions, the one from Quebec and the other from Saint Joachim. The young men of the seminary in the former, and the pupils of Mgr. de Laval's school of agriculture near Cape Tourmente, in the latter, were most useful and prominent. The troops had to retreat and take refuge in their vessels after a serious loss. Pierre Monfils, one of the young men, was shot in the arm, and died at the Hôtel Dieu, on the 16th of November. He was terminating his studies, having been nine years in the college.

To complete the history of their feats of arms, we must add, that in 1775, and in 1812, the boys of the seminary turned out under the British flag, with the same zeal and courage they had shown under the white banner of France. In the first instance, they were among the brave men who under the gallant Captain Dambourges, drove Arnold and his troops from that part of the Lower Town which is called the *Sault-au-Matlot*. In the last war, while the enemy was kept in check by their sires at Lacolle and at Chateauguay, they formed part of the garrison, and were frequently on duty during our cold Canadian winters, either at the gates of the castle of St. Louis or on the grand battery. Sir George Prevost was highly pleased with their military appearance, and when they were on duty at the guard house at the castle, Lady Prevost frequently supplied them with some share of the good things provided for her own table. The taste for military exercises which the traditions of the past must have preserved among the pupils was kept up until 1828, when the writer remembers having seen, in the great square or yard of the college, what he then thought a wonderful parade of young soldiers regularly equipped and trained, with an excellent band of music, and in all things, equal to any army in the world, save the comparative innocuousness of wooden guns and swords, a circumstance which, could not be imputed to the heroes themselves.

May he be permitted to add that this scene was not the

smallest of the attractions which induced him to enter college the next year; but alas! this pleasant phantasmagoria had altogether vanished, and *playing soldiers* was put an end to in consequence of one of the boys having been hurt during one of the sham fights.

Drill, is considered by all educationists an equivalent for gymnastics, and as it may prove useful, both to the country and to the individual in after life, we cannot but approve of the course adopted by those colleges who continue to keep up this species of recreation, which, with proper attention, is not more dangerous than any other.

We believe that the colleges of Nicolet and Ste. Anne, have adopted, drilling, as one of the modes of amusement for the pupils during their hours of recreation, and we have understood, that on the last festival of *St. Jean-Baptiste*, the scholars of the latter institution turned out in full military costume.

In addition to the three sieges, and the two fires which threatened the very existence of the seminary of Quebec, its inmates have been severely tried at different times, by the many calamities which have so frequently occurred in that unlucky city.

Immediately after the fire of 1701, the small pox, then prevalent throughout the colony, but more especially so at Quebec, (1) carried off a large number of pupils. In 1832, the college was closed for some months in consequence of the cholera, which in that year raged throughout Canada to a most fearful extent. In 1834, an intermission, for about the same length of time took place, for the same cause, but unfortunately not before the death of one of the pupils. Altho' the epidemic was by no means so terrible in 1849, it proved more fatal to the college than in the previous years five students were carried off before the vacation, which we need not add, soon took place under such fearful circumstances.

The two extensive fires of the 28th of May, and 29th of June 1845, which totally destroyed the suburbs of Quebec, left about fifty of the day scholars perfectly destitute. The seminary took them in as boarders, and they were supplied by their comrades with every thing requisite for the prosecution of their studies.

The pupils of the college of St. Hyacinthe subscribed most liberally in favor of their friends of Quebec, and by these means, many young men were enabled to continue their studies, which, otherwise would have been interrupted, and perhaps totally abandoned.

We have given the names of the first students who went through a regular course of studies. We will now add a list of those who entered the institution, when it was first opened by Monseigneur de Laval, on the 6th October 1668: there were altogether fourteen, eight of whom were french and the remaining six indians. The french were Pierre Volant, Charles Volant, Michel Poulin, Pierre Pélérin, Jean Pinguet, Paul Vachon and J. P. Haslay: the Indians, Joseph Haoudecheté, Joseph Honhatoron, Joseph Handcouaturi,

(1) The cemetery near the *Hôtel Dieu*, is, from that circumstance called *le cimetière des picotés*.

Joseph Ookonchides, Jean Aoutronouret and Nicolas Ananaritta.

The Indians as we have already stated, all left after a short time; and other boys from the Hurons, the Mohawks, and the Algonquin nations were tried, but with the same results, it was found out at length, that the plan of the great statesman, Colbert, to civilise and educate the Indians could not be realised. His views on the subject were embodied, in a letter to Monseigneur de Laval, where it is stated that one of the great objects in view, in founding the seminary, was, to amalgamate the native populations with the emigrants. Colbert knew perfectly well that the emigration from France would never reach a very high number, and he thought that the only chance he had of forming a colony was to incorporate the conquered nations with the conquerors, as did the Romans, whenever they could do so. The Indians however, were like the Parthians of old, they could be exterminated, but they could not be conquered and by flying away from the aspect of civilization they shot at it, their most deadly arrows.

We have to skip over a century from the date of the establishment of the seminary of Quebec before we find the name of a thoroughly educated Indian; this was *Vincent Vincent* who completed a course of studies, and who was, we believe, a schoolmate of the Honorable L. J. Papineau—He is still living, but is very poor. Louis Vincent of the same family receives a pension as an infirm school-master, and his son is also a teacher at Lorette.

In 1680, the seminary had forty pupils, all boarders, the Jesuits alone admitted day scholars in their college. In 1696 the number was doubled. When, after the conquest the Jesuits college had been closed, the total number of boarders and day scholars soon reached one hundred and fifty, and varied for some years after, from 150 to 200. From 1830 down to the present year the number has varied from 300 to 400. There are at present 182 boarders and 174 day scholars in the *petit séminaire* or college, and 38 students in divinity, in the *grand séminaire*, or school of theology, making altogether 396 pupils, out of these, 312 are over sixteen years of age. This number does not of course comprehend the students in the several faculties of the University.

The total number of pupils who have completed a course of studies in the college is now from 1000 to 1100, the statistics in former years, not having always been regularly kept. Probably, double that number have gone through more than half of the course, and six times the same number have left the college without going through so much as half of it.

This calculation is based upon an inspection of the lists for several years past, whereby it appears that about two thirds of each class leave before attaining the middle of the course—and about one half of the remainder, before having completed it. This venerable institution has therefore given education, in various degrees, to not less than from eight to nine thousand individuals. The greater part, nay, more than two thirds of those who completed their studies, were the sons of farmers. The clergy of Lower Canada is mostly composed of young men brought up in the country

parishes. This is not to be wondered at. When a farmer made up his mind to give a collegiate education to his son, it was with the intention of his becoming either a priest or a lawyer. Both professions, required a complete course of studies, and having made great sacrifices for the accomplishment of one cherished idea, the *pater familia* was not likely to give it up for a mere whim of *monsieur son fils*, and would even put himself, and the remainder of his family to very great inconvenience for the sake of carrying it out and attaining his wish.

On the other hand, as there were few good elementary schools in the Town, most of the merchants and tradesmen, who did not intend that their children should receive a collegiate education, availed themselves, notwithstanding, of the only opportunity they had of giving them a good, plain, but sound education. The sons of the nobility, and of the wealthy, were generally speaking too much spoiled and petted at home, and therefore seldom chose to go to college, or, if they did, to remain there as competitors for honors with the sons of the peasant or of the tradesman, more particularly so, as in consequence of the very different style of their home education, which, if more refined, was decidedly less vigorous, and even in many cases inefficient, they seldom had the advantage over their rustic companions.

Time and experience, and perhaps the development of political institutions, have modified such ideas, and it is with pleasure that we can say, that in our days, the sons of wealthy and influential people are compelled by their parents to go through a complete collegiate course and that several have done, and are still doing so, with great success.

In a list now before us, containing more than 900 names, of men who completed their studies in the seminary of Quebec, also shewing the career in after life which they had chosen, we notice that more than half have become clergymen, and, the half of the remainder, lawyers. The other more favorite professions, were, the notary, the physician and the land surveyor. We find but few primary school teachers, few merchants, few mechanics, but still fewer farmers.

No less than nine bishops and three archbishops, received their education in this seminary. The archbishops are, Messieurs Signay and Turgeon of Quebec, and archbishop François Blanchet of Oregon City. The bishops are, Messieurs Desglis, Hubert, Bailly, Denaut and Panet of Quebec, Bourget of Montréal, Magloire Blanchet of Nesqually, Demers of Vancouver's Island and bishop Cooke of Three Rivers.

Among the laity, the seminary of Quebec has sent forth many of our most eminent men, judges, members of the provincial parliament, and others distinguished both in science and literature. Among its own members, several have been highly eminent for their acquirements; we may mention, Mr. Bedard, as a mathematician and astronomer; the late Mr. Demers, the present rector, Mr. Casault, also, Mr. Horan, the principal of the Laval Normal School, for their attainments, as well in natural philosophy as in natural history, Mr. Aubry as a theologian, Mr. Holmes, as a *littérateur* and for his extraordinary talent as a preceptor. The

present archbishop Turgeon, and the late Mr. Parant, when intrusted with the financial department of the establishment, shewed great knowledge of the world, and performed their task with an ability that any educational institution might well be proud of.

The governing body of the seminary is composed of a board of directors presided over by a *superior*, who is elected for three years and who cannot remain in office for more than two successive terms. This rule has however just been amended in favour of the present superior of the seminary and rector of the University, the Revd. L. J. Casault, who has been reelected for the third time without interruption.

Mr. Henri de Bernières, was the first superior from 1665 to 1672; Mr. Ango des Maizerets, succeeded him, and the office was kept alternately between them, down to 1721, where Mr. Charles Glandelet was elected, Mr. des Maizerets, had been of the greatest assistance and support to Mgr. de Laval, in the foundation of the seminary, and his death which took place in 1721, was considered by all the members of the institution as a calamity next to the death of the bishop himself. The students in a literary institution which has been organized only for a few years, have been discussing the merits of several names suggested for the country seat and farm at "La Canardière," and they have selected that of *Maizerets*, as a just tribute to the memory of one to whose zeal and energy, they were so much indebted. The following gentlemen held the office of superior from 1723 to 1815, Thomas Thibault, Etienne Boullard, Jean Lyon Saint Ferréol, François Elzéar Vallier, André Mathurin, Jean, Augustin Lalane, François Sorbier de Villars, Coloman Sébastien Pressard, Henri Gravé, Urbain Boiret, Jean François Hubert, Thomas Laurent Bedard, Antoine Bernardin Robert, and Jean Bte. Lahaille. Messrs. Gravé, Bedard and Robert, were elected each of them several times. From 1809 to 1848, Mr. Jérôme Demers and Mr. Antoine Parant, have presided over the institution alternately each for three years. M. Louis Gingras was elected in 1848, and was succeeded by the present superior in 1857.

The board of directors besides the superior consists of a *procureur* or manager of temporal affairs, of a director of the grand seminary or school of theology, and of a director of the college or minor seminary and of two or three other members. There are two kinds of members, *agrégés* or permanent members, and auxiliary or temporary professors. The latter have no voice in the proceedings. The professors who are *agrégés* receive no salary, but are boarded and clothed by the seminary. The auxiliary priests are paid \$80 per annum; the students in divinity or mere ecclesiastics who are employed as teachers receive only \$55 exclusive of boarding. The lay teachers or professors who are generally those who teach some branch of the fine arts, are paid a *quantum* for each lesson they give. There are at present 20 professors and teachers exclusive of the *maîtres d'étude* or ushers. Five of them are members *agrégés*. six are auxiliary priests, five are ecclesiastics and four are laymen.

The day scholars pay \$10 per annum for a tuition fee, the

boarders are charged \$80 for boarding and tuition. There are at present 70 day scholars admitted free. Besides there are fourteen free boarders, twenty four are charged only one half of the fee, and three obtain a deduction of one fourth.

Most of these are admitted to fill the scholarships created by several parties among whom were Mgr. de Laval himself, Mgr. de St. Valier, the Duke of Orleans, the late Mr. Sarrault, the late Mr. Gatien, and other curés. Marie Louise Dubois, widow of the late Joseph De Blois, Esquire, founded three full scholarships a few years ago.

The teaching in the grand seminary is confided to three or four professors. It embraces moral and dogmatical theology, scriptural controversy, canon law, and the rites and ceremonies of the church. The course is of three years. The pupils are all boarders and wear the *soutane* or *robe* worn by the priests in Lower Canada. They pay \$80 per annum. Many of those whose parents have no means, are supported by priests or pious and benevolent people.

The course of studies in the minor seminary, has undergone various transformations from time to time, in order to adapt it to the increasing and varying wants of the country.

Mr. Demers and Mr. Holmes, have both been prominent in bringing about changes of a most beneficial nature. The latter however had sometimes to fight hard for the carrying out of his views; and as he was frequently taxed with an exaggerated love of innovations, we are induced to believe that the result of the conservative opposition made to that thorough going reformer has been to keep the institution precisely in that moderate and steady course of improvement, which steers happily between an excessive attachment to precedents, and an inordinate fondness for novelties.

Mr. Demers, did a great deal to promote the study of natural philosophy; at a time when books on that subject were scarce or rather hardly to be found in the country; he himself compiled treatises which being manuscript, had to be copied by the pupils. He had a remarkable taste for architecture, painting and the fine arts in general, and exercising as he did during all his life a great influence over Canadian society, he turned it more than once into account for the protection and encouragement of our artists. The beautiful paintings in the chapel of the seminary were selected by him from a collection sent from France to the abbé Desjardins.

Mr. Demers, was born at St. Nicholas, he was the son of a respectable farmer, who being distinguished for his loyalty, was made a prisoner by general Arnold, during the siege of Quebec, in 1775. His neighbours and friends gathered and rescued him. Mr. Demers studied in the seminary of Quebec, but before entering the school of theology, he had spent some time in the world learning land surveying, as he had a strong natural taste for mathematics. He was during fifty years a member of the seminary, passing during that long career through all the several offices and chairs of teaching. He died on the 17th of May, 1853, at the age of 79. His several treatises on the natural sciences were never printed, and this is perhaps not to be regretted inasmuch as those sciences have gone through such phases as render old treatises some thing very much like a *Journal of Fashion*.

twenty years old. But fortunately, for Mr. Demers, he had given his attention to subjects which are eternal and immutable of their nature, and the only book which he published, his "Institutiones Philosophicæ," will remain as one of the best and most complete treatises on logic, metaphysics and ethics. (1)

(1) Institutiones Philosophicæ ad usum studiosæ juventutis—Quebeci—ex typis T. Cary et Socii, 1835, 395 pages, 8s.

(To be continued in our next.)

PIERRE J. O. CHAUVEAU.

THE EVILS OF IRREGULARITY OF ATTENDANCE AND TARDINESS AT SCHOOL AND THE REMEDY.

By Geo. B. Kimball.

It would be the extreme of folly to suppose that in one short essay any writer could enumerate all the above-named evils; and, in fact, hardly the greater part; and much more, that he could portray them in all their various forms and phases and magnitudes; and consider fully the endless chain of cause and effect which they form in their connection with and dependence upon each other. Therefore, with this thought in mind, I shall not aspire to that, which, while desirable, is at the same time so evidently impossible; but I shall endeavor to regard economy and profit, by presenting to the reader the most practical view which my limits will allow. This subject may be considered under three general heads, viz:

1. The Evils of Irregularity of Attendance;
2. The Evils of Tardiness;
3. The Remedy or Remedies.

According to this arrangement, we are to consider:

Firstly, The Evils of Irregularity of Attendance at School.

These might be variously classified; but, owing to their close connection and mutual dependence, it would seem proper to consider them somewhat in their consecutive order. And as we enter this broad field and begin to cast about for a place to begin to enumerate, we discover, that,

1. The lessons recited in the absence of a scholar are for the present, lost to him, which is a serious evil; since he not only loses (at least for the present) so much of the knowledge of the science he is studying; but he is thereby deprived of a key to unlock the principles of succeeding lessons; for, in any good method of instruction, each succeeding illustration or demonstration is drawn from, or based upon, principles previously developed. But more, he not only suffers the loss above stated; but he has missed the teacher's explanations, without which, he may spend many hours of fruitless toil in time to come, if alone, he should attempt to regain what he has lost.

2. Again: with all scholars, their lessons, to be remembered, must be repeated, and the principles therein contained practically and immediately applied; therefore, in their absence they will, in part, forget those lessons just examined, and must in commencing again spend much time in reviewing before they can advance. And yet how many in our country schools in particular, attend school no more than three months in the year, and that too very irregularly. The evils resulting from this state of things are incalculable, as the writer with too many others can testify, from experience both as scholars and teachers. Coming into this State at an early age, when schools were 'few and far between', all his school days for several years subsequent to that time were spent in reviewing; so that at the age of sixteen he was no more advanced in his studies than at the age of ten. And, after careful observation, I am of the opinion that, particularly in our country schools, full three-fourths of the time is spent in reviewing before advancing; and this is mainly owing to the long vacations, and irregularity of attendance. And so prevalent is this evil, that term after term the scholar passes over the same beaten track, and in each succeeding term, reaches a point but little if any in advance of that previously reached. This seems to be a matter of necessity; but, at the same time, it is a great evil. On finding himself unable to proceed successfully without passing through this oft-repeated, tiresome, painful process, the child feels at once dispirited and unambitious, and, as the result, finds at the close of school that he has accomplished but little that he might and would otherwise have done, had it not been for what seems to him to be his cruel fate. The magnitude and results of this complicated evil I will not attempt to show, but will leave for

the intelligent reader to imagine; adding, however, that scholars subject to such influences will most likely grow up with a meagre education, and go out into the world for ever to regret and suffer the consequences of their early loss.

3. Another evil arising more particularly from the temporary absence of a scholar is the delay and loss of time to his classmates during the succeeding recitation or recitations, occasioned by the extra efforts required by the teacher in explaining to him the principles involved in those lessons recited in his absence. No scholar who is laudably ambitious, and duly sensible of the value of his time, can thus have his recitations intruded upon, without feeling wronged thereby; and where the injustice is often inflicted, the feeling may grow to resentment, and perhaps to animosity. The true scholar believes with Dr. Franklin, that 'time is money'; and consequently he who infringes upon his time is as really, if not as fully, guilty as the one who by fraud or otherwise wrests from him his property.

4. But, in a classified school, it is some times necessary to apply the maxim 'better one suffer than many', to this particular case, and thus the delinquent is compelled to fall back into other classes not so far advanced. The evil resulting from this is many times very great, though not so extensive, perhaps, as the one last named; for few scholars can thus be compelled to turn back to those whom they look upon as their inferiors in attainments, if not in natural ability, without the loss of that eager interest, tireless energy, and emulation, so essential to good scholarship. Hence their lessons become a dull task; their school hours a heavy burden; and they themselves, indolent, vicious, and reckless sources of bitter disappointment to their doating parents and confiding friends. Thus, owing to the tendency of the mind to the contemplation of evil, if not under suitable restraint, we see from the observation just made, that the school, in consequence of preëxisting evils, may become the very hot-bed of habits which will develop themselves in a flood of blighting, burning and damning evils for time to come.

5. The loss of relish, energy, ambition, etc., included in the general expression, loss of interest, is of too great magnitude to admit of the mere passing glance given it above; especially as the evil may arise not only from the embarrassing circumstances surrounding the irregular attendant when at school, but more particularly from the want of interest, in the parent, from which both the delinquency and loss of interest of the scholar may arise. It must be a remarkable child, indeed, that feels more interest in its own improvement than its parent does. We admit there may be such; but they must be few. Hence, as a general rule, where the parent places such a moderate estimate upon the child's improvement as to allow any ordinary occurrence to detain him at home, the child (who, if young, is governed more by precept and example than by reason) will conclude that education is of little worth, and that all efforts to obtain it are of little importance. Therefore, when he goes to school, it is a matter of necessity, or for sport and mischief, and without those incitements so necessary to success.

6. Again: as every teacher knows, the lack of interest among a few of the pupils, if not removed, will lead to the same lack in others; or, at least, this will be the natural tendency; for children, like men, though in a greater degree, are sympathetic beings, and are the means of mutual help or hindrance. We see the working of this principle in the various relations of life. And the inexperienced teacher knows very well that in a great degree his success will be in proportion to the amount of emulation existing among the scholars. Thus, the loss of interest among a few, may under unfavorable circumstances destroy the character if not the existence of a school; and all this, as I have shown, may result from irregularity of attendance.

7. From the concluding remarks in the preceding paragraph, this appears to be a proper place to refer to another class of evils, viz: those relating more particularly to the teacher. But, for want of room, we will not speak of his unrequited anxiety, forbearance and toil; his disappointments, mortification, and many times mental anguish in consequence of the delinquency of his pupils; but of only one thing, viz: the injury of his reputation. How many teachers have commenced their schools, high in hope, and from the causes described above, have been defeated in their efforts, and then, branded with such epithets as 'stupid', 'unambitious', 'tactless', and every way unfit for the calling, have gone forth with an injured if not a ruined reputation. The experienced teacher might, perhaps, know how to counteract the influences leading to such a result; but the beginner can not always do it.

8. Another serious evil resulting from irregularity of attendance is instability. There can be no doubt that incitement to study to-day, to the accumulation of wealth to-morrow, and to amusement, etc., next day, will, under unfavorable circumstances, produce in



the mind of the child a degree of fickleness which will not only disqualify him for any position of trial or trust, but will render him mere gossamer, to be carried hither and thither at the will of the wind. How many there are who are easily frustrated, who stumble at a straw, and to whom it may be said, 'unstable as water, thou shalt not excel'! How unlike such persons was the Emperor Napoleon, who, from his boyhood days, had one leading purpose, namely, the acquisition of military glory; and whose energies, exploits and success in that direction were the astonishment of the world! Again: while a Sherman and a Franklin rose to eminence in the world, many with equal endowments and better advantages remained in obscurity; and among the various causes leading to this result, irregularity of attendance at school may have been conspicuous.

9. In this connection we are naturally led to consider the loss to the world of the influence of many a brilliant intellect. Many young men and women of bright and towering genius go forth into the world with no fixed purpose; and, like Byron, they become 'wandering stars', to whom is reserved the blackness of darkness for ever. An attempt to estimate or describe the magnitude of this loss to the world would be too absurd to contemplate; for who could judge of the operations of cause and effect so as to form any correct opinion? But if even this negative view were the only one that we might take, we might rejoice. But when we remember that the words of Him who 'spake as never man spake'—'He that gathereth not with me scattereth abroad'—apply with force to such persons, the thought is overwhelming. And yet all this may result from irregularity of attendance at school.

Having thus endeavored to point out some of the most prominent of the numerous evils of the first class, let us now proceed to consider.

#### Secondly, The Evils of Tardiness.

As some of the evils already mentioned may be predicated also of tardiness, I shall not speak of them again in the present enumeration, but will include only some of the most prominent that come under this head in particular. And before proceeding let us assume the proposition that no person can voluntarily yield himself to the performance of a wrong act, or the non-performance of a known duty, without thereby opening the way for still greater sins; and that the slight deviations of childhood will, unless speedily corrected, result in a ruined and degraded manhood.

1. Thus, the habit of tardiness once formed, its numerous and deplorable evils extend with ever-increasing growth far down into the future; and not only is its existence the prolific cause of aggravation and injury to its victim; but, by his want of punctuality, he is ever an annoyance—a source of disappointment—a broken reed—a thorn in the hand to all who are depending upon him.

Is he to start on a journey by public conveyance? As he reaches the starting-point he finds that the stage, the train, or the steamer, has just gone. By his tardiness he is too late; and, chagrined and disappointed, and perhaps suffering loss by his failure, he is compelled to return home.

Is he to dine with a friend? Just as the repast, which, perhaps, has long been delayed for him, is finished, he arrives.

Is he a teacher? He is late in all his school exercises; thus teaching his pupils a lesson of evil. Is he to transact business at the Bank? He arrives one minute too late; the Bank has closed! Is he to address an audience? They are kept in suspense by his delay until all patience is exhausted, and the mind thereby prepared for an unfavorable reception of what truth he may present.

But it is needless to enlarge upon this point, as these few items are sufficient to call the attention of the reader to the multitude of evils of the same class so distinctly visible and painfully real in every day's experience and observation.

2. Again: as like begets like, and as each evil will be not only an ally to, but the prolific source of other evils; so, akin to the habit of tardiness, and depending upon it, as its legitimate offspring, is negligence: so that whatever evils may be comprehended under this term, may be attributed directly or indirectly to the habit of tardiness.

And to negligence may be added indolence. The consequences to society, resulting from the existence of these evils, and manifest in those scenes of filth, poverty, and pinching want, and the like, which exist all around us, are too many and too common-place to justify an enumeration or description; and yet they all may result from a habit of tardiness formed at school. It may not be amiss, before we pass, to mention one fact more that may be predicated of these evils, viz: a great proportion of the disappointments, pecuniary embarrassments, accidents, losses, casualties, etc., etc., that occur or exist around us, result from indolence, or negligence, or both; and hence may properly ascribe their origin to the habit of tardiness.

3. Another evil is indifference to high and noble incentives. That scholar who is so reckless of the value of time as to waste it in tardiness; so regardless of the value of instruction as needlessly to lose it; and so indifferent to the pleasure and excitement of study and recitation as to forego them for a trifle, evinces but a dull apprehension of that which is right and good and desirable, or a fearful predisposition to evil. Hence, all incitement to that which is good, high, pure, elevating and ennobling is of little or no avail.

4. Again: it is evident that he that is so reckless of his own interests will be equally reckless of the interests of others. Therefore when he arrives at school he will not be duly careful to avoid disturbance; but will enter and pass to his seat noisily; slamming the door, and treading heavily upon the floor; thus diverting the attention of the scholars and causing a general suspension of study and other exercises. But if this momentary suspension were the only result, the evil would be comparatively inconsiderable; but not so, to minds undisciplined and unaccustomed to habits of close and systematic thinking, the evil is highly pernicious; since, if the attention is once diverted, it may require much time to collect and concentrate again the scattered thoughts. Hence, the loss resulting to a school from such interruptions is incalculable.

5. Another evil is the injury of the reputation of the teacher. People are accustomed to consider the conduct and appearance of the scholar an index to the character of the school; and though there may be some limitations to this rule, yet they know not where to make them. Hence, if the scholars are seen loitering along the way to school, it is said at once "The teacher fails to interest his pupils, and therefore is deficient in one of the most essential qualities of a good teacher." Again, all are ready to infer that 'his government is not good, or scholars would be required to be punctual'. Also by his tardiness the scholar misses his lessons, and makes but little advancement; and his deficiency is attributed to the inability of the teacher, etc., etc. Thus in consequence of this evil habit the teacher suffers the injury or loss of his reputation which is of more value to him than silver or gold.

Again: Tardiness is the parent of vice. The mind will be active either in the performance or contemplation of good or of evil. Therefore no one can doubt that he that strolls tardily along to school is liable thereby to receive and foster impressions or form habits which may result in overwhelming ruin. And not among the least of these are deception and dishonesty. It is not to be supposed that the truant will 'make a clean breast' of his faults; but he will endeavor to disguise from his teacher the true cause of his absence, and from his parents the cause of his deficiency in his studies; and in doing thus, if he does not state barefaced falsehoods, he will raise frivolous and groundless excuses, the utterance of which is little if any better than downright lying. But the evil rests not here; for others will see that this deception has screened the culprit, and, unapprised of the awful tendency of his course, they will resort to the same method, and thus be imperceptibly drawn within the circle of that maelstrom, the vortex of which is continuous with 'the lake (whatever it may be) that burneth with fire and brimstone'. And in this connection I may add that the tardy hour is to the truant scholar emphatically what the hour of midnight is to the man whose deeds are deeds of darkness; and hence the liability of the tardy one to be drawn by evil associates into deeds of vice not premeditated by him.

7. Again: Habitual tardiness in a scholar lead to an habitual disregard of obligation and restraint, and might almost be said to be synonymous with it; for, in fact, there can be no voluntary tardiness without a disregard of obligation; for, even where there is no stated rule of punctuality, the obligation is always supposed to exist; and who does not know, if he but consider, that conscious obligation is paramount to positive requisition? Hence, tardiness may at once be said to be a disregard of obligation. Now, when this latter exists in one instance or direction it may, and probably will in others. Thus, the tendency is, at once, to the entire subversion of that order, arrangement and government, so essential to the existence of a good school. And so strong is this tendency, that where you find a considerable number of scholars habitually tardy, you may safely predict for the school a speedy close or an unprofitable and disorderly continuance. But this disregard of obligation unfortunately develops itself in contempt not only of demand, but of prohibition; so that the wholesome rules of the school to guard against vice and immorality, will be likely to be trampled upon with impunity, especially in the absence of the teacher; and thus will be turned in upon the scholars those dark streams, which, in their rapid and tumultuous flow, sweep so many loved ones down into a dark and direful future. But this disregard of obligation will characterize the conduct of the tardy one, not in the school merely, but at home and elsewhere, thereby causing the shame and sorrow

of the parent, the disgust and abhorrence of the good, and the contamination if not the ruin of those coming under its influence. As the result of this, too many fond mothers have died broken-hearted; the gray hairs of too many venerable sires have been brought down with sorrow to the grave; and too many promising youths have been ruined, to justify an attempt at enumeration.

I will now leave this part of the subject, with one remark. It may be said by some that the cases above given are overdrawn, the evils exaggerated; but after duly contemplating the workings of evil among men, and the laws of cause and effect, the assertion will not be repeated, but rather the reverse.

Thirdly. Let us now consider the Remedy or Remedies.

It will be seen at a glance, and doubtless conceded by all, that the only successful remedy is the removal of the cause. For so long as this exists the effects will follow; and any counteracting influence brought against them will be in the main unsuccessful. Therefore, the proper and momentous question for consideration is, How may irregularity of attendance and tardiness be prevented? Stimulated with the desire to accomplish what good I can in the cause of education, I attempt an answer.

There can be no perfect remedy, or rather preventative, so long as children are under the control of persons who are so ignorant or bigoted as not to be made to see their errors, or so deficient in moral principle or force of character as not to reform when they do see them; nor, again, so long as circumstances may, and will unavoidably exist, rendering it impossible to prevent these evils, even though the minds of parent and child may be right upon the subject.

I am prepared confidently to assert that in nearly all cases these painful evils may be either removed or effectually prevented. To accomplish this, several things are necessary.

1. The most important of these is, to change the public mind on this subject. The parent must be made to feel that the destiny of the child for time and eternity is involved in the matter of education. This same interest should exist in the minds of all parents. To accomplish this the teacher should visit them and present the matter to them in its proper light. But, as many teachers feel incompetent to do this work, another method should be adopted, viz: In every county an efficient educationalist should be employed to lecture upon this subject (and others), and awaken a general interest in education. Such a plan would soon entirely change the character of our schools, and the expense would be trifling compared with the benefits, especially if the child's time is money.

2. Another partial remedy consists in creating such a sentiment and interest in the mind of the scholar that nothing but absolute necessity can detain him from school. Much of this may be accomplished by the agency already mentioned; but, to this may be added the joint effort of both parent and teacher, especially the latter. Let him, by familiar lectures and other suitable means, impress and inspire his pupil with a sense of the value and availability of knowledge in every department and condition of life, and especially of the momentous interests that may be 'wrapped up in each moment'.

3. To add to the efficiency of the above-mentioned agencies, the teacher, by regularity, punctuality and economy, must make the proper improvement of time the one idea of his being. It needs no argument to show that if this is not the case, all his efforts against these evils will be of little avail.

4. Another effectual remedy would be, The Almighty Dollar; for instance, let each township appropriate a certain prize-fund to be awarded annually or otherwise to that school which, in proportion to the length of the term and the number of scholars, shall exhibit the greatest average of attendance per day; one-half of said sum to be paid to the teacher, and the remainder to be expended for school-apparatus or suitable reading-matter. Again: Let each county that has a school-fund adopt the same plan. In addition to the above, let a similar fund be appropriated to that district which with the least number of scholars shall exhibit the greatest total number of days' attendance per year.

5. Also, the school should be supplied with a clock, which, by the special care of the teacher, should keep exact and uniform time, and this should be the standard for the district.

6. Again: Since many families have not good time-pieces, and others who have allow them to become irregular by their negligence, every school-house should be supplied with a bell, sufficiently large to be heard in all parts of the district; and then let this be rung at a precise time before the commencement of the school; thus the children can be punctual (impossibilities excepted) if so disposed. Having realized the salutary effects of such an arrangement, I can not recommend it too highly; and in reply to the objection of expense I will only say that it needs not the eye of the philosopher nor the reasoning of the logician to discover that

the benefits of such an arrangement to the community would prove a handsome percentage on the necessary outlay.

And I will add that, while parents are doing so much to make their homes comfortable and pleasant, if they would endeavor to make the school-room, which is in part the nursery of the child, duly attractive, the child would be more interested to be there.

7. Again: Let a regulation be adopted and enforced in each school by which if a scholar is absent he shall afterward bring an excuse from his parents, and a certain number of absences unexcused shall forfeit his connection with the school for the remainder of the term.

To this may be added another, by which if scholars are not present at the hour of commencement, they shall be excluded for all or part of the rest of the day, and their cases specially reported to their parents.

Rules similar to these have been adopted in many schools, and with good success when the parents have been in sympathy with them.

8. And finally: The teacher may in a multitude of ways operate against these evils; as, for instance, by keeping a list of absences and also of tardiness, and at the close of the school making a present to the scholar having the fewest number of either.

And now, kind reader, after having taxed your indulgence so long, I leave you, with a single remark. If, from what has been said, the task of removing these evils appears difficult, remember there is no excellence without great labor.—*Illinois Teacher.*

(From the Indiana School Journal.)

#### School Visitations.

No complaint is more common from teachers, than that "parents will not visit the school." Every teacher knows the great influence of parental visits upon the general interest of the school: hence he feels an anxiety to have what he rarely gets. "How shall I get parents to visit the school?" is frequently asked; "not one has called during the quarter." And one principal of a Seminary stated publicly, on examination day, that not more than three parents had visited it during the year.

The indifference of parents and citizens is a great fault, and much to be regretted, and teachers should set themselves to work to change the habit. The question, is asked, *how* can it be done? Like everything else of importance, by hard work and well directed skill.

Experience of some ten years in Public Graded Schools proves to me that the thing is not only possible, but comparatively easy to be attained.

When anything is to be brought about, a teacher should lay his plans carefully, and when formed, steadily execute them.

First, a teacher must waken up his scholars, excite them in their studies, and get up a pride for the school. If he cannot do this, he can never reach the community, and had better give up all hopes of success.

If he can succeed in arousing the ambition and energy of his pupils, he may feel confident of succeeding in getting out the parents. After the teacher has created interest among his pupils, let him see the directors and some other prominent men in his district or town. Let their promise to be present at school on an appointed day, invite every parent that he sees to visit the school at that time, give general notice to the scholars that directors, clergy, and parents are coming. Let them be prepared with extra exercise of interest, brisk and varied, such as declamations, concert recitations, and readings, mental arithmetic or geography, and whatever else the age of the pupils will admit of. When the time comes, go through with all the exercises that were prepared. Some will be present, perhaps but few, but a beginning has been made; you have set the people to talking about the school, favorably. Appoint another day for similar exercises, and urge all to be present. You have but to tax ingenuity to vary the exercises, and the skill to interest pupils, to secure the attention of every parent.

The teacher who never or rarely sees parents in school, may charge himself with 95 per cent. of the blame for it, and has only to try the experiment suggested, to be convinced of the fact. But few parents will attend merely from a sense of duty. They must be interested when they visit, and when pleased, they will not fail to attend, and induce others to accompany them. To teach an efficient school, requires energy, skill, and learning. These, properly directed, will enable any one of ordinary perseverance to succeed; without them, he ought not to engage in a work so important, involving the present and future interest of immortal beings.

J. H.



## LITERATURE.

## POETRY.

## TRUST IN GOD.

When gathering clouds around I view,  
And days are dark, and friends are few,  
On Him I lean, who, not in vain,  
Experienced every human pain;  
He sees my wants, allays my fears,  
And counts and treasures up my tears.

If ought should tempt my soul to stray  
From heavenly wisdom's narrow way:  
To see the good I would pursue,  
Or do the sin I would not do,  
Still He who felt temptation's power  
Shall guard me in that dangerous hour.

When vexing thoughts within me rise,  
And sore dismayed my spirit dies,  
Yet He, who once vouchsafed to bear  
The sickening anguish of despair,  
Shall sweetly soothe, shall gently dry,  
The throbbing heart, the streaming eye.

When sorrowing o'er some stone I bend  
Which covers all that was a friend,  
And from his hand, and voice, and smile  
Divides me for a little while;  
My Saviour marks the tears I shed,  
For Jesus wept o'er Lazarus dead!

And O! when I have safely pass'd  
Through every conflict but the last,  
Still, Lord, unchanging watch beside  
My dying bed, for Thou hast died.  
Then point to realms of cloudless day,  
And wipe the latest tears away.

LORD GLENELG.

## THE PLAY HOUR.

The bell has rung, with merry shout  
From school the boys are rushing out,  
Now books are closed, with what delight  
They grasp the marbles, ball, and kite.  
Shout on, light hearts, one loves to hear  
This burst of voices fresh and clear,  
To watch a troop of schoolboys gay  
Enjoy like you the hour of play.

How short it seems! yet to the boy  
Its shortness brings a keener joy,  
The hours of work that go before  
Endear the hour of leisure more.  
Shout on, glad hearts! in boyhood learn  
Your pleasure through your toil to earn,  
If life were all one idle day  
You would not prize the hour of play.

Improve the golden hours that bring  
Such stores of knowledge on the wing,  
None have used them well but knew  
That labour's path is pleasure's too.  
Choose heavenly wisdom as your guide,  
And peace will follow at her side,  
A purer joy bless manhood's way  
Than brightened boyhood's hour of play.

## The Last Penny.

Thomas Claire, a son of St. Crispin, was a clever sort of a man; though not very well off in the world. He was industrious, but, as his abilities were small, his reward was proportioned thereto. His skill went but little beyond half-soles, heel-taps, and patches.—Those who, willing to encourage Thomas, ventured to order from him a new pair of boots or shoes, never repeated the order. That would have been carrying their good wishes for his prosperity rather too far.

As intimated, the income of Thomas Claire was not large. Industrious though he was, the amount earned proved so small that his frugal wife always found it insufficient for an adequate supply

of the wants of the family, which consisted of her husband, herself, and three children. It cannot be denied, however, that if Thomas had cared less about his pipe and mug of ale, the supply of bread would have been more liberal. But he had to work hard, and must have some little self-indulgence. At least, so he very unwisely argued. This self-indulgence cost from two to three shillings every week, a sum that would have purchased many comforts for the needy family.

The oldest of Claire's children, a girl ten years of age, had been sickly from her birth. She was a gentle, loving child, the favourite of all in the house, and more especially of her father. Little Lizzy would come up into the garret where Claire worked, and sit with him sometimes for hours, talking in a strain that caused him to wonder; and sometimes when she did not feel as well as usual, lying upon the floor and fixing upon him her large bright eyes for almost as long a period. Lizzy never was so contented as when she was with her father; and he never worked so cheerfully as when she was near him.

Gradually, as month after month went by, Lizzy wasted away. Her cheeks became paler and paler, her eyes larger and brighter, and such a weakness fell upon her slender limbs that they could with difficulty sustain her weight. She was no longer able to clamber up the steep stairs into the garret or loft, where her father worked; yet she was there as often as before. Claire had made for her a little bed, raised a short space from the floor, and here she lay, talking to him or looking at him, as of old. He rarely went up or down the garret-stairs without having Lizzy in his arms. Usually her head was lying upon his shoulder.

And thus the time went on, Claire, for all the love he felt for his sick child—for all the regard he entertained for his family—indulging his beer and tobacco as usual, and thus consuming, weekly, a portion of their little income that would have brought to his children many a comfort. No one but himself had any luxuries. Not even for Lizzy's weak appetite were dainties procured. It was as much as the mother could do, out of the weekly pittance she received, to get enough coarse food for the table, and cover the nakedness of her family.

To supply the pipe and mug of Claire, from two to three shillings a week were required. This sum he usually retained out of his earnings, and gave the balance, whether large or small, to his frugal wife. No matter what his income happened to be, the amount necessary to obtain these articles was rigidly deducted, and as certainly expended. Without his beer, Claire really imagined that he would not have strength sufficient to go through with his weekly toil—how his wife managed to get along without even her regular cup of good tea, it had never occurred to him to ask—and not to have had a pipe to smoke in the evening, or after each meal, would have been a deprivation beyond his ability to endure. So, the two or three shillings went regularly in the old way. When the six-pences and pennies congregated in goodly numbers in the shoemaker's pocket, his visits to the ale-house were often repeated, and his extra pipe smoked more frequently. But, as his allowance for the week diminished, and it required some searching in the capacious pockets, where they hid themselves away to find the straggling coins, Claire found it necessary to put some check upon his appetite. And so it went on, week after week and month after month. The beer was drunk and the pipe smoked as usual, while the whole family bent under the weight of poverty that was laid upon them.

Weaker and weaker grew little Lizzy. From the coarse food that was daily set before her, her weak stomach turned, and she hardly took sufficient nourishment to keep life in her attenuated frame.

"Poor child!" said the mother one morning, "she cannot live if she doesn't eat. But coarse bread and potatoes and butter-milk go against her weak stomach. Ah me! If we only had a little that the rich waste."

"There is a curse in poverty!" replied Claire, with a bitterness that was unusual to him, as he turned his eyes upon his child, who had pushed away the food that had been placed before her, and was looking at him with an expression of disappointment on her wan face. "A curse in poverty!" he repeated. "Why should my child die for want of nourishing food, while the children of the rich have every luxury?"

In the mind of Claire, there was usually a dead calm. He plodded on, from day to day, eating his potatoes and butter-milk, or whatever came before him, and working steadily through the hours allotted to labour, his hopes or fears in life rarely exciting him to an expression of discontent. But he loved Lizzy better than any earthly thing, and to see her turn with loathing from her coarse food, the best he was able procure for her, arose his sluggish nature into rebellion against his lot. But he saw no remedy.

"Can't we get something a little better for Lizzy?" said he, as he pushed his plate aside, his appetite for once gone before his meal was half eaten.

"Not unless you can earn more," replied the wife. "Cut and carve, and manage as I will, it's as much as I can do to get common food."

Claire pushed himself back from the table, and without saying a word more, went up to his shop in the garret, and sat down to work. There was a troubled and despondent feeling about his heart. He did not light his pipe as usual, for he had smoked up the last of his tobacco on the evening before. But he had a penny left, and with that, as soon as he had finished mending a pair of boots and taken them home, he meant to get a new supply of the fragrant weed. The boots had only half an hour's work on them. But a few stitches had been taken by the cobbler, when he heard the feeble voice of Lizzy calling to him from the bottom of the stairs. That voice never came unregarded to his ears. He laid aside his work, and went down for his patient child, and as he took her light form in his arms, and bore her up into his little work-shop, he felt that he pressed against his heart the dearest thing to him in life. And with this feeling, came the bitter certainty that soon she would pass away and be no more seen. Thomas Claire did not often indulge in external manifestations of feeling; but now, as he held Lizzy in his arms, he bent down his face and kissed her cheek tenderly. A light, like a gleam of sunshine, fell suddenly upon the pale countenance of the child, while a faint, but loving smile played upon her lips. Her father kissed her again, and then laid her upon the little bed that was always ready for her, and once more resumed his work.

Claire's mind had been awakened from its usual leaden quiet. The wants of his failing child aroused it into disturbed activity. Thought beat, for a while, like a caged bird against the bars of necessity, and then fluttered back into panting imbecility.

At last the boots were done, and with his thoughts now more occupied with the supply of tobacco he was to obtain than with any thing else, Claire started to take them home. As he walked along he passed a fruit-shop, and the thought of Lizzy came into his mind.

"If we could afford her some of these nice things!" he said to himself. "They would be food and medicine both to the dear child. But," he added, with a sigh, "we are poor!—we are poor! Such dainties are not for the children of poverty!"

He passed along, until he came to the ale-house where he intended to get his pennyworth of tobacco. For the first time a thought of self-denial entered his mind, as he stood by the door, with his hand in his pocket, feeling for his solitary copper.

"This would buy Lizzy an orange," he said to himself. "But then," was quickly added, "I would have no tobacco to-day nor tomorrow, for I won't be paid for these boots before Saturday, when Barton gets his wages."

Then came a long, hesitating pause. There was before the mind of Claire the image of the faint and feeble child with the refreshing orange to her lips; and there was also the image of himself uncheered for two long days by his pipe. But could he for a moment hesitate, if he really loved that sick child? is asked. Yes, he could hesitate, and yet love the little sufferer; for to one of his order of mind and habits of acting and feeling, a self-indulgence like that of his pipe, or a regular draught of beer, becomes so much like second nature, that it is as if it were a part of the very life; and to give it up costs more than a light effort.

The penny was between his fingers, and he took a single step towards the alehouse door; but so vividly came back the image of little Lizzy, that he stopped suddenly. The conflict, even though the spending of a single penny was concerned, now became severe; love for the child plead earnestly, and as earnestly plead the old habit that seemed as if it would take no denial.

It was his last penny that was between the cobbler's fingers. Had there been two pennies in his pocket, all difficulty would immediately have vanished. Having thought of the orange, he would have bought it with one of them, and supplied his pipe with the other. But, as affairs now stood, he must utterly deny himself, or else deny his child.

For minutes the question was debated.

"I will see as I come back," said Claire, at last starting on his errand, and thus, for the time, making a sort of a compromise. As he walked along, the argument still went on in his mind. The more his thoughts acted in this new channel, the more light came into the cobbler's mind, at all times rather dark and dull. Certain discriminations, never before thought of, were made; and certain convictions forced themselves upon him.

"What is a pipe of tobacco to a healthy man, compared with an orange to a sick child?" uttered half-aloud, marked at last the

final conclusion of his mind; and as this was said, the penny which was still in his fingers, was thrust determinedly into his pocket.

As he returned home, Claire bought the orange, and in the act experienced a new pleasure. By a kind of necessity he had worked on, daily, for his family, upon which was expended nearly all his earnings; and the whole matter came so much as a thing of course, that it was no subject of conscious thought, and produced no emotion of delight or pain. But, the giving up of his tobacco for the sake of his little Lizzy was an act of self-denial entirely out of the ordinary course, and it brought with it its own sweet reward.

When Claire got back to his home, Lizzy was lying at the bottom of the stairs, waiting for his return. He lifted her, as usual, in his arms, and carried her up to his shop. After placing her upon the rude couch he had prepared for her, he sat down upon his bench, and as he looked upon the white, shrunken face of his dear child, and met the fixed, sad gaze of her large, earnest eye, a more than usual tenderness came over his feelings. Then without a word, he took the orange from his pocket, and gave it into her hand.

Instantly there came over Lizzy's face a deep flush of surprise and pleasure. A smile trembled around her wan lips, and an unusual light glittered in her eyes. Eagerly she placed the fruit to her mouth and drank its refreshing juice, while every part of her body seemed quivering with a sense of delight.

"It is good, dear?" at length asked the father, who sat looking on with a new feeling at his heart.

The child did not answer in words; but words could not have expressed her sense of pleasure so eloquently as the smile that lit up and made beautiful every feature of her face.

While the orange was yet at the lips of Lizzy, Mrs. Claire came up into the shop for some purpose.

"An orange!" she exclaimed with surprise. "Where did that come from?"

"Oh, mother, it is so good!" said the child, taking from her lips the portion that yet remained, and looking at it with a happy face.

"Where in the world did that come from, Thomas?" asked the mother.

"I bought it with my last penny," replied Claire. "I thought it would taste good to her."

"But you had no tobacco."

"I'll do without that until to-morrow," replied Claire.

"It was kind in you to deny yourself for Lizzy's sake."

This was said in an approving voice, and added another pleasurable emotion to those he was already feeling. The mother sat down, and for a few moments, enjoyed the sight of her sick child, as with unabated eagerness, she continued to extract the refreshing juice from the fruit. When she went down-stairs, and resumed her household duties, her heart beat more lightly in her bosom than it had beaten for a long time.

Not once through that whole day did Thomas Claire feel the want of his pipe; for the thought of the orange kept his mind in so pleasant a state, that a mere sensual desire like that of a whiff of tobacco had no power over him.

Thinking of the orange, of course, brought other thoughts; and before the day closed, Claire had made a calculation of how much his beer and tobacco money would amount to in a year. The sum astonished him. He paid rent for the little house in which he lived, four pounds sterling a year, which he always thought a large sum. But his beer and tobacco cost nearly seven pounds! He went over and over the calculation a dozen times, in doubt of the first estimate, but it always came out the same. Then he began to go over in his mind the many comforts seven pounds per annum would give to his family; and particularly how many little luxuries might be procured for Lizzy, whose delicate appetite turned from the coarse food that was daily set before her.

But to give up the beer and tobacco *in toto* when it was thought of seriously, appeared impossible. How could he live without them.

On that evening, the customer whose boots he had taken home in the morning, called in, unexpectedly, and paid for them. Claire retained a sixpence of the money, and gave the balance to his wife. With this sixpence in his pocket he went out for a mug of beer, and some tobacco to replenish his pipe. He stayed some time—longer than he usually took for such an errand.

When he came back he had three oranges in his pocket; and in his hands were two fresh buns and a cup of sweet new milk. No beer had passed his lips, and his pipe was yet unsupplied. He had passed through another long conflict with his old appetites: but love for his child came off, as before, the conqueror.

Lizzy, who drooped about all day, lying down most of her time, never went to sleep early. She was awake, as usual, when her father returned. With scarcely less eagerness than she had eaten the orange in the morning did she now drink the nourishing milk

and eat the sweet buns, while her father sat looking at her, his heart throbbing with inexpressible delight.

From that day the pipe and the mug were thrown aside. It cost a prolonged struggle. But the man conquered the mere animal. And Claire found himself no worse off in health. He could work as many hours, and with as little fatigue; in fact, he found himself brighter in the morning, and ready to go to his work earlier, by which he was able to increase, at least, a shilling or two his weekly income. Added to the comfort of his family, eight or ten pounds a year produced a great change. But the greatest change was in little Lizzy. For a few weeks, every penny saved from the beer and tobacco, the father regularly expended for his sick child; and it soon became apparent that it was nourishing food, more than medicine, that Lizzy needed. She revived wonderfully; and no long time passed before she could sit up for hours. Her little tongue, too, became free once more, and many an hour for labour did her voice again beguile. And the blessing of better food came also in time to the other children, and to all.

"So much to come from the right spending of a single penny," Claire said to himself, as he sat and reflected one day. "Who could have believed it!"

And as it was with the poor cobbler, so it will be with all of us. There are little matters of self-denial, which, if we had but the true benevolence, justice and resolution to practice, would be the beginning of more important acts of a like nature, that, when performed, would bless not only our families, but others, and be returned upon us in a reward of delight incomparably beyond anything that selfish and sensual indulgences have it in their power to bring.

T. S. A.

#### Thoughts on and in Short Words.

The speech of our sires far back in the days of yore, like that of the first man, who may well be thought to have been taught of God, was made up for the most part of those short words which are said with one pulse of the breath, and one stroke of the tongue. The stream of time brought down to us a vast drift of new and strange terms, with which we may think our speech has come to be rich, but it is clear that much of its strength has in this way been lost. Thus are we shown to be base sons, who, both from our limbs and our tongues, have lost the brawn of our sires. They in truth were poor in purse, but rich in speech. Their words, like gems, were as great in wealth as they were small in bulk; while the mass of ours are as poor as they are large and long. We must add to this, not less the loss of force, but the waste of breath and time when we would speak our thoughts; and that of types and ink when we print them. Huge tomes would shrink to one-third their bulk, and time and pains would be spent less in vain, both to those who write and print, and to those who read, if there were a due care to clip the size and length of the words, and use no more than the thought can claim. In our age, the price of time is as great as that of books is small; and the first charge we would give to those who would have us read what they write, is "In all ways and by all means, be brief; for life is short and art is long."

Nor let us think that the good old stock of words, so short and strong, is lost. They lie blent, with the trash of the heap, and in bright points shine out here and there from the mass, like the stars when a fog dims the air, or the face of the sky is dark with clouds. It will be well worth our while to mine at these gems and string them on the chains of our thoughts, which will then shine with new life; and though the tongue may lose in sound, it may be the more fit to speak all that the deep soul can feel. The heart feels but throbs by throb; and it is thus that the tongue should beat while it gives to its joys and its pains.

The arts of life and the lore of the head have need, it is true, for terms both old and long. The heart must be kept cool while we search for truth; and truth shines best in what seems all a "dry light." But what we have said holds in full force when we look to all that large class of thoughts which come from the heart, and which we wish to go down in the souls of those to whom we speak. Here we need the thoughts that breathe and the words that burn—those that wing their speed like a bolt, and pierce like the barb of the shaft. Such are the terms in which it is fit to hail the long lost friend, when we once more grasp his hand, and hang on his neck, and tell him, "I have seen thy face as though I had seen the face of God." Thus should we "sing praise to the Lord with a harp; with the harp and the voice of a psalm; and pay our vows in the house of the Lord." Hear him who cries out of the depths; and say, what are the strains of his sad plaint? Wo to the day in which I was born. Let that day be dark with the clouds of death. Let

no voice of joy break on that night, and let its stars be dark; let it look for light, but have none; nor let it see the dawn of the day. My gray hairs shall go down in grief to the grave of my son, and there our heads shall be at rest. O my son! my son! would to God I had died for thee, my son! my son!

## SCIENCE.

### Instinct.

The word Instinct, Impulse, has been used from of old to designate particularly that disposition of the human mind, which results not from consideration and forethought, but from a higher suggestion; the ancients spoke not of an impulse merely, but of a divine impulse (*instinctus divinus*.)

An acquaintance of the celebrated French writer, Mad. Beaumont, desired to make an excursion upon the river with some friends. When all was ready and he was about to enter the boat with the rest, his deaf and dumb sister came to him in anxious haste, and sought to hold him fast, seizing his arm and his garments, and when this did not move him to remain on shore, she threw herself at his feet, embraced his knees and gave him, by the most imploring gestures, to understand her entreaty that he would give up the excursion. The expression of pain in the looks and gestures of the deaf and dumb touched several persons in the company, and they begged the brother to yield to the wish of his poor sister, and relinquish the idea of going with them. Fortunately for him he complied, for the boat was upset, and several of the passengers were drowned; a lot, which would have befallen him likewise, as he could not swim, had he not been warned, as through a divine impulse, by his deaf and dumb sister.

That child of three years of age, that, at the siege of Vienna by the Turks in 1683, extinguished with earth a bomb, which had fallen into the city on a spot where it would have done much harm, also acted from such a divine impulse, for the safety of many.

A rich proprietor, once at a late hour of the night, felt himself urged to send various articles of food to a poor family in his neighbourhood. "Why at this moment?" asked his people, "will there not be time enough in the morning?" "No," said the gentleman, "it must be done now." He knew not how urgently his benefaction was needed by the inmates of the poor hut. There, the father, the provider and nourisher, had suddenly fallen sick, the mother was feeble, the children had been crying in vain, since the day before, for bread, and the youngest was at the point of death; at once the distress was relieved. So also another gentleman, who, if I mistake not, dwelt in Silesia, felt himself impelled by an irresistible impulse to rise in the night and go down into his garden. He rose, went down, the inward impulse led him through the gate in his garden into the field, and here he was just in time to save a miner, who in ascending from the mine had slipped, and in falling had caught hold of the tub of coal which his son was drawing up by a windlass, but which, on account of its sudden increase of weight, he was no longer able to hold without assistance. A worthy clergyman in England felt himself also on a certain occasion urged late at night to visit a friend, suffering from melancholy, who dwelt at a considerable distance from him. Fatigued though he was with the labours of the day, yet he could not resist the impulse; he took the way to his friend and came upon him just as he was about to lay violent hands on himself; he was saved from this danger forever by the visit and consolatory words of his midnight guest.

Many such cases might be related, in which individuals by a sudden impulse have become the saviours of others, or even of their fatherland, like Ardoold Winkelried, when at the battle of Sempach, with heroic resolution he caught the hostile spears, and pressed them down with his pierced body to the ground, and so broke the firm ranks of the foe. But the good impulse does not always concern the welfare and rescue of another's life, but as often, and perhaps still oftener one's own life. So Professor Boehmer, in Marburg, once, when seated in a circle of friends, felt himself inwardly moved to go home and move away his bed from the place where it stood. When he had done this, he was able to return to the company, but at night while he was asleep the ceiling over that part of his room where his bed had previously stood fell down, and had it not been for the change, which an inward impulse had prompted, he would have been crushed.

How in case of imminent danger, one is prompted to seize a means of preservation, which is shown in the sequel to be the very best, many have experienced in themselves, and we shall hereafter mention some instances in point. And thus in the nature of man,

phenomena are presented which are very similar to those suggestions and promptings of Instinct which guide animals in the choice of the means which serve for the support and preservation of their own lives, for the welfare of their young, and for the weal of the great whole, of which every individual animal is a part.

Besides, the animal cannot be guided in its action, like man, by intelligent consideration, and as little by experience, because it plays the part which Instinct assigns it, immediately upon its entrance into life with perfect promptitude. A chicken, which had been hatched, not by a mother, but in a little artificial brooding-oven, deserted, just as it had broken out from the shell of the egg, a spider, which it sprang at and seized as skilfully as if it had been long practised in the art of catching insects. When the young of the sea-tortoise in the bed of sand, which is their birth-place, have crawled out of the egg, they hasten immediately in a straight line to the sea. You may turn them from this course any way you please, you may obstruct their way with stones and sand-hills, which cut off their path, still they will always turn straight towards the sea. On the other hand, the young of the land-crab, which first come out of the egg under water, soon after their birth make for the land, and there seek out for themselves the situation best adapted to their subsistence. Scarcely has the ant crawled out of its chrysalis, or pupa state, (commonly called the antegg) when, if it is of the sex of the workers, it immediately joins its elder associates in the business of gathering and carrying food for the helpless little larvæ of the community, and assists with all diligence in the work of building, as well as in transferring hither and thither the pupæ and the eggs. And it is not, as might be thought, a blind imitation of the activity of the rest, which leads the novice on the path of his natural destination, for which the new-born ant is not of the sex of the workers, but is a male, or one of the more perfect females, then it does not permit itself to be hurried away by the busy stream, it goes directly the way of its own calling, through the troops of the rest, out into the open space, where it rises into the air on the tender wings which are furnished to the males and the perfect females for the purposes of swarming.

That it is not the imitation of the instinctive actions of others of the same species, which directs each individual to its own mode of proceeding, is evident in every way. Nightingales and thrushes, which have been taken from the nest young, and reared far from their species, when they are let loose in the spring, build just such nests for their young as other birds of the same kinds. A beaver, which had been taken from its parents before its eyes were open, and which had been supported by a woman's milk, until it was large enough to take the usual food of its race, arranged the broken twigs, from which it had eaten the bark, in a corner of its cage, one over the other, and when some earth was given it, it formed it with its fore-feet into little balls, laid these upon one another, pressed them together with its nose, and inserted into them a piece of wood. In this instance, the art of building, observable in other beavers, manifested itself independently of any possible influence of imitation.

It is their inborn instinct which, when animals are transported to countries and amidst vegetables and other animals entirely new, informs them what may be conducive, and what injurious to their subsistence. Horses, carried from Europe to Southern Africa, that had never been near a living lion, trembled for terror in every limb, when they for the first time heard the lion's roar. Ferrets, which have been born and reared under the care of man, and have never seen a poisonous viper, attack a reptile of this class with great caution, aiming first of all to crush its head, while they have often won an easy victory over snakes not poisonous, which they seize, without a moment's hesitation, by any part of the body. Every animal, in conflict with another, instantly knows the weakest and most vulnerable side of its opponent, and also, on the other hand, how to guard that part of its own body which is most liable to injury. Thus the tiger, doing battle with the elephant, springs first at the trunk of his foe, which the elephant guards against attack with the greatest care, in order, at the right moment to use it with effect: the wild horse, assailed by the beast of prey endeavours to guard his head and breast while he meets the enemy all the more vigorously with the hoofs of his hinder feet. The American domestic swine takes care to present his bristly neck to the bite of the springing reptile, in fighting with the rattle-snake, but at the same time to guard his snout, and at the right moment to trample upon the head of his dangerous enemy.

Even in a country new to the animal and to its progenitors, the sheep and the goat know how to find wholesome fodder, and to avoid that which is hurtful. The ape digs for roots, of which it has never eaten, guided by the scent, and never lets itself be allured by the innocent looks of what is poisonous. Certain cows of

European breed, which an emigrant had taken with him to his new possessions in America, were, through the unexpected duration of the first winter, in great danger of starvation, and reduced to living skeletons. It was remarked that, as often as the barn door was opened, they all turned their heads out to a particular quarter, and, with loud lowings, endeavoured to make their longings to be understood. At last they were let loose and permitted to go out into the open fields, although not a single green thing was visible above the surface of the snow. The hungry animals instantly ran with the greatest haste down into a valley, where, in swampy ground, on the borders of a stream, stood a plant which none of the colonists had distinguished as calculated for fodder, for it exactly resembled our ordinary shavegrass or horsetail. But the kine, guided more surely by their instinct than man by his comparing and calculating reason, eat eagerly of this plant, and, by the continued use of the same, were soon restored to flesh and strength.

Mightier still, and in much more striking ways does instinct show itself in connection with parental love. When excited in the defence of their young, animals disregard every danger which threatens their own lives; maternal tenderness leads even the clumsy whale always into the vicinity of the spot where she has been robbed of her young, and where she is then easily caught, and the same maternal love, faithful unto death, is observed in the sea-otter and several others of the mammalia of the waters.

When in the case of the prolific female ant, the time has come in which its eggs must be laid, then the instinct, which a few days before, led it out into the free air to dance merrily in the warm sunshine, takes a quite different and opposite direction. The troops of dancers with their partners, that a little while previously were seen, on many a plain near the seacoast ascending like clouds or pillars of smoke, now sink down to the earth, the males die, or become with many thousands of the troop, a prey to insect-devouring animals, but the surviving females, as if they were ashamed of their mad merry-makings, crawl away to some ant hive of their own species. Whether it be the one in which they were born and brought up, or another, they now bear, in the hope of a new race which they bring with them, the insignia of a majesty and royal authority, revered by all beings of their kind, and received with loving homage; every where, in such a place, they are sure of a cordial reception and liberal support. But the tender, finelywoven wings, in the possession of which a little while before, the highest joy of life consisted, have now become, at the present stage in the little creatures destination, instead of a delight, a burthen. The monitions of instinct teach her this, and by her own efforts and limbs she tears the brilliant ornament from her back, and creeps wingless, in among the class of unwinged workers, never again to leave them in the hive.—*To be continued.*

## FINE ARTS.

### MUSIC.

What is so calculated to refine, purify, and exalt the feelings, as music, that heaven-born gift, bestowed by God upon man to enable him to express his love and gratitude to the Giver, in a manner which must be most pleasing to him?

Oh! who that is blessed with a talent for inspiring sweet strains of melody, would neglect to cultivate it, when he thinks that he could thereby contribute to the happiness of his fellow-creatures, and bring upon himself an approving smile from heaven?

Who has not felt the sweet etherealizing charms of melody, and been filled with better, holier thoughts, whilst listening to some gentle, plaintive strain of music?

Do we not read of the passion-stilling power of music, from the earliest annals of time? And from the period when the harp of the sweet shepherd-minstrel of Israel drove the evil spirit from the bosom of King Saul till now, has music exerted its magic influence in calming the fury of the wild beasts of the forest, as well as in stilling the passions of men. How oft has a wretch who was treading near the awful verge of ruin, been drawn from his dangerous position, and lured to retrace his steps to forsaken blessings, by hearing some wellremembered air, which had been sung for him in other days, by the loved and now lost or forsaken!

Music is sweet at all hours, but at no other time does it exert such a soothing charm, as when the noisy and busy cares of the day are ended, and the mind and heart seek for calm and refreshing enjoyments. 'Tis then that the ear can best receive sweet sounds, while the soul bathes itself in a world of harmony.

And how can we describe those sensations which come upon us when awakened from slumbers by a midnight serenade? As the fairy-like music steals over the senses, does it not seem like our

imaginings of awakening in a brighter world, and listening to the celestial music of the heavenly choir?

Oh! is it strange that so many have made music their passion, their study through life, since it brings with it so many enjoyments? And how can our thoughts help flowing in harmonious numbers, if our hearts are directed heavenwards, where the angels are ever chanting the glories of the eternal world? Should we not then strive to make sweet music, and prepare ourselves to join the musicians around the throne of heaven? If there were more music on earth, methinks there would be fewer hardened and criminal hearts, and fewer discontented and sullen spirits; for who can resist the power of sweet sounds? Oh! then, let music be cultivated, especially in the family circle; for, as one hath said, "it is the language of angels, the breath of heaven," which will fan all harsh and discordant feelings from our hearts, and create instead purer emotions. Let music be well cultivated in the church, and may the voices of the children of God sing songs of praise when they worship and adore his great and exalted name.

You will not regret a few hours devoted on earth to the cultivation of harmonious sounds, when you join those, who, with golden harps in their hands, and songs of praise upon their lips, make heaven resound with the echo of angelic music!—*Ladie's Christian Annual.*

## OFFICIAL NOTICES.



### NOMINATIONS.

#### BOARD OF EXAMINERS FOR THE DISTRICT OF RAMOUCRASKA.

Misses Adélaïde Richard, Julie Couillard, Emilie Sirois, Arthémise Gagné, Adélaïde Casault, S. A. Mercier, have obtained diplomas authorising them to teach in model or in superior primary schools.

Misses Louise Dubé, Adèle Bouchard, Julie Gagné, Eliza Gagnon, Elizabeth Blanchet, Séraphine Jean, Caroline Boucher, Adéline Saucier, Adéline Roy, Emérance Roy, Arthémise Dubé, Zélie Boucher, Eveline Martin, Adèle Lagassé, Hermine Raymond, Demerise Dion, Marie Potvin, Sophie Rioux, Olympe Ouellet, Aglae Roy, Héloïse Terriault, Arthémise Pettigrew, Hélène Johnson, Honorine Dumais, Arthémise Dumais, Sophie Hudon, Héloïse Soucy, Henriette Soucy, Céline Lebel, et M. James Miller, have obtained diplomas authorising them to teach in elementary schools.

P. DEMAIS,  
Secretary.

#### CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. Thomas Zozime Clouthier, Miss Marie Françoise Paradis, and Mr. Francis Gallagher, have obtained diplomas authorising them to teach in model, or in superior primary schools.

Mr. Gabriel Labonté, Misses Bridget Brady, Elizabeth Falardeau, Philomène Blouin, Adele Hardy, Délima Turgeon, Marie Charlotte Audet, Luce Ruel, Marie Rose Colomb, Marie Salomé Audet, Marie Césaire Gauthier, Sophie Ruel, Louise Blais, Mathilde Fournier, Marie Sophie Brochu, Angèle Alodie Languedoc, Marie Angèle Quéret, Marie Dina Côté, Marie Henriette Portelance, Marie Ombeline Rouleau, Marie Zoé Bélanger, Marie Félicité Nadeau, Marie Rose Oly Harvey, Denise Tremblay, Marie Valère Harvey, Emérentisme Séraphine Simard, Marie Céline Leclerc, Marie Leclerc, Emélie Malherbes, Félicité Gosselin, Marie Henriette Talbot, Mathilda Wickstead, Mary Miller; Messrs. Joseph Patrice Lachance, Maxime Boucher, Narcisse Quérit, François Blais, Frédéric C. Letellier, Samuel Côté, Jean Moïse Précourt, Alphonse Vaillaton; Misses Marie J. Phil. Baquet, Marie Philomène Asselin, Marie Agnes Dolbec, Flavie Gagnon, Marie Claire Houde, Hélène Virginie Mottard, Marie Marguerite Doncourt, Marie Adéline Genest, Marie Anastasie Martineau, Marie Edwidge Esilda Parent, Marie Sophie Hardy, Marie Drolet, Dorothee Sévigny, Marie Philomène Thibodeau, Sophie Pamela Pagé, Marguerite D. Philomène Roy, Marie Richard, Odile Baril, Zoé Mercier, Mrs. Charles Fortier (Marie Julie Céline Terrigny), Misses Marie Rose D. Potvin, Caroline Fortin, Marie Adéline Demers, Marie Céline Plante, Marie Adèle Grégoire, Léonie Toussaint, Brigitte Caron, Eugénie Lebourdais, Marie Esthier Terrigny, Marie Céline Aubé, Marie Louise Potvin, Marie Hermine Angers, Louise Hermine Bertrand, Céline Labrecque, Marie Julie Méthot, Marie Clémentine Noël, Marie Agrippine Boily, Marie Aurélie Céline Dalziel, Marie Phil. Renaud, Marie Olive Lepetit, Olympe Phil. Boivin, Delima Gingras, Mrs. Mary Cantillon widow McGoldrick, Misses Adélaïde Kallou, Sophie Tremblay, Archange Roy, Marie Angélique Gauthier, Georgina Roy, Marie Desanges Paradis, Mrs. Cyprien

Paquet (Louise Flore Elmira Dion), Misses Zoé Euphémie Moflet, Arthémise Turcot, and Julienne Dangleade, have obtained diplomas authorising them to teach in elementary schools.

C. DELAGRAVE,  
Secretary.

#### BOARDS OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Mr. P. Z. Lemaitre de Lottinville, Mrs. Sara G. Cartier (wife of J. Robillard), Miss Emélie Robillard, Mr. Adolphe Lami, Miss Eliza Allary, Mrs. Adélaïde Duval (wife of A. D. Laplante), Misses Delima Bellefeuille, Marie Dupont, Basillise Turcot, Marguerite Leblanc, Héloïse Rhault, Mrs. Mathilde Desaulniers (wife of Théodore Dufresne), Misses Caroline Levasseur, and Zoé Lemire, have obtained diplomas authorising them to teach in model or in superior primary schools.

Miss Joséphine Ducharme, Mr. Thomas Fréchette, Misses Thirza Héon, Elodie Rhault, Delphine Vigneau, Céline Gauthier, Luce Milette, Flora Maguire, Adèle Milette, Hermine Lacerte, Hermine Rousseau, Aurélie Boisvert, Philomène Theasdale, Julie Bellerive, Mary Walsh, Marguerite Bergeron, Aurélie Milette; Messrs. Hubert Trépanier, Jessé Richard, Misses Philomène Turcotte, Anna Genest, Aurélie Hamel, Céline Vigneau, Juliette Perrin, Marguerite Bélieau, Zoé Bourgeois, Mr. L. S. Duplessis, Misses Zoé Descoteaux, Georgeann Bourk, Elmire Dufresne, Emélie Piché, Odile Malhiot, Delphine Doucet, Philomène Rhéaume, Rose Delima Déco-teau, Mr. Onésime Dupuis, Misses Clodie Bélieau, Céline Bélieau, Mr. Calixte Roy, Misses Céline Bouvette, Marie Tourigny, Emélie Lacourse, Onésime Leblanc, Mrs. Marie Marguerite Marchand, wife of Ovide Brunelle, Misses Caroline Comeau, Delima Massicotte, Elmire Lacourse, Mrs. Marie Précourt, wife of Théodore Deroin, Misses Elmire Beaumier, Eléonore Leblanc, Adéline Lavergne, Mathilde Ouellette, Marie Aliste Moussette, and Mrs. Marie Louise Leblanc, wife of Ed. Toutant, have obtained diplomas authorising them to teach in elementary schools.

J. HEBERT,  
Secretary.

#### CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. J. Guilbault and Narcisse Boulay, have obtained diplomas authorising them to teach in model or in superior primary schools.

Misses Marie Simard, Céline Simard, Philomène Morelle, Marguerite Richard, Ursule Terriault, Rose-de-Lima Huet, Elise Laporte, Léocadie Dufort, Delphine Saint Germain, Philomène Chagnon, Philomène Messier, Malvina Beaudry, Eugénie Lemieux, Odile Cadotte, Odile Bourgeois, Agnes Choquet, Philomène Choquet, Marguerite Quesnel, Julie Quevillon, Dina Gauthier dite Landreville, Henriette Desparois, Joséphine Robert, Lucie Desparois, Emelina Desparois, Aurélie Lafleur, Genevieve Gaucher, Joséphine Demers, Domitilde Casavant, Philomène Messier, Sophie Gagnon, Marie Bourhon, Euphémie Benoit, Philomène Choquet, Philomène Semur, Olive Pilon, Julie Hade, Antoinette Lemay, Virginie Hudon, Elmire Carreault, Sophie Laroque, Philomène Cormier, Sophie Beaudoin, Euphrasie Guillet, Mathilde Guillet, Théotiste Perrault, Céline Bédard, Angele Dalairé, Adèle Lauson, Julie Huot, Marie Labelle, Arthémise Morand, Emélie Gaudry, Philomène Viau, Euphémie Desormeaux, Hélène Leblanc, Philomène Fontaine, Adéline Derooin, Flavienne Savariat, Philomène Martin, Josephite Daoust, Adéline Paquin, Christine Chapdelaine, Claire Mondor, Luce Renois, Eléonore Saint-Germain, Esther Vélieux, Claire O'Neil, Sophie Leclair, Céline Lavoie, Marie Brisson, Marie Mélanie Primeau, Adele Primeau, Elzire Fortin, Marie Primeau, Angèle Briault, Mélima Lefebvre, Julienne Tellier, Adélaïde Mercure, Philéonise Mercure, Ursule Gendron, Adéline Cormier, Marie Louise Tartre, Adélaïde Myet, Justine Tatu, Marie Hélène Durand, Mélima Allard, Julie Chartrand, Domitilde Couillard, Rachel Tessier, Philomène Courtois, Edwidge Perrault, Philomène Brouillet, Aubéline Ferland, Adèle Renault, Agnès Fontaine, Clémence Fréjeau, Aglaé Hamilton, Philomène Remillard, Eulalie Yelli, Edwidge Phaneuf, Sophie Dubois, Julie Dubois, Cécile Coupal, Adéline Duquet, Céline Robin, Rose Ethier, Cléopâtre Laviolette, Philomène Laviolette, Azilda Poulin, Olive French, Adéline Bertrand, Philomène Jacques, Angélique Hervieux, Claire Hervieux, Marie Davignon, Adéline Gosselin, Casélie Lespérance, Adélaïde Patenaude, Philomène Guertin, Philomène Héon, Victoire Richard, Rosalie Guilbert, Hélène Helferman, Mary Ann Brady, Mary Maran, Johanna Tobin, Mary Dunn, Héloïse Lorandean; and Messrs. Joseph Gaudry, Elzéar Gaudry, Alexis Cadotte, Pierre Giroux, Hubert Cagnon, Godefroi Gagnon, Herménégilde Côté, Narcisse Blanchard, Joseph Laurent, Samuel Robert, Pierre Blanchet, and Joseph Casavant, have obtained diplomas authorising them to teach in elementary schools.

F. X. VALADE,  
Secretary.

Education Office, Montreal, 21st June 1857.

The following pupil teachers of the Jacques Cartier normal school, have obtained diplomas authorising them to teach in model schools, viz. Messrs. Edward Corbeil, Charles Piché, Hercule Perrin, François Gauthier, Elie Moineau, François Xavier Desplaines and Pierre St. Hilaire; and Mr. Auguste Guibord obtained a diploma authorising him to teach in an elementary school.



The following pupil teachers of the McGill normal school, have received diplomas authorising them to teach in elementary schools.

Messrs. James White, George Webb, Lousdale Green, John McRillop and James Everett, and Misses Mary A. Hutchinson, Christiana McFee, Prudence Bell, Janet Middlemiss, Annie Montgomerie, Mary A. Walling, Harriet A. Moore, Isabella W. Carson, Maria McIntosh Machin, Mary S. Reynolds and Eliza H. Elder.

#### SCHOOL APPARATUS FREE OF DUTY.

The attention of the directors of Colleges, academies and literary institutes is called to the fact that His Excellency the Governor General, has been pleased to declare that the exemption from duty of "Philosophical Instruments and Apparatus" was intended to be and is confined to such Philosophical Instruments and Apparatus only as are imported for the special use of Philosophical Societies, Universities, Colleges and Public schools and Institutes.

#### SITUATION WANTED.

Miss Mary Ann Walling, who has received a diploma as an elementary school teacher from the McGill Normal School, will accept of a situation in the country. Address No. 9. Craig street, Montreal.

#### DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

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

From Mr. Walshe, principal of Lower Canada College, Montreal: "Lessons in General Knowledge," by Robert James Mann, M. D., 1 vol. in-18.

From P. B. Casgrain, Esq., advocate, Quebec: "Questions et réponses sur le droit criminel du Bas-Canada," by J. F. Perrault, 1 vol. in-12, Quebec, 1814.

From J. B. Meilleur, Esq. M. D. and L. L. D.: "Cours abrégé de Leçons de chimie, by himself, 1 vol. in-12; "Nouvelle Grammaire Anglaise," by himself, 1 vol. in-18; "A Treatise on the pronunciation of the French language," by himself. "Court traité sur l'art épistolaire," by a Canadian, 1 vol. 32o; "Guide de l'Instituteur," by F. X. Valade, 1 vol. 18o; "Catéchisme, recueil de prières et de cantiques, à l'usage des Sauvages d'Albany," 1 vol. in-12.

From Messrs. Childs and Paterson, Philadelphia: "Arctic Explorations," by Dr. E. K. Kane, 3 vols. 8o; "Familiar Astronomy," by H. M. Bouvier, 1 vol. 8o. "Familiar science," by David A. Wells, 1 vol. in-8o; "The Constitutional text book," by Furman Sheppard, 1 vol. in-12; "Familiar science," by R. E. Peterson, 1 vol. in-12; "The Practical elocutionist," by J. W. S. Hows, 1 vol. in-12.

From Mr. Charles L. Flint, secretary of the Board of Agriculture for the State of Massachusetts, by the hand of L. A. H. Latour, Esquire: "Abstract of the returns of the agricultural returns of Massachusetts 1856," 1 vol. 8o; "Fourth annual report of the secretary of the Massachusetts Board of Agriculture 1856," 1 vol. 8o and 7 pamphlets.

From Mr. Joseph Lovering, Cambridge: "Proceedings of the American Association for the advancement of science," 1 vol. 8o.

From J. W. Dawson, Esq., M. A. L. D. and Principal of McGill Normal School: "Agriculture, in Nova Scotia," 1 vol. and 1 pamphlet.

From Henry Barnard, Esq., L. L. D., Superintendent of schools for the State of Connecticut: "The Connected Common School Journal," from 1838 to 1842, 1 vol. 4o; "Journal of the Rhode Island Institute of Instruction," for the years 1846, 1847 and 1848, 3 vols. 8o; "Barnard on Normal School," 1 vol. 8o; "School Architecture," by H. Barnard, 1 vol. 8o; "Natural Education in Europe," by H. Barnard, 1 vol. 8o and 10 pamphlets.

From P. E. Leclerc, Esquire, St. Hyacinthe: "A History of the late province of Lower Canada," by Robert Christie, 6 vols. in-12.

From J. Emery Coderre, Esquire, M. D., 2 copies of a pamphlet entitled: "Jurisprudence Medicale."

## JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) MAY 1857.

#### Our Journal.

We publish this day 24 pages, and date this number "June and July." Our object is to bring the paper to date, while we may assure our subscribers and readers that its being behind date is altogether due to circumstances beyond the control of the education office and which will be remedied promptly.

We beg leave also to observe that although, we are behind date, we have yet published a larger number of pages than are due according to our conditions. It is not for us to judge of the value of our articles and of our selections, which latter are however all indicated as made from the leading educational and scientific periodicals; but we are happy to find that not only does our paper meet with the approbation of some of the best authorities in England and in the United States; but that it has also obtained a very favorable notice from the "Canadian Journal of science and industry of Toronto," a review which has already conquered for itself an enviable position on this continent.

We have also to state that in consequence of the great number of demands made by the new subscribers for the first issue, we shall have to reprint it; which we hope to see completed in a few weeks.

Our best thanks are due to the author of the following article from the "Canadian Journal."

*Journal de l'Instruction Publique*: Montreal, (Bas-Canada,) 1857. —Nos. 1, 2, 3 and 4.

*Journal of Education*: Montreal, (Lower Canada,) 1857.—Nos. 1, 2 and 3.

We notice with great satisfaction the nearly simultaneous appearance of the two educational journals of Lower Canada: each, as we trust, and fully believe, the *avant courier* of a new era for educational progress in that part of the Province. They appear as the organs of the improved Common School system of Lower Canada, now established with its twin Normal Schools at Montreal, the McGill and the Jacques Cartier Schools; and at Quebec the Laval Normal School; all under the efficient control of the Hon. Pierre J. O. Chauveau, Chief Superintendent of Education for that part of the United Province.

It argues well for the success of the newly inaugurated system that an honest attempt is thus being made to adapt the educational system, not only to the wants, but also to the opinions and prejudices of the two very diverse elements which constitute the combined population of that portion of British North America, instead of attempting any forced and unattainable theoretic uniformity. The two journals thus addressed to different sections of the population, who are being trained under systems diverse in some important respects, and with different languages, historical associations, and aims: are designed each with a view to their own special readers; while, nevertheless, they have much ground in common, and cannot fail to exercise a beneficial and stimulating influence on each other. That they are to move in harmonious combination is the present purpose of their editors, and in this worthy aim we wish them all success.

Education universally diffused among the people of Canada is an indispensable element to its true progress; and the rapid advances we are now making in agricultural and commercial prosperity, render such not less, but more indispensable, if we would not sink into mere trading and labouring drudges with no higher ambition or nobler aim in life than that of Bunyan's "Man of this World," shown to Christiana and the boys in the "Significant Rooms" of the Interpreter's House. The quaint fancy of the glorious old Dreamer's parable is replete with lessons for all of us in these days and this land, where the one object of life so often seems the mere haste to get riches. "The Interpreter takes them apart, and leads them into a room where was a man that could look no way but downwards, with a muck-rake in his hand; there stood one also over his head with a celestial crown in his hand, and proffered him that crown for his muck-rake: but the man did neither look up nor regard, but rake to himself the straws, the small sticks, and dust of the floor."

Some such significance both the Educational Journals of Lower Canada seek to set forth in the teaching they inaugurate. The "Celestial Crown" which he who is engrossed by the raking together of the world's dust and straws cannot discern, is not indeed mere intellectual culture, though that unquestionably has an elevating tendency. It raises men's thoughts, uplifts their aspirations, and precludes in some degree the all absorbing sovereignty of mammon's worship.



The motto of the English Journal is: "*Labor vincit omnia*," that of the French Journal: "*Rendre le Peuple meilleur*," but both exhibit their chosen *cri de guerre* encircled by the Canadian emblems of the beaver and the maple-wreath; within which, and resting against the symbol of our common christian faith, is the open volume, inscribed: "religion, science, liberty, progress," as the means which,—notwithstanding the differences separating those of English and French language and origin from each other,—they thus acknowledge to be, each and all of them, indispensable as the allies and coadjutors of national education, by which all difficulties must be overcome, and all obstacles removed which would hinder the making of the people better. That these, the true elements of a people's greatness and prosperity, may advance simultaneously as the fruits of the great blessing of a wise national education throughout every section of our Province, is, and must be the earnest desire of every one who believes that the "people are destroyed for lack of knowledge;" but that "righteousness exalteth a nation, and sin is a reproach to any people."

We would gladly see both of these Journals obtain an extensive circulation in our upper section of the province. The more we learn to take an interest in all which pertains to the welfare of each other, the better will it be for our common country and the success of all in the progress of which we have a mutual advantage to reap, and we gladly cherish the belief that the common ground on which we can meet and exchange sympathy is neither narrow nor straightened. Views of the Jacques Cartier Normal School, illustrate the first number of the one Journal, and of the McGill Normal School the other. Already papers are introduced as the first of a series, on questions interesting to all engaged in education; while another series devoted to "the Colleges of Canada, begins with the history of Laval University, and with a view of the extensive but singularly unacademic looking range of buildings which furnish accommodation for that Institution at Quebec. This will be followed by similar notices of the other educational institutions of the Province, and is not to be confined exclusively to Lower Canada. Incidents of early Canadian history are also introduced in a pleasing style, and addressed as these are in the *Journal de l'Instruction Publique* to those of French origine, they are presented in a form calculated to give piquancy and interest to us, who, when considering them at all, are apt to overlook some of the minuter points best calculated to awaken an interest in our historic past. Altogether we gladly welcome these Education Journals as most useful and acceptable additions to the periodical literature of the Province.—*Canadian Journal of Industry, Science and Art.*

### Our Normal Schools.

We publish in this number a report of the proceedings had at the close of the first session of the Jacques-Cartier and McGill Normal Schools.

Our readers will see that 7 diplomas for model schools and one for elementary schools were granted to male teachers at the Jacques-Cartier Normal School, while eleven diplomas have been given to female pupils and five to males in the McGill Normal school, the latter all for elementary schools.

It is well to account for the granting of those diplomas after a session of little more than four months. The young ladies in the McGill Normal School, had all been pupils of the Colonial Church and School Society's Normal School which has been blended with the new school. Nevertheless it is expected that most of them will not be satisfied with their elementary school diploma, but will remain one year more in order to obtain a model school certificate.

In the Jacques-Cartier school, the gentlemen who have obtained the diplomas were all actual teachers who had obtained elementary school diplomas from some board of examiners. Their object in attending the normal school was to perfect their studies, to become aware of the improvements in the art of teaching, recommended and adopted by the department of public instruction, to add to their experience

and finally to deserve and obtain a diploma for a *model school*. This, under the able tuition of the professors, seven of them have been able to achieve, and we must say that the examinations though conducted with the utmost care and strictness, have given in all these cases, a most satisfactory result.

The fact that so many teachers have attended the Jacques-Cartier normal school, during its first session, is one of the best augur, for the improvement of our elementary schools and for the success of the great undertaking of normal school instruction. It is evident that a more prompt and a more direct remedy, could not be applied to any deficiencies that may exist in our present schools than the improvement of the present body of teachers; and if the good example set forth by those who have attended this year some at great sacrifices and inconveniences, is followed by others, there is no doubt that a remodeling of our system will be effected in less time than could have been imagined.

It has been thought necessary to enforce a strict discipline in the schools at the outset and a strong view of that necessity having been taken both by the Principal and by the Superintendent, it has resulted in the expulsion of one of the pupils of the Jacques-Cartier normal school.

The Laval school at Quebec, having been in operation, only during two months, though the vacations have necessarily taken place on account of the great and intolerable heat of the month of July, there has been no public examination of that school, and as one may well imagine no conferring of diplomas. The principal speaks most cheerfully of the good conduct and good dispositions of the 20 pupils who have attended, all of whom intend returning after the vacation.

The total number of pupils who have attended the normal schools during this session is 102 and about 300 have frequented the model schools attached to them. These numbers will be greatly increased so soon as the girls department of the Laval and Jacques-Cartier normal schools will have been organised. This we expect will take place before the end of the year.

### Conferring of Diplomas and Distribution of Prizes at the Jacques Cartier Normal School.

The first session of the Jacques Cartier Normal School, was closed on the 16th of June last, by a public sitting for the conferring of diplomas and the distribution of prizes.

The meeting was presided over, by the Hon. the Superintendent of Education, supported by the Revd. Father Schneider, of St. Mary's College, and by the Revd. Mr. Verreau, Principal of the school.

We noticed among the audience several Revd. gentlemen of the Seminary of Montreal, the Revd. Mr. Tassé, superior of the college of Ste. Thérèse, W. C. Baynes, Esqr., secretary of the corporation of McGill College, A. Howe, Esqr., rector of the High School, and a number of other gentlemen and ladies.

The proceedings were opened by an address from the Superintendent, which was followed by the reading of the semi-annual report of the Principal. In addition to that report, the Principal furnishes the Education Office with a bulletin in which the progress of each individual student in each branch of instruction is carefully noted together with such remarks as are deemed necessary.

The pupil teachers had previously undergone their examinations both orally and in writing; and the examination papers were laid out on the table for the inspection of the public.

Those who were entitled to diplomas were called, and the Superintendent presented each of them with the diplomas and with valuable books as rewards of their studies.

Professor Devisme then read a paper on the importance and utility of Normal Schools and on the mission of teachers. Mr. Devisme who had been prevented by illness from attending at the inauguration of the school, has given in that lecture ample evidence of his ability as a scholar, and he was loudly cheered when resuming his seat.

The Principal then called those students of the junior class who were entitled to prizes, and they were presented with beautiful books and loudly cheered by the meeting.

Professor Dolaney, who is the English teacher in the model school then addressed the meeting in English. He pointed out the great difficulty that existed in the organising of a school in the spring of the year, and in the classifying of the pupils coming most of them from the several schools of the town at divers stages of instruction. He was cheered in a very significant manner when he stated that although about one half of the school consisted of French and the other half of Irish boys they mixed together in the greatest harmony and made great progress in the learning of both languages.

Mr. Bondrias and Mr. Delaney then called the pupils of their respective departments who were entitled to prizes. The meeting terminated by addresses from the Revd. Father Schneider and the Superintendent. During the proceedings, professor Labelle played several pieces of music on the piano with great effect.

### Examination of McGill Normal and Model Schools.

Though these Institutions have been in operation less than five months yet as the ordinary termination of the session occurs on the 15th July, it was deemed proper to have a public examination, with the view of illustrating the methods pursued in the schools.

The Model Schools were in operation in the morning from 9 A. M. till noon, and were conducted as nearly as possible according to their ordinary daily routine, while parents and other visitors passed from room to room witnessing the work of the several classes. At noon the children, 200 in number, were marched to the large hall of the School, and after a short address from the Principal and the performance of some pieces of vocal music, were dismissed for the holidays. It was stated that, owing to the shortness of the time during which most of the pupils had been under the care of the Teachers, it had not been thought expedient on this occasion to distribute prizes or certificates of merit.

At 2 P. M. the Teachers in training were assembled in the large Hall, in presence of the Superintendent of Education, the Bishop of Montreal, a number of the Clergy of the city and gentlemen connected with McGill College, and a respectable audience.

After prayer by the Bishop of Montreal, the Principal stated that, while this first session of the Normal School had been highly successful in relation to the number of pupil teachers admitted and their grade of qualification, the shortness of the session rendered it impossible that any remarkable results could be expected. The present public examination must therefore be regarded rather as the discharge of a duty which the School owed to the public, than as an attempt to shew the degree of proficiency attained.

The school had been opened only four and a half months ago, in a disadvantageous season, and with all the difficulties attending the furnishing and organization of a new institution. It had been deemed wise to devote attention mainly to subjects of unquestionable utility, and to a thorough proficiency in the elements of these.—This course had been rendered the more necessary by the unavoidable incompleteness of the building and apparatus—deficiencies which he hoped the school would have the means of supplying before the next session. The teachers in training had gone through a severe drilling, and their powers had been tasked to the utmost. He was happy to report, however, that the class had gone on to the close of the session without diminution of its numbers or interruption from sickness.

In the department of English education, under Professor Hicks, special attention had been given to spelling, grammar, and composition. In the mathematical department, under Prof. Robins, arithmetic, algebra, and geometry had all received attention. In French, Prof. Fronteau and Madame Mayer had done all that was possible in so short a period. History, natural philosophy, and natural history had received attention, and regular lessons had been given in drawing by Mr. Duncan, and in vocal music by Mr. Fowler. In the ensuing session these studies would be pursued further, and chemistry, agriculture, instrumental music, and other branches would be added for the senior class.

The theory and practice of teaching had been illustrated in all the exercises, and had been the subject of a regular course of lectures; all the teachers in training had worked regularly in the Model Schools, under the superintendence of the professors and of the teachers of those schools.

He had only further to state that the examination of this day had no bearing on the standing of the members of the class with reference to diplomas. This had been ascertained by a thorough written examination, and though the results of this could not be reported to-day, he was happy to say that a considerable number of those present would be entitled to diplomas, and that nearly all could enter with a good standing on the ensuing session.

Professor Robins then examined the class in arithmetic; after which

the Lord Bishop of Montreal briefly addressed the teachers in training and the audience, stating his satisfaction with the working of the school, and with the harmonious co-operation established between it and the Model School of the Colonial Church and School Society. He advised the teachers in training to be ever learning, and to cultivate high moral and religious principles, and cautioned them against the danger of pride of superior attainment.

The class was then examined in Geography by Professor Hicks; in Algebra and Geometry, by Professor Robins; and in Grammar, by Professor Hicks. After a musical exercise, conducted by Mr. Fowler, the class was examined in French by Professor Fronteau, and in Zoology by the Principal. At the close of the examinations, the Principal stated that, had time permitted, the subjects of History and Natural Philosophy would also have been entered upon. Enough had, however, he trusted been done to show the methods pursued in the school, and to some extent their results. He expressed his satisfaction with the conduct and diligence of the class; and he hoped that the greater part of the pupil-teachers would go on to obtain the superior diploma. He anticipated in the ensuing session a larger proportion of young men; but he expressed his strong conviction that the progress of education in Lower Canada must depend mainly on the preparation of well-trained female teachers, and that the office of this school would be well performed if it succeeded in introducing the young women of the Province, under favourable auspices, into this high and honorable profession, for which their natural gifts eminently fitted them.

The Hon. Judge Day, having been called on by the Chairman, expressed the pleasure he had derived from the examination, and his conviction of the great public utility of the Normal Schools. He then contrasted the past and present condition of education, and anticipated its future rapid progress as a result of the efforts now being made.

The Superintendent of Education said that during many years he had heard it stated in Parliament, and read it in the newspapers, that it was impossible to get up Normal Schools in Lower Canada. He was glad that such a statement was now answered by undeniable facts. We have now three Normal Schools in full operation—this one with 45 female teachers, and 6 male teachers; the Jacques Cartier Normal School, with 27 male teachers, the ladies' department being not yet organized; and the Laval Normal School, at Quebec, with 22 male teachers. And if we judge of the success of these schools by the examinations which have just taken place, we have every reason to be proud of the result. This examination also answers another statement which has been made. He had heard many of his friends, if not laughing, at least smiling, at the great variety of matter contained in the programme of the Normal Schools. Well, the pupils have been examined on many of those branches, after only four months of study, so as to show to every one that they possess the elements, the leading features of each subject, and that, after a course of two years, as contemplated, they will be able to complete by themselves, their instruction in each of those branches, and teach others in a satisfactory manner.

He hoped that even those of the students who, on account of their previous studies in the Bonaventure Street Normal School, and of the result of the private examination they have undergone, are entitled to diplomas, would however continue and complete their course next year so as to obtain a diploma authorising them to teach in model schools. The Superintendent exhibited a printed diploma on parchment, which, being passed round, was found very elegant and creditable to the printers, Messrs. de Montigny & Co. He added that, as some of them, however, might be induced to take immediate advantage of their diplomas, and would become members of the vast body of teachers under his care, it behoved him to address them on the importance of their mission, and to give them a few words of advice. They would soon find themselves in a much wider world than the one they had been among. They had been confined to the study-room, and except as far as their teaching in the Model School went, they have had yet little to deal with others. Now they will find many classes of people with whom to deal; first the children under their care, then the parents of those children, the School Commissioners, the Ministers of the religious persuasions to which their school will belong, the School Inspectors, and the officers of the Education office. As to yourselves, you must remember that the true teacher must be for ever a student. With the children, kindness to them will be the best rule, but it must not exclude firmness. With the parents and the School Commissioners politeness will do a great deal, but you must at the same time be on your guard and not allow the parents to interfere in the discipline of the school, except so far as by reason of the delicate health of a child he may be exempted from certain duties. When anything is asked from you by a parent which you think cannot be granted without injuring the discipline of the school, you need not be rude to him, but your only answer must be, "I cannot do it."

The law which provides for all kinds of qualifications for public trusts, has not as yet provided a literary qualification for School Commissioners; therefore you may be exposed—although there are many intelligent and well educated bodies of School Commissioners—you may be exposed to meet some, the reverse. By proper tact, politeness and management, it will be possible for you to obtain from even those that which is required for the good government of your school. Even in case you should not find yourself well treated, you must not forget that they are possessed of a legal authority, and therefore entitled to a respectful and gentle conduct. The Hon. gentleman dwelt at length on the duties of the Teachers, and

ended by congratulating the pupils on their progress in the various matters taught, and complimented them in French, on their progress in that language, which was done in a humorous style, and was loudly cheered. The Parting Hymn was then sung by the class, and Rev. Mr. Kemp pronounced the benediction.

### Public examinations and distributions of Prizes in the Colleges and Academies in Lower Canada.

The month of July, seems by common accord to have been chosen by all public institutions, for the commencement of their vacations. The heat which in our cities is almost intolerable at that time of the year, make it a matter still more of necessity than of choice, and it would not even be a bad suggestion that the public examinations should take place in the last fortnight of June, and the two months of vacation for those colleges, which have only a ten months session, be made, July and August, instead of August and September. The short time during which the warm weather lasts, in Canada, seems to be compensated by its intensity and while perhaps one may not exactly like that system of compensation, the rule being well known it would be just as well to abide by it and act accordingly. September is generally cool, and just the time when young people might be brought back to town after having enjoyed the *delicias ruris* and when means will allow it, the beautiful scenery of the lower St. Lawrence and the cold salt water baths of Rivière du Loup and Cacouna. Under the present arrangements the public examinations have taken place during the most oppressive weather in the year and that which ought to be a pleasant task for parents, teachers, pupils and friends of education, has become something of a *corvée* equally onerous to all. Still we must say that all have made the best of it and have appeared to ignore the canicular heat that was penetrating them in the crowded halls of our colleges and academies. The great zeal which is shown at the present moment by all classes of the community in this, and in all other countries, accounts easily for such a degree of stoicism.

We publish at full length the proceedings of the meeting which took place in the hall of the McGill normal school, for the distribution of prizes to the pupils of the High school. We will now say a few words of the other institutions at the public exhibitions of which we were able to be present. They unfortunately, almost all take place simultaneously and, even three or four, were had on the same day, in Montreal and the neighbourhood.

The first of those meetings was that of the girls academy at Longueuil. This institution conducted by the ladies of the holy names of Jesus and Mary, is in existence only since 1843. It has now besides the chief establishment, at Longueuil, seven academies in other parishes all numerously attended. The *maison-mère* has 416 pupils of whom, 90 are boarders.

The examinations have been remarkable for the sound and practical character of the training which it evinces; though on the other hand it attains the highest degree of mental and social cultivation. A most touching incident was the parting address delivered by a young lady who has lost, since entering this institution, her mother and her elder sister, the latter having been carried away a short time after entering the convent as a nun.

The next day, at the college of St. Therese, the examinations were also saddened and the usual gaiety of the pupils upon such occasions, restrained, by the recent death of the Revd. Mr. Duquette, the cooperator and assistant of Mr. Ducharme, in the foundation of that excellent institution. The memory of that good, pious and energetic priest was alluded to in terms that brought forth the sympathies of the whole audience.

A more lively scene was offered at the examinations of the pupils of the ladies of the Congregation of Notre Dame, both at their boarding house in town, and at the delightful mansion of *Villa Maria* formerly Monklands. The *coup d'œil* in those two places was most brilliant, and the dramatical and musical performances offered ample evidence, the one of the progress made by the pupils in both french and english elocution, and the other of the ability of Mr. Brauneis, the professor of vocal and instrumental music. The halls were crowded with the *élite* of Montreal of all creeds and origins: as the pupils belong to all the classes of our society, and many even come from Upper Canada and the United States. We ought to say as much of the institution of the *Sacré Cœur* at *St. Vincent de Paul*. The site of the present academy is one of the most beautiful in the district of Montreal, and it is only equalled by that of the *Sault aux Récollets* were a splendid building, (perhaps one of the handsomest in the country) is in course of erection, the institution being about to be transferred there as soon as it is completed. *Sault aux Récollets*, is four miles nearer town and the convenience of most of the parents has been consulted in that move although it is deeply

felt and considered as an injustice by the people of Saint Vincent. There has been no public examination at the Montreal College of the Sulpicians nor at St. Mary's Colleges of the Jesuits. Long and severe private examinations have taken place in both those establishments and the lazy if there are any among the pupils have gained nothing, by that innovation.

At the distribution of prizes of the latter institution a discussion was had among the pupils on the question of the seat of government; each city in Canada was represented, and the speeches and their delivery did the highest credit to the young debaters.

But perhaps the most interesting of the examinations was that of the girls' deaf and dumb Institute of Longuepointe. The institution is conducted by the Sisters of *La Providence*, and in order to afford a facility to the public of Montreal the pupils were brought into one of the rooms of the large school in St. Denis Street. This institute has been in operation only for four years; and already it has made very rapid progress. The nuns were trained themselves in the art of teaching in one of the best American institutions. They have now 30 pupils several of whom are from New Brunswick and others from Upper Canada and the United States. Ample evidence of the proficiency of the pupils in parsing, arithmetic and geography was given to the great satisfaction of the meeting. The most interesting part however if not substantially although apparently, was the mimic dialogues and illustrations of various historical facts. Miss Hanley in her recitation if we may so call it, of the Passion of Our Lord was most admirable and created a thrilling impression on all the spectators, while Mlle. Comptois, a very young child, by her brisk and lively illustrations of some of Lafontaine's Fables contributed to the amusement of the assembly. The greatest interest was excited in favor of those unfortunate creatures, and every one felt how indebted they are to the worthy teachers who in so short a time have enlightened minds that by a deficiency in the physical organs, were otherwise condemned to absolute darkness and ignorance.

Apart from what we have seen ourselves of our colleges and academies, the newspapers are full of reports of the proceedings had at the Seminary of Quebec, at Bishop's College Lennoxville, at the Ursulines of Quebec, at the College of St. Hyacinthe, and a great many others showing that superior education is rapidly progressing among us.

The several large schools of the Christian Brothers in Montreal and in Quebec, where thousands of children receive a sound elementary instruction have also had their public exhibitions, which as usual took place in the presence of crowded audiences.

The result of those public meetings is not only to inspire emulation to the children but they go far in creating in the community at large, that enthusiastic feeling in favor of education without which the great work cannot well advance. We therefore hail them every year as powerful auxiliaries in the task in which we are ourselves engaged.

### High School Department of McGill College.

#### DISTRIBUTION OF PRIZES.

On Tuesday afternoon, the fourteenth of July, at three o'clock, the annual distribution of prizes to the pupils of the above institution took place in the large hall of the Normal School, Belmont Street. Notwithstanding the excessive heat of the day (96 in the shade), the room was filled with the *élite* of the city. His Excellency the Administrator of the Government presided, supported on the right by the Hon. Mr. Justice Day and Professor Howe, M. A., Rector of the High School, and on the left by Hon. P. J. O. Chauveau, D. C. L., Superintendent of Education for Canada East, and the Rev. Canon Leach, D. C. L., L. L. D., Vice-Principal of the University and Dean of the Faculty of Arts of McGill College, while on the right and left of the platform were seated the Governors with the Principal, Fellows and Graduates of the University in their robes.

The ceremonies of the day were opened with prayer by the Rev. Canon Leach, after which

The Rector, Mr. H. A. Howe, M. A., said that before proceeding to the distribution of the prizes he would state a few facts respecting the condition of the School. The number of scholars whose names were enrolled in the books of the year now concluded, was 252, which was an increase over the number of last year. Not that numbers were a test of the excellence of an institution, but when the number of the years during which this institution had been in operation, and that no great novelties had been introduced during that period, were considered the steady increase of pupils, was a reliable evidence that the parents and guardians as well as the public of Montreal appreciated the efforts of this department of McGill College. Of the 252 pupils, over 200 had studied Latin. This was only 14 less than it should have been by the regulations, for it was

obligatory on all, with the exception of those attending the preparatory department to study this language. To this regulation there had been 14 or 15 exceptions, which was an evidence that the prejudice existing in well cultivated minds against this branch was being done away with. Nor had they the same difficulty in persuading parents to have their children taught Latin, as in former years. It was taught with a view of making the pupils sound English scholars. A knowledge of this language enabled them to write English with great advantage. There was a lady who had sons attending the school for many years and who said to him, during the late examinations, that she was more convinced than ever that a knowledge of the Latin language was necessary to secure a thorough English education. The number studying Greek was only 30. This was accounted for by the fact that it came later in the course and was confined to the two upper classes. Besides this, many left the school before reaching the highest class. Its utility was not less than that of Latin, but many did not remain to complete their course. In addition to this, Latin was imperative, while Greek was not. All studied English. It was not necessary for him to enter into this branch. The friends who had attended the examinations could bear testimony to the proficiency displayed. French was taught in the three upper classes. This was also imperative, on account of its highly local importance. German was taught, but it was voluntary. History, geography, and the use of the globes were also taught. There were 69 attending the class in algebra. It had often been asked "What was the use of algebra?" This was the reply: "It furnishes the best means of teaching the principles of calculation correctly, and without it, the rules of arithmetic cannot so well be proved to the pupil." Arithmetic, geometry and natural philosophy were also taught. The religious instruction of the pupils was also attended to, although nothing sectarian was taught. It was confined to the great principles of the Christian religion, and the cultivation of a moral and religious feeling. The time for it, however, was limited to one hour, sometimes two, a week. During the examination he was struck by the readiness with which the questions put by several visitors were answered. But they could not take the credit of this proficiency to themselves. It must have been acquired in the family, or from the clergy; and that was after all the legitimate source of religious instruction. In the book-keeping class there was 28 pupils, all of whom intended entering merchants' counting houses. Drawing and music were also taught, but these were voluntary. So few had availed themselves of these classes, that the Governor had consented to appoint Mr. Duncan, the drawing master, and Mr. Follenus, the music master, to permanent offices, with fixed salaries, whose duties would begin on the opening of the next session. These subjects would then be imperative. He could not conclude without drawing the attention of the parents present to the necessity there was for frequent visiting. Some said they had no time; but they should make time; and if they expect the efforts of the teachers to succeed, they must themselves take an interest in their education. It was true the Governors of the College had appointed a Board of Visitors; but, in addition to this, the parents ought themselves to visit the school, and watch their children's progress. He then read the following

*List of the pupils of the high school department of McGill College, to whom prizes and honors were awarded at the close of the session 1856-7.*

#### FIRST CLASS (15 PUPILS.)

Dux, Charles Henry, son of Dr. Henry, late Ins. Gen. of Hospitals. Latin—1, Low; 2, Henry; 3, Jaques, maj.—Greek—1, Henry; 2, Jaques; 3, Low.—English—1, Low; 2, Henry.—French—1, Henry; 2, Jaques; 3, Warren, maj.—History—1, Low; 2, Cameron.—Geography—1, Low; 2, Warren.—Algebra—1, Warren; 2, Henry; 3, Jaques.—Arithmetic—1, Warren; 2, Jaques; 3, Henry.—Geometry and Trigonometry—1, Henry; 2, Warren; 3, Jaques.—Nat. Phil.—1, Henry; 2, Warren.—Religious Studies—1, Henry; 2, Cameron.—Writing—Warren.—Good Conduct—Ferguson, Maj.—Punctuality—Ferguson, maj.

#### SECOND CLASS (14 PUPILS.)

Dux, George Ross, son of Arthur Ross, Esq., Montreal. Latin—1, Ross, maj; 2, Gough; 3, Ross, max; 4, Plimsoll; 5, Esdaile.—Greek—1, Ross, maj; 2, Plimsoll; 3, Esdaile; 5, Ramsay.—English—1, Esdaile; 2, Ramsay; 3, Ross, maj; 4, Ross, max.—French—1, Lemoine; 2, Ross, maj; 3, McDonald, maj; 4, Bellhouse.—History—1, Lyman; 2, Esdaile and Ramsay, equal; 4, Plimsoll.—Geography—1, Ramsay; 2, Fisher; 3, Esdaile; 4, Ross, maj.—Algebra—6, Bertram; 2, Kirby; 3, Vennor, max; 4, Ross, maj.—Arithmetic—1, Smith, max; 2, Bertram and Ross, maj, equal; 4, Day.—Geometry—1, Day; 2, Ross, max; 3, Ross, maj; 4, Bertram.—Religious Studies—Esdaile, Fisher, Lyman.—Writing—1, Mackenzie, maj; 2, Drummond; 3, Millard; 4, Macdougall, max.—Book-keeping—1, Macdougall, max; 2, Mathewson; 3, Kirby.—Good Conduct—Macdougall, max.—Music—Vennor, max.—Punctuality—Bertram.—Industry—Drummond.

#### THIRD CLASS (51 PUPILS.)

Dux, Benjamin Dawson, son of B. Dawson, Esq., Montreal. Latin—1, Dawson, maj; 2, Lomer; 3, Warren, minor; 4, Carter; 5, McCord, maj.—English—1, Dawson; 2, Warren and McCord equal; 4, Manning; 5, Carter.—French—1, Lomer; 2, Bond, minor; 3, Dawson; 4, McCord; 5, Gillett.—History—1, Dawson; 2, Thompson, maj; 3, McCord; 4, Lomer; 5, Manning.—Geography—1, Dawson; 2, McDonald, minor;

3, Lomer; 4, McCord; 5, Sumner.—Arithmetic—1, Warren; 2, Dawson; 3, Manning; 4, McIntyre; 5, Lomer.—Religious Studies—1, Dawson; 2, McCord, maj; 3, Thompson; 4, Colwell; 5, Carter.—Writing—1, Sumner; 2, McDonald; 3, Philbin; 4, Dawson and Warren equal.—Dictation—1, Warren; 2, Manning; 3, Dawson; 4, Bell, minor; 5, Lomer.—Good Conduct—McDunnough, maj.—Punctuality—Smith, minor.—Diligence—McDunnough, maj.

#### FOURTH CLASS (56 PUPILS.)

Dux, John Blurton, son of George Blurton, Esq., 39th Regt., and G. C. Macdougall, son of D. Macdougall, Esq., Teignmouth, England. Latin—1, Smith, minor; 2, Rose, maj; 3, Blurton; 4, Hill; 5, Nelson, maj; 6, Bethune and Hicks, equal.—English—1, Macdougall, maj; 2, Rose; 3, Blurton and Hicks, equal; 5, Nelson (maj) and Miller, equal.—French—1, Macdougall, maj; 2, McGinnis, minor; 3, Rose, maj; 4, Baynes, max; 5, Miller; 6, Hicks.—History—1, Blurton; 2, Miller and Macdougall (maj), equal; 4, Fairbairn (maj) and Baynes, equal.—Geography—1, Macdougall, maj; 2, Miller; 3, McGinnis; 4, Bethune and Fairbairn, equal.—Arithmetic—1, Blurton; 2, Nelson, maj; 3, Miller; 4, Macdougall, maj; 5, Hicks.—Religious Studies—1, Blurton; 2, Chapman, maj; 3, Hill; 4, Macdougall; 5, Nelson.—Writing—1, Macdougall; 2, Fairbairn; 3, Blurton; 4, Miller; 5, Chipman, maj.—Good Conduct—Rose, maj.—Punctuality—Macdougall.—Industry—Miller.

#### FIFTH CLASS (14 PUPILS.)

Dux, William Brewster, son of Wm. Brewster, Esq., Montreal. Latin—1, Rose, min; 2, Ferguson, min; 3, Brewster; 4, Clare, maj.—English—1, Brewster; 2, Auld and Wardlow, equal; 4, Spong; 5, Gibb.—History—1, Brewster; 2, Wardlow; 3, Arthur, min; 4, Dawson, min.—Geography—1, Arthur, min; 2, Gibb; 3, Simpson, maj; 4, Brewster.—Arithmetic—1, Clare; 2, Baird; 3, McLean; 4, Ferguson.—Religious Studies—1, Brewster; 2, Wardlow; 3, Auld; 4, Brodie.—Writing—1, Roy; 2, McLean; 3, Rose; 4, Crowhurst and Clare, equal.—Good Conduct—Rose.

#### PREPARATORY CLASS (37 PUPILS.)

Dux, Thomas Mackay, son of David Mackay, Esq., Montreal, and Arthur Webster, son of A. C. Webster, Esq., Montreal. English Reading, Spelling, Derivation, and Grammar—1, Mackay; 2, Mitchell, maj; 3, Vanneck; 4, Webster; 5, McDunnough, min.—Geography—1, Thompson; 2, Vanneck; 3, Torrance, min; 4, Webster.—Arithmetic—1, Mackay; 2, Philbin, min; 3, Nelson, min, and Taylor, equal.—Scripture—1, Vanneck; 2, Webster; 3, McDunnough; 4, Mitchell, maj.—Writing—1, Thompson; 2, Webster; 3, Mackay; 4, Taylor.—Good Conduct—Birks, min.—Music—Darling.—Punctuality—Simpson, min.—Industry—Birks, min, and McDunnough.

After which, His Excellency presented the prizes to the several successful candidates, the Rector calling each up, and reading out the grounds on which the prizes were awarded.

The prizes having been distributed,—  
His Excellency rose and addressed the recipients. He said it gave him great gratification to take the part he had done in the proceedings of that day, and he most sincerely congratulated them and their parents and friends on the progress which they were reported to have made. His own school-days were long past, he was separated from them by many years, yet he could still sympathise most heartily with the vivid feelings of pleasure and satisfaction with which their success must stir their youthful minds; he could sympathise with the exultations they would experience in taking home these prizes—testimonials of their proficiency—to give pleasure to their parents, their brothers and sisters, those dear friends and companions of theirs who would listen to their praises without envy, and hear of and witness their triumphs without a pang. (Applause.) To those who were about to leave school he desired to say a word. The whole color of their future existence might be decided by what they had learned here and their employment of the next few years—the course of their destiny, for good or evil, would turn upon it. He begged them to remember that their education did not end when they left the school-room—education, properly so called, only began there. The seed had been sown here, but it would remain for them to tend and weed the growing crop, and in due time to gather in the harvest. He was himself a soldier much more conversant with men than bookish lore, with the battle-field than the schools; but he hoped they would not therefore heed the less the advice he gave them. When people asked what good was this or that branch of learning to them, they should not listen: they should turn a deaf ear to all such critics. The studies they had pursued had the effect of drawing out and developing the faculties God had given them. Their studies ought not to be directed solely to fit them for the work of their future daily avocations, but for something far higher—something above the mere drudgery of getting a living. He hoped they had acquired a love of knowledge for its own sake, and would add to it that noblest of ambitions—the desire of being good and useful men. He would add a few words to those who remained behind at school. He earnestly urged on them to lose no time, but use every effort to improve their advantages to the utmost. It was not in receiving instruction at the hands of their teachers alone that their education consisted, but in the practice of what they were taught among their school-fellows and friends. The work of their education should go on in the play-ground as well as in the school room—their characters were being formed in the

one place quite as much as the other. They could not too scrupulously or too constantly practice habits of manly honor, truthfulness and self-respect. These are the qualities that are sure to command the respect and esteem of their fellow-men. For he felt it a duty to warn them that while the possession of knowledge gave them great power, it was a sort of power that might be turned to evil as well as good. He would not—God forbid that any should—even for that reason, withhold from any the blessings which education confers. Yet he would warn them to take care that they made good use of this power. They should enter the world like good soldiers entering an enemy's country: circumspectly, cautiously, keeping a good look out. You will enter on the discharge of the duties of life with great advantages, great opportunities to rise; the world is all before you, more particularly the bright, fresh field of this western world. May success attend you.

His Excellency spoke with much earnestness and feeling, and was listened to with marked attention, (the audience standing while he spoke) and was loudly applauded at the end of his address.

The Hon. P. J. O. Chauveau, L. L. D., Superintendent of Education for Canada East, being then called upon, said:—Having been called upon to be present at many examinations and considering the heat of the day he knew not what to say. But, however, this occasion was very *apropos* to the season, for as we looked forth and beheld the corn in the fields destined to fill our granaries and to supply our future food, so when we looked upon the colleges and schools we saw another harvest—an intellectual one—ripening, they saw laurels such as they had that day won. He had attended the examinations which had just closed, and felt it refreshing and consoling to witness the progress which had been made. He was pleased to learn from the remarks made by the Rector, that the Latin and French languages were in greater favor with the pupils than in former years. He had noticed in other institutions, during his recent visits, that the natural sciences which were of great use in practical life were fast increasing in favor. He looked with pleasure upon these circumstances as combining to form an equilibrium among all classes of the community, enabling them to work harmoniously together and tending to allay that bad feeling which, notwithstanding all that had been done to prevent it, was sometimes exhibited in this country. Before concluding he must say a few words of warning to them. He had visited a number of ladies' academies lately, and independently of all the advantages they have over us, they seemed to be making such surprising progress that if the High School boys were determined to keep pace with them they had a great deal to do. He concluded by thanking His Excellency, on behalf of the friends of education, for his presence on that occasion, adding that when His Excellency was present at the inauguration of the two Normal Schools in this city last spring, he gave a sample of his zeal in the cause of education, which would not in any way detract from the laurels he had won elsewhere.

He sat down amidst great applause.

Mr. Justice Day remarked that he had been in the habit of meeting many of his young friends then present from year to year, on the occasion of the distribution of the rewards of the school. These rewards were marks of the sense entertained by those best able to judge of the merits of the pupils and of the manner in which they had conducted themselves during the preceding half year. The reception of those gifts was a natural and proper subject for congratulation; but there was something which lay behind that reception—something better than the prizes themselves—he meant the habits of diligence and self-control and self-reliance which had led to the rewards being obtained.—There were two respects in which this matter might be considered. First, that rewards did not always follow merit, but depended upon the judgment and will of others—judgment sometimes erroneous—will sometimes capricious.—But the self-control, which arose from well-directed, long-continued effort, depended on nothing but one's self. It was a thing, which once acquired, nothing could take away. This was a consideration for those who had this year failed to obtain a prize, but who in the endeavor had obtained what was better than a prize. If they had failed this year and should fail again next year as to the prizes, they would succeed as to this better acquisition. So in the great prize of life. Rewards did not always follow merit. Some did not obtain rewards; but all by struggling for them secured those qualities of mind and those characteristics of conduct which bound society together, and without which the world would soon fall into a state of utter disorder. The prizes had been distributed that day by the hands of one holding the highest place in the colony as the representative of the Crown, and who had received the most enviable rewards which a grateful country could bestow. It was, therefore, worth while to remember from whose hands these prizes had come. In the name of the pupils, and in that of the University to which the school belonged, he thanked His Excellency for the kindness which had induced him to lend his countenance on that occasion.

Mr. Jno. Dougall, in saying a few words divided his discourse into two parts—the first of unmixed praise, at all he had seen; the examinations of the classes were highly gratifying. The personal conduct of the boys was very gentlemanly and reflected the greatest credit on their teachers. The readiness of their answers, too, were all that could be required, especially in the examination on scriptural subjects. In the bible classes, the examination was listened to by him with great pleasure. The answers were particularly pleasing, in respect to scripture anecdotes, history, proofs of Christianity, &c. The doctrinal parts were not, he supposed, taught. It was delightful thus to find secular education mixed with

something which was better. The second part of his discourse was designed to show that something was still wanting. He had heard it said that, in the family, a man of sullen exterior, though possessing great love in his heart, could not bring out that love, and was thus an unpleasant companion to those with whom he came in contact. So if a person had all sorts of learning, it could do no good unless he possessed the faculty of bringing it out. There was man in Massachusetts who, beginning life as a cobbler's apprentice, had become a Senator, and the leader of the republican or liberty party; and would perhaps become President. The great faculty of that man was eloquence—the power of bringing out, in an impressive and forcible manner what he had to say. In Ohio, too, there was a man called the Ohio waggon boy, who became a Cabinet Minister, and throughout the States other men who had risen in the same manner, because they could wield power through their oral addresses. He thought, then, there should be in the school a master of elocution, to teach the boys to read effectively and to say what they had to say clearly and forcibly. If the greatness of the success of its pupils was the best measure of the reputation of a school, nothing could give more weight to any institution than this kind of instruction. Why should it be neglected in a country where men had to fight their own way and so frequently do so by the way of public speaking, he could not tell. He ventured to say however, that if the boys petitioned for such a professor their request would be attended to.

Mr. J. J. Day congratulated the masters on the efficiency of their instruction, especially mentioning Mr. Gibson and the Latin class, where the Latin was made the means of developing a sound knowledge of English. He also alluded in high terms of praise to the labours of Messrs. Rogers and Bowman; saying at the same time that he believed the School owed very much, with respect to religious education, to the mothers of the pupils, of whom many had constantly exerted themselves to keep their children to their lessons.

The Rector then mentioned that the convocation of McGill College had last year conferred on Mr. Gibson the honorary degree of M. A., and he (the Rector) and the other masters of the School desired to take that occasion of presenting their colleague with an academical cap and hood in token of respect. The compliment paid Mr. Gibson by Mr. Day was every word of it deserved by Mr. Gibson. That gentleman had been in the institution for 14 years, and it was with his support, and that of Mr. Roger, that he (the Rector) had prevented the school from going to pieces some years ago. The conferring of a degree upon him certified his scholarship, since the University was not in the habit of granting such honours except to those who merit them.

Mr. Gibson said that he would have much preferred a private presentation, as he was quite unused to public speaking. He embraced this the first opportunity that had offered of assuring the Convocation of McGill College that he duly appreciated the honorary degree of M. A.; which they had been pleased to confer upon him somewhat above a year ago, and that he should ever entertain a grateful sense of their kindness in conferring it. With regard to the cap and its accompaniment, he begged to assure his colleagues (with two of whom he had laboured for 10 and 9 years respectively and with the others for shorter periods, one being a pupil of his own in the mother country) that he duly appreciated the motives which had prompted them on the present occasion to present him with this token of their esteem and regard, and that it was his earnest and sincere prayer that they might be long spared together to prosecute their useful and honourable labours. If agreeable to the audience he would detain them with a few brief remarks. Mr. G. stated that, when he reached that period of life when it falls to the lot of a young man to make a selection of a profession for his future exertions, the profession of a Minister of the Gospel and that of a teacher of youth were the only two that suggested themselves to his mind, as presenting a field in which he might most successfully conduce by his labours towards the well-being of his fellow-creatures here and hereafter. At length circumstances so over-ruled that he became permanently a teacher of youth. For 32 years he had now laboured publicly as such, during the last 14 of which he has been in connection with this High School, being the only remaining teacher of the original staff in 1843. During the previous 10 years he had acted as headmaster of Calvin's Institution in the vicinity of Edinburgh, Scotland, to which he had the honour and pleasure of being appointed shortly before its opening in 1833. Its founder was the son of a Parisian refugee, who came to reside in that city towards the close of the last century. Having attended the High School and College, and afterwards the University of Paris, Calvin became a most successful teacher of the French language, so that for a long series of years he secured the almost undivided patronage of his fellow-citizens. Having by teaching and farming realized between twenty-five and thirty thousand pounds, he endowed the Institution for the "maintenance and education of boys, the sons of respectable but poor teachers and poor but honest farmers." Mr. Gibson's colleague, Mr. Borthwick, was a pupil during his incumbency therein, as was also Mr. B's predecessor in the High School, Mr. Robertson, who, after about 18 months' faithful labours was cut off by consumption in the fall of 1855. Mr. Gibson added that in taking a retrospect of these 32 years he never experienced any misgiving as to the usefulness and honourableness of the profession of which he had made choice, and that it is his impression that he would not have exchanged it for any other, if in his power. He stated a fact that had struck him with regard to the pupils composing the classes in the High School, viz., that of nearly 1,000 pupils who had been under his tuition during the 14 years'



incumbency, not a single pupil had a view, either to preaching or teaching. Mr. G. concluded by expressing his unfeigned gratitude to the Supreme Dispenser of life and death, Who had recently, in his inscrutable and mysterious Providence, visited him for the second time with a very sore bereavement, sent, undoubtedly for wise ends, known only to Him who knows the end from the beginning, for having so upheld him under it—that he has been enabled to overtake the discharge of his public duties, although in the language of the poet Virgil,

*Jam jam haec me cura remordit.*

The Rector again rose to mention that the same honour having been this year conferred upon Mr. Rodger, the boys of the school had determined to present him with a gown. The High School enjoyed some reputation for the proficiency of its pupils in mathematics, of which he mentioned several instances; several pupils from the High School were earning high honors in other institutions. We did not catch the details here, except that one of these gentlemen, Mr. Stephenson, a son of the late Dr. Stephenson of Montreal, was now at Cambridge, and likely to take the place, if not of senior wrangler, at least a very high position. He then called upon the Dux to present the gown.

Mr. Charles Henry then read the following address to Mr. Rodger:— I think myself fortunate, my dear Sir, that being Dux of the School for the year, it has fallen to me to express to you on this occasion, the common feeling of the School towards you. As the University of McGill College, not indiscriminate in the bestowal of its honours, has shown by conferring on you the honorary degree of M. A., the estimation in which it holds your scholarship, it is unnecessary for us and it would be presumption in us to compliment you on that head. But we think that, being your pupils we are quite able, and have some right to express to you the value that we put upon your abilities as an instructor of which the sure evidence to us is, that we feel you have given us a power over the subjects which you have taught us and thus made learning pleasant to us. The patient care which you took in leading us to comprehend one step after another in Arithmetic, Algebra, and Euclid, imbued us with those clear ideas of numbers and space, and that right perception of geometrical reasoning, without which the subsequent study of Mathematics in the senior class of the school would have been tedious and fruitless. We are grateful to you for the discipline that you have always maintained among us—strict but kind and just, and marked by a readiness to believe our word, which has made us feel that it would be a shame to deceive you or wilfully annoy you. The elder boys of the School who are either leaving it or passing from under your instruction, in looking back will always enjoy a grateful pleasure in associating your name with the past. We beg your acceptance of this Robe of your Degree as a mark of our love and respect for you.

Mr. Rodger returned thanks to the University for the degree. Though he should never forget the eminent men from whom he had learned what he knew, at Edinburgh, he felt that it would be his duty thereafter to uphold the interests of McGill College. To the young gentlemen his thanks were also due. Their gift was gratifying both on account of the mutual esteem which it indicated, and as an acknowledgment that his labours had not been without success. He assured the friends and governors of the Institution that it was his most earnest desire fitly to discharge the duties which came before him, and to maintain that discipline without which the progress of the boys in their studies could hardly be beneficial, that respect for order and regularity and that subjection to control, which should always be the accompaniment of the intercourse with boys of parents and teachers. He received the present also as a proof, that if the discipline of his classes had been sometimes severe, it had always been carried on in the spirit of justice and impartiality on the part of the teacher and of respect on the part of the pupils. He then reminded the young gentlemen that they had themselves an important part to play. It was the business of the teacher to lay the foundation and that of the scholars to rear the structure. It was the desire of his colleagues and of himself that what was learned at the school should not only lead to success in the walks of life, but what was still better, should make them good and wise men, taking care to keep as the safest and only guide the dictates of religious truth. He expressed his satisfaction at learning that the balance of the subscription raised to purchase his gown had been made over for the relief of the sufferers on board the *Montreal*. He once more thanked the young gentlemen and assured them that he valued their gift, elegant and costly as it was, less than the sentiments which had prompted its presentation.

The Rector then thanked His Excellency for His presence on that occasion. It was not the first time he had shown his interest in the cause of education, and he spoke not only the sentiments of those present, but he believed of all the citizens of Montreal, when he said that they were gratified to find one who had gained distinction on the rough plains of battle using his high position to give sanction to those who were cultivating the more peaceful fields of education—those were aiding others to climb the steep of Parnassus. He also thanked the parents and guardians of the scholars who had attended that day, and concluded by giving the usual notice about the re-assembling of the School.

### Second Conference of Teachers at the Jacques Cartier Normal School.

This conference took place on the first of June last, under the presidency of Mr. Boudrias. The Revd. Mr. Verreau, principal of the normal school, delivered a lecture on the following subject: "The true teacher for ever a student." An interesting debate then ensued on the several articles of a code of regulations for the Association, submitted by the chairman; which was at last carried as amended on the motion of Mr. Grondin, seconded by Mr. Anger. Another lecture was then delivered by professor Devismes, on the subject of school discipline. The Superintendent of Education addressed the teachers at the close of the conference, on the benefits that are to be expected from teacher's conferences particularly in this country. On motion of Mr. Moffat, seconded by Mr. Jardin, a vote of thanks to the Superintendent, Mr. principal Verreau and professor Devismes, was carried unanimously. Messrs. Boudrias and Simays, were requested to prepare lectures for the next meeting, which is to take place on the 29th of August. The proceedings at full length containing the two lectures delivered and the code of regulations, will be found in the June number of the *Journal de l'Instruction Publique*.

### Second Conference of the Association of Teachers in connexion with the Laval Normal School.

This conference was held at Quebec, on the 29th of July. The proceedings were opened by an address from the Hon. the Superintendent of Education. About thirty teachers were present and they were busily engaged discussing the several articles of the code of regulations submitted by the chairman Mr. Juneau, from ten in the morning to one in the afternoon. The regulations adopted are the same as those of the Jacques Cartier Association with a few amendments and additions. Immediately after, the elections for the year took place. Mr. Juneau, was elected president; Mr. Marquette, vice-president; Mr. Dion, treasurer; and Mr. Lafrance, secretary. Two very able papers were read, one by professor de Fenouillet, on the study of the french grammar, and the other on school discipline, by Mr. Juneau. The Revd. Mr. Horan, principal of the normal school, and professor Doyle were also present and took a share in the proceedings.

### Public instruction all over the world.

It is evident that the subject of education is engrossing the public mind at the present moment in almost every country; and in places too where no one would look for the degree of energy displayed in that great and good cause.

A recent french periodical publishes, for instance, notes of the expedition of Prince Napoleon in Iceland, containing details shewing a high degree of intellectual culture in this almost fabulous island, and quite as astonishing as they are pleasant and consoling. The town of Reykjavich inhabited by only 600 families possesses a college, several elementary schools, a public library, three literary societies, and two newspapers.

From quite a different climate, we receive at the same time tidings of a disposition to promote public instruction and though we cannot concur in the rather despotic and unceremonious proceedings of His Majesty, the Emperor of Hayti, we are nevertheless free to admit that they are symptoms of the universal tendency of our era. By one of His imperial decrees he provides 1st that every father of a family who shall not send his children to school will immediately be enlisted as a soldier. If he is already in the service or has passed the age required for the army he shall pay a fine of one hundred dollars. 2nd., every pupil above fifteen years of age who shall leave his studies incomplete without good reasons, shall also be enlisted. 3rd., every professor or teacher guilty of laziness or of misconduct shall be fined for a first offence, and for the second offence he shall be dismissed as teacher and sent to the ranks as a private.

While Faustin is making such a desperate effort towards educating his people *volens volens*, the minister of war in France makes a report to the Emperor suggestive of measures for the civilization of the Arabs. He recommends the establishment of primary superior schools among the tribes under the name of *ndersas* to counter-balance the influence of the *zauaias*, which are kind of monasteries where the natives are trained in a rabid spirit of hostility to their conquerors; and by the erection of a great franco-arabian college in Algiers, he expects to attract, the young men of the higher classes into the whirlwind of European civilization which will



sooner or later be communicated by them to the masses. We wish the minister of war more success than was obtained in our earlier days by the Great Colbert, in his attempt to educate the Hurons and the Mohawks.

But what we desire to impress on our readers is the fact that there is a kind of electric current which is going round in favour of education, from pole to pole and from one extremity of the sphere to the other. And in proof of this, one of our antipodes a member of the board of education for South Australia as just left this room. He is travelling in America expressly for the purpose of visiting public institutions, of becoming acquainted with the system of common school education, in the States and in Canada, and for our part, we have been delighted in comparing notes with him.

Only a few days previous, we had the pleasure of meeting the distinguished Bishop of Saint Boniface, whose diocese is extending all over the Hudson Bay and North Western territories, who has just arrived from France and Italy; and is about to leave with a number of teachers for his missions; he speaks most promisingly of the progress of education among the Europeans and the half breeds, in those remote parts of our continent.

We must not however make this article too long, especially as a gentleman, is waiting the end of this chapter, to settle an account for french books which have been ordered, through us, by the secretary of the board of Education for Prince Edwards' Island, for our young Acadian friends in that colony.

We will add however that while there is such a stir in the good cause everywhere one must not be surprised to see nations who are already in the vanguard of intellectual and social progress, trying to move onwards with increased rapidity while they hear the footsteps of their followers, close at their heels.

So in the United States, but more particularly so in the Southern and Western States, normal schools, high schools and academies, are springing up and journals of education are started in every direction. Teachers conferences are held, lectures on education are given and books innumerable are published on this all absorbing subject.

But evidently one of the most telling facts in the educational movement of the world, is the impetus which popular education will receive in England from the conference presided over by His Royal Highness Prince Albert.

Already the Queen's consort has given a noble and encouraging example by the initiative which he took in the matter of the World's Fair in London several years ago. Great as is the honor that will attach to his name in consequence of that most important move, in which France and the United States have subsequently followed, it will certainly be surpassed by the well deserved popularity which must be the result of the generous and wise steps taken by the Prince in furtherance of the cause of public instruction.

We copy from the "English Journal of Education" the following details of the conference:

"The educational conference was opened by a remarkably well expressed and sensible speech by Prince Albert, whose manner is admirably adapted for a meeting of this sort, and whose choice of language and pronunciation evince a finished English education. Amongst several excellent remarks, after summing up the paucity of attendance, the Prince said—"Gentlemen, these are startling facts, which render it evident that no extension of the means of education will be of any avail unless this evil, which lies at the root of the whole question, be removed; and that it is high time that the country should become thoroughly awake to its existence, and prepared to meet it energetically. To impress this upon the public mind is the object of our conference. Public opinion is the powerful lever which in these days moves a people for good and for evil; and to public opinion we must therefore appeal if we would achieve any lasting and beneficial result. You, gentlemen, will richly add to the services which you have already rendered to the noble cause, if you will prepare public opinion by your inquiry into this state of things, and by discussing in your sections the causes of it, as well as the remedies which may be within your reach. This will be no easy matter; but even if your labours should not result in the adoption of any immediate practical steps, you will have done great good in preparing for them. It will probably happen that in this instance, as in most others, the cause which produces the evil will be more easily detected than its remedy, and yet a just appreciation of the former must ever be the first and essential condition for the discovery of the latter. You will probably trace the cause to our social condition, perhaps to a state of ignorance and lethargic indifference on the subject amongst the parents generally, but the root of the evil will, I suspect, also be found to extend into that field on which the political economist exercises his activity—I mean the labour market—demand and supply. (Hear,

hear.) To dissipate that ignorance, and rouse from that lethargy, may be difficult; but, with the united and earnest efforts of all who are the friends of the working classes, it ought, after all, to be only a question of time. What measures can be brought to bear upon the other root of the evil is a more delicate question, and will require the nicest care in handling, for there you can cut into the very quick of the working man's condition. His children are not only his offspring, to be reared for a future independent position, but they constitute part of his productive power, and work with him for the staff of life. The daughters especially are the handmaids of the house, the assistants of the mother, the nurses of the younger children, the aged, and the sick. To deprive the labouring family of their help would be almost to paralyse its domestic existence. (Hear, hear.) On the other hand, carefully collected statistics reveal to us the fact, that while almost 600,000 children, between the ages of three and fifteen, are absent from school, but known to be employed, no less than 2,200,000 are not at school, whose absence cannot be traced to any ascertained employment, or other legitimate cause. You will have to work, then, upon the minds and hearts of the parents, to place before them the irreparable mischief which they inflict upon those who are intrusted to their care, by keeping them from the light of knowledge—to bring home to their conviction that it is their duty to exert themselves for their children's education, bearing in mind at the same time that it is not only their most sacred duty, but also their highest privilege. Unless they work with you, your work—our work, will be vain; but you will not fail, I feel sure, in obtaining their co-operation if you remind them of their duty to their God and Creator. (Hear, hear.) Our heavenly Father, in his boundless goodness, has so made his creatures that they should be happy, and in his wisdom has fitted his means to his ends, giving to all of them different qualities and faculties, in using and developing which they fulfil their destiny, and running the uniform course according to his prescription, they find their happiness which he has intended for them. (Cheers.) Man alone is born into this world with faculties far nobler than the other creatures, reflecting the image of him who has willed that there should be beings on earth to know and worship him, but endowed with the power of self-determination, having reason given him for his guide. He can develop his faculties, and obtain that happiness which is offered to him on earth, to be completed hereafter in entire union with him, through the mercy of Christ. But he can also leave these faculties unimproved, and miss his mission on earth. He will then sink to the level of the lower animals, forfeit his happiness, and separate from his God, whom he did not know how to find. Gentlemen, I say man has no right to do this. He has no right to throw off the task which is laid upon him for his happiness. It is his duty to fulfil his mission to the utmost of his power; but it is our duty, the duty of those whom Providence has removed from this awful struggle, and placed beyond this fearful danger, manfully, unceasingly, and unflinchingly, to aid by advice, assistance, and example, the great bulk of the people, who without such aid must almost inevitably succumb to the difficulty of their task. They will not cast from them any aiding hand, and the Almighty will bless the labours of those who work in his cause." (His Royal Highness sat down amidst loud applause.)

"Long and able speeches followed from Lord Brougham, the Bishop of Oxford, and Canon Moseley, but they did not enter into details, but trod, somewhat discursively, in great measure over the same ground as that taken by the Prince, dealing chiefly in generalities and admitted principles.

"The next day, Tuesday, was occupied by the various Sections which were divided into five.

"The Bishop of Oxford presided over Section A, which was all day the most crowded, and the papers touched on all kinds of proofs how short a time the children attended school. The Reverend Inspector Mitchell, the Bishop of Durham, the Rev. Mr. Burgess, W. H. Hyett, Esq., E. Baines, Esq.,—Ackroyd, Esq.,—Goodman, Esq., and J. Flint, Esq., read able Papers, followed by capital discussions.

"Section B, was on foreign Schools, presided over by the Hon. W. Cowper, J. Kay, Esq. and Mr. Eugene Rendu read excellent papers.

"Section C, was devoted, under the Presidency of Sir James Kay Shuttleworth, to prize schemes where Mr. Seymour Tremere read a most elaborate and masterly paper, as did also Mr. Hare, Charity Inspector, and Inspectors Kennedy and Norris, and the Rev. Nash Stephenson; but these gentlemen did not show how prize schemes are to be made to bear on the children in the lower classes in schools. A discussion on this point ensued, in which an amendment to the resolution proposed by Mr. Symons was agreed to, but on that gentleman and others who had supported it leaving

the room, it was expunged in their absence by the opposing party.

"Section D, under the Dean of Salisbury, discussed hull time systems; and good and instructive papers were read by J. Thackeray Bunce, Esq., the Rev. C. Bromby, E. Chadwick, Esq. and J. F. Winfield, Esq., who contributed profitably to the information given, when a tedious and somewhat angry discussion was raised about legislative enactments by Mr. Ball, of Birmingham, which broke out again in the final meeting on Wednesday. This was the only hitch to the Conference. It was trifling, and but slightly marred the unanimity that otherwise prevailed.

"Section E, under the Dean of Bristol, was opened by a most freling and eloquent paper by Miss Carpenter on the effects of ignorance on crime, followed by others, and discussions to which we have no space to advert.

"Industrial training had its full share of attention.

"On Wednesday the Conference held its final meeting at Willis's Rooms, under the presidency of Earl Granville. Admirable speeches were made by himself, Sir J. Kay Shuttleworth, Lord Lansdowne, Sir John Pakington, E. Baines, Esq.—Morley, Esq., several of the Bishops and others who had taken part in the former proceedings, as well as by many who had not.

"Altogether it was the most successful Conference ever held."

#### Meeting of the American Association for the Advancement of Science in Montreal.

The chief object of this association, as defined in its constitution, is by periodical and migratory meetings to promote intercourse between those "who are cultivating science in different parts of the United States, to give a stronger and more general impulse, and a more systematic direction to scientific research in the country; and to procure for the labors of scientific men increased facilities and a wider usefulness."

The first meeting took place in Philadelphia, in September 1848; nine other meetings have taken place since in several of the large cities of the United States, the last of which was held last year in Albany. At that meeting a deputation of the Natural History Society of Montreal was introduced and invited the American Association to hold its next meeting in Montreal. This proposition was assented to on motion of professor Steiner, who although advocating the claims of Baltimore to that honor gave in when he saw that a large proportion of the savans were desirous of paying a compliment to British North America, and moved himself in favor of Montreal in a most graceful manner.

No time was lost here to correspond to the kind proceedings of our neighbors and a Local Committee was formed, at the head of which, Sir William Logan was placed as chairman. Through the exertion of that Committee, which has divided itself into subcommittees 1o. on conveyance; 2o. on invitations and accommodation; 3o. on places of meeting; 4o. on printing and post office and 5o. on finances; it is expected that the city of Montreal, will be enabled to give a proper reception to the savans and other distinguished strangers who will attend the proceedings of the Association.

The government with a due sense of the importance of that event, has granted £500 towards defraying the expense, and the corporation will add to the *éclat* of the whole affair by giving a *soirée* in the Bonsecours City Hall—where addresses will be delivered and literary and scientific amusements will be had. The government have also granted the use of the magnificent Court House of Montreal for the holding of the meetings, which will all be opened to the public.

There are general and sectional meetings. The former are chiefly destined to the discussion of the affairs of the association, the latter to the reading of papers on science, and to discussions arising out of them. These are most interesting. The division into subsections is made every year as may suit the convenience of the association. Last year there were three sections, one on zoology, a second on natural history, ethnology and philology, and a third on mathematical sciences. The section of natural history seemed to be the favourite one with the public, on account of the lively discussions between professor Agassiz and other distinguished naturalists. But all the meetings are highly instructive and we hope that men of science and the public generally will follow them here, each one selecting of course that branch for which he feels the greatest inclination.

We have before us the proceedings of last year's meeting. It contains most valuable scientific information, and among other papers we notice a report on the present state of our knowledge of

linguistic ethnology by professor Haldeman, several papers on the physics of the globe by A. D. Bache, superintendent of the United States Coast Survey, a paper on the agency of the gulf stream in the formation of the Peninsula of Florida, by Joseph Leconte, of Georgia, and on the relation between the Chinese and the Indo-European languages by professor Haldeman; all of which appear to be highly interesting. The object of the society is not precisely the diffusion of knowledge but it is the advancement of science and such papers are preferred to others as contain *new discoveries and are calculated to throw new light on any particular branch of science.*

The simplest fact if new in itself, and carefully reported will be preferred to the most elaborate compilation. A great many papers were read that are not published in the proceedings, nevertheless those that are published form a thick and neatly printed octavo of 258 pages.

We must not omit to state that professors of colleges have a right to become members of the Association, merely by signing the constitution and paying the annual fee of three dollars. Other gentlemen desirous of becoming members must be proposed at the meeting and elected.

By coming to Montreal the Association is virtually extending itself to Canada and we believe the words "North America" ought to be inserted in place of the words "United States" in the first article of the constitution. This is a species of *annexation* to which no one can object.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—The Governor of the Mauritius Mr. Higginson formerly secretary to Lord Metcalfe in Canada has differed with his council on the subject of public instruction in that ancient colony of France. The principal impediment lies in the difference of language spoken by the two different races of laborers, which suggests the institution of separate schools for the Indians and the Creoles; the Governor recommending that teachers and suitable books in the vernacular dialects should be obtained from India for the Coolies; the council insisting that children of both races should be taught in the same school through the *medium* of the creole or patois of the *Island*. There is however an annual grant of £8,788 for Common Schools and a public institution called the Royal College is maintained at an annual expense of £7,000.

—The University of Oxford, has adopted the proposition of having "Associates of Art." The consideration of the same proposition made at the Cambridge University, has been postponed to October term. The English *Journal of Education* remarks "Cambridge is acting differently from Oxford." That body is proceeding with more deliberation. It is said that the word "Associate in Arts" does not sound well in Cambridge ears. The two Universities seem to be taking each a different course. Perhaps it is best so: there might be difficulty in producing harmony from the concert of instruments so complex. The old family likeness by which the two ancient Universities have ever been recognised as sisters should still be preserved in the general analogy of their forms, though individual character should assert its place in the subordinate incamments.

*Facies non omnibus una.  
Nec diversa tamen, quales decet esse sonum.*

—There are sixty schools of art in the United Kingdom receiving aid from the public purse, in payment towards masters' salaries, scholarships, and to pupil teachers. The head school at Marlborough House cost last year £1,920 for salaries; and £3,731 for training masters. In 1851, there were in the schools of design, 3,296 students costing the state an average per student of £3 2s 4d. In 1852, being the commencement of the school of art, 5,506 students cost £2 8s 2d each, in 1853, 17,209, student £1 4s 4d; in 1854, 22,154 students cost £1 3s 4d each; and in 1855, 31,455 students cost 16s 2½d each.

—We read in the *Morning Post*: "The catholic clergy have purchased an extensive piece of ground heretofore unoccupied at the end of Charles Street, Drury Lane, where they intend to erect a charity school on a large scale. The cost of the building is to be £10,000 sterling."

—Independently of the schools of the Christian Brothers, which exist at Saint Louis, capital of the French colony of Senegal, and which are frequented by the European, and occasionally by a few of the mussulman population, the government have opened a french school, where the young mussulman children will be taught french, without any inter-

ference with their religion. The governor presided at the inauguration of the school which commenced with 50 pupils.

—The friends of education in Illinois, have succeeded in obtaining very liberal appropriations for a Normal School, and they seem determined to have a building and all arrangements of the best possible character. A special committee was appointed to visit the different Normal Schools in New England, for the purpose of procuring as much information as possible, in relation to a plan for a building. Bloomington has been selected as the site of the new edifice and C. E. Hovey, Esq., editor of the *Illinois Teacher*, has been appointed principal.

—The indications of progress in the cause of popular education, in the state of Connecticut, are many and decisive. The people are erecting better school houses, employing and paying a better class of teachers; providing a better kind and greater uniformity of text books and in various ways endeavoring to render the schools what they should be. "It is not long since," says the "Connecticut Common School Journal," that our to make "schools had but a mere nominal existence. The school houses were as "miserable as could be and their locations equally so. Poorly qualified "teachers were employed and poorly paid. There was no uniformity of "text books and in many schools, but few books of any kind. Parental "indifference and general apathy prevailed. Darkness brooded over the "state and thick darkness enveloped the Common Schools. And all the "while the geographers said "Connecticut is noted for her common "schools," and all the people rested as though their belief was more in "geography than in the declaration "Train up a child in the way "he should go, and when he is old he will not depart from it." But "thanks many and great to Barnard, Philbrick, Camp and others who "have with torch in hand, plunged into this thick darkness and endeavor to lead the people to see the light and act according to the light!"

—The exercises of the 26th term of the New York State, Normal school were closed on the 9th of July. The examinations of the classes had been in progress for nearly a week, in the last, six essays on educational matters and several poems were read by the male and female pupil teachers, addresses were delivered by the Principal and the professors, and the whole was interspersed with music, vocal and instrumental. Diplomas were conferred on 31 young ladies and on ten gentlemen, shewing about the same proportion in favor of the fair sex as are noticed in the Toronto and McGill Normal schools in Canada.

—As a sample of the activity of our neighbors of the United States, in the cause of education and to show how they value teachers conferences and associations, we give the following list of such conferences that are to be held in the month of August.—1st August. The Teacher's Association of New York in Albany—18th. American Institute of Instruction in Manchester, New Hampshire—4th and 5th. New Hampshire teachers association in Concord—26th. National Association of teachers in Philadelphia. The New York teachers association met in Binghampton, in the 31st July. These are great national or State Associations. There are besides innumerable local associations that meet frequently in every state.

—The Right Revd. Dr. Mollock, has recently laid the foundation of a Roman Catholic college, at Charlestown, Prince Edward Island.

—On Tuesday, the 23rd of July instant, the interesting ceremony of inaugurating the new Navigation schools, under the auspices of the government, took place in London, at the Sailor's Institute, where the schools are situated, Mercer street, Shadwell, under the presidency of the Right Hon. Lord Stanley, of Alderley, the President of the Board of Trade. Mr. Fieldwick, read a lengthy report which stated, among other details that the institute had been opened during twelve months, for the seafaring men in whose interest the British and Foreign Sailor's Society had exerted themselves.

—A new law of public instruction is under consideration in the parliament of Holland. The hardest fight in the house of deputies was as to the more or less religious character which is to be given to the schools. The government have proposed to maintain in the law the words "christian element" and "christian virtues"; reserving to themselves to establish denominational schools. The reform party are desirous to suppress those words or to qualify them so as to restrain their meaning; the ultra protestant party wanted the well defined establishment of separate schools. The government have explained that their intentions were to give the greatest latitude to all sects but to restrain any proselytizing spirit. They have carried their measure by a large majority.—*Journal de l'Instruction Publique* of Paris.

—The annual public meeting of the French Association for the advancement of elementary instruction, took place at the Sorbonne, on the 12th of July, in presence of a large and brilliant audience. Mr. Jomard, member of the Institute of France presided. Several reports were read on the proceedings of the association, on the educational department of the universal exhibition, and on the rewards to be given to the best elementary works published during the year. Acts of virtue and heroic deeds by pupils and teachers were the subject of a separate report by Mr. Amyot who was frequently interrupted by enthusiastic cheering. Several *morceaux* were sung by the Orphean association of the common schools of Paris.

—The minister of public instruction of France, having received copies of the report of the Superintendent of Education for Lower Canada and of the two Journals of education, English and French, has written a letter of thanks and ordered that his own reports and *Le Journal de l'Instruction Publique* and other documents on education, he sent in exchange to the education office at Montreal.

#### LITERARY INTELLIGENCE.

The great poet Béranger, died on the 16th of July instant. Chateaubriand, Lamennais, Lamartine, Victor Hugo and Béranger, have been the greatest literary men in France, since the revolution of 1789. Béranger's songs although religion and morality must weep at the detestable use he made of his talent in many of them, Béranger songs, that is to say those that are free from moral and religious objections, will be for ever one of the greatest glories of France.

He was born at Paris, in the year 1780, in the house of his maternal grand father, a tailor. He alludes to this fact in one of his most charming songs, "Le Tailleur et la Pée." He was exceedingly poor in early life, and indeed poverty has ever been the muse that inspired him. If we did not know that the world is made of contrasts, one could wonder that such a man could have been the great poet of our mercenary and gold thirsty era. Lucien Bonaparte and the banker Lafitte were his first protectors.

"Though, says the London News," he was proud of the glory Napoleon had shed over France still his patriotic eye was not blind to the Emperors tyranny; and the powerful though good humoured satire of le "Roi d'Yvetot," made the puissant Emperor wince on his throne. But when misfortunes began to pour down in such tremendous succession upon the head of the once invincible captains, the poet forgot all his faults in admiration of his glory and in pity for his fate. It was then that he poured forth those imperishable strains consecrated to the victories and the misfortunes of the Empire, which did so much to keep alive in the hearts of the French people the name of their great Emperor, strains which often brought and still bring tears to the eyes of the French peasant....

"He died at the ripe age of 77 in full possession of all his faculties and was buried the next day at the Cemetery of Pere LaChaise, under circumstances most unusual and which show how great a power in the State was this writer of songs, and how a powerful Emperor was obliged to call out a hundred thousand soldiers for fear that the peace of Paris might be disturbed as he passed to the grave amidst the sympathies of a republican and revolutionary population. Never before was a poet so feared or so honoured."

—The magnificent new reading room of the British Museum contains ample accommodation for 500 readers. It is calculated that the inner library shelves in the galleries within the dome room will contain 80,000 volumes. The building contains three miles lineal of bookcases, which in all the cases are eight feet high. The cost about £150,000 include the fittings and furniture and the necessary shelves for the working of the existing library establishment. The number of readers who now use the library annually is upwards of 30,000. In 1836, two years before the opening of the old reading room, the library of printed books consisted of 230,000 volumes. In 1851, it consisted of 470,000, an increase at the rate of 16,000 a year. It is probable that the increase of books added to the British Museum will as education advances, be more than 16,000 volumes annually, but even at that rate the library in 1900 will contain 1,270,000 volumes. In 1851, the library occupied 51,950 feet or very nearly ten miles of shelves; at the end of this century, the shelves will extend nearly thirty miles, or ten miles further than from London to St. Albans.—*U. C. Journal of Education*.

—Mr. Charles Briauf, a poet, and one of the forty life members of the French Academy, died at Paris, on the 5th of June. The place left vacant by Alfred de Musset, at the date, was not yet filled. There are therefore at present but 38 *immortals*. Béranger would never consent to be one of them. Mr. Biot, the recently elected academician, spoke on behalf of the academy, as it is the usage in France, at the funerals of Mr. Briauf.

—It is asserted that in the English language proper, apart from technical and scientific terms, there are 10,500 nouns, 40 pronouns, 7,200 adjectives, 8,000 verbs, 2,000 adverbs, 60 propositions, 19 conjunctions, 68 interjections and 2 articles. According to Webster's dictionary, there are 100,000 words in the language.

#### SCIENTIFIC INTELLIGENCE.

—Baron Thénard, if not the greatest, one of the greatest chemists of our days, died on the 21st of June, at the age of 80. He was one of the oldest members of the Academy of sciences and it is another loss to be added to all those made by the Institute of France, in the course of the present year. Not one number of the *Journal des Savans*, has appeared without containing the intelligence of the death of one or more members of that learned body though they are very limited in number.

—Mr. Florent Prévost, has read a paper before the french society, for the protection of animals, on the utility of birds in an agricultural point of view. It is a most elaborate document which can be found in the *Ann des Sciences*, where by minute observation on the habits of various tribes of birds, it is proved that each of them are more useful to the farmer by destroying insects than harmful by the share they take for themselves of the crops, which says the author they have as good a right to as a soldier who has fought for the state, to his ration.

—The town of Etampes, is erecting a monument to one of its sons, the great naturalist, Etienne Geoffroy de Saint Hilaire, the rival and continuator of Cuvier.

—The government of France being desirous of buying the botanical collection of the late eminent botanist, Laurent de Jussieu, offered 30,000 francs to his family, who through a disinterestedness which cannot be too highly praised, has refused the offer; and made a donation of the whole of the collection to the government. It consists of 10. the *hortus siccus* of Laurent de Jussieu; 20. that of Adrien de Jussieu; 30. catalogues and documents concerning the history of the *Jardin des Plantes* of Paris; 40. Notes and manuscripts of the two great botanists.

—The Natural History Society of Montreal has published its report for the year 56-57.—It gives an account of the measures successfully adopted by the Society to secure the meeting in Montreal of the American Association for the advancement of sciences, of an offer made by the McGill University, of a donation of a lot of ground for a new building and of the best mode of disposing of the present one, and of the measures taken for the publication under the auspices of the society of the *Canadian Naturalist* and geologist. The vice president L. H. Latour, Esq., has offered a gold medal for the best essay in french or in english on any subject of Canadian Natural History, to be read at the meeting of the American Association. "This measure the Council trusts will call forth much latent talent and advance the objects of the Society." Six lectures have been given during the winter by members on subjects connected with Natural History.

—Though the great comet of Charles-Quint which was expected with so much terror has not yet made its appearance Mr. Dien in Paris and Mr. Klinkerfues in Berlin have discovered another comet which was at its greatest degree of brilliancy in the middle of July and was to decline and disappear in the beginning of August.

—The French are engaged in a good work in Algeria, which will make their conquest a benefit to that country. They are sinking artesian wells in the desert probably for their own convenience; but the benefits must be general. The well of Tennacin gives 120 quarts the minute. Others more: the Arabs were frantic with joy in seeing fertility at once restored to their grounds. Speeches of the most grateful acknowledgment were addressed by the chiefs of tribes to the French officers and Engineers. Science puts a power in the hands of men which enables him to transform nature herself.

—The government and the people of France are noted for the homage they render to the memory of great men in science or literature. We spoke some time ago of the statue of Gay Lussac which was about to be erected, in one of the public square of Paris; we now read that a beautiful statue of Bichat, the great anatomist by David d'Angers, has just been inaugurated in the yard of the school of Medicine of Paris. The ceremony was presided over by the minister of public instruction who made a remarkable speech, crowds of people were present and crowds have been for several days visiting the statue which is one of David's chef d'œuvres. Bichat is represented in the attitude of meditation his arms folded on his breast holding in one of his hands the scalpel which he has used so admirably. Besides him is a corpse half covered with drapery. This monument was executed by order of the medical congress of 1845.

—Scientific journals in Germany, are publishing tables to prove that the distance between the earth and the sun is increasing annually, and argue from it that the increasing humidity of our summers and the loss of fertility by the earth are to be attributed solely to this circumstance. They also rely on the ancient traditions of the Chinese and the Egyptians according to which the sun's disc would have appeared much larger to them than it does to us.

—Experiments have been made at Trouville of Devisme's new cylindrical musket ball for the destruction of whales. It consists in a hollow cylinder filled with powder which being fired by a rifle made expressly for it, explodes in the body of the whale after having penetrated the fat of the animal.

The advantage of this invention over the rockets used by the Americans and to which we alluded in a preceding number will be that death being instantaneous, the whale will not be able to plunge to as a great depth as it used to do. It has been ascertained that the number of fishermen killed by the whales, is about five per cent on the number of those engaged in that dangerous occupation. Devisme has rendered the cause of humanity a great service. But what of it, if his invention was applied to war? Why war would become impossible!

## ARTISTICAL INTELLIGENCE.

—The statue of Henry the fourth by Bonassieux has been solemnly inaugurated at Lassèche on the 28th of June. It is a full length statue of the king clothed in armor, holding in his right hand the edict of the foundation of the college of Lassèche, the other hand is supported by a sword.

—The painting of the taking of Malakoff by Adolphe Yvon, which is to be placed in the gallery of Versailles has been copied by Mr. Bingham the photographer who has been already so successful in copying in the same manner several *chefs d'œuvre* of Messonnier, Horace Vernet, Ary Scheffer and Ingres.

—A collection of paintings, statues, and of mediæval curiosities belonging to Mr. Leopold Redpath, was sold in the last month in London. A group in ivory representing Henry the fourth and his minister Sully, sold £50—the statue of *Leda* by Pradier was bought for £500 and the whole gallery of paintings realized between £12,000 at £15,000. Water colour and oil paintings belonging to Mr. Robertson Blaine were also sold in London. In Paris several amateurs seem to have been taken with a selling mania and numerous rich collections are now in the market. It is accounted for by the fact that the value of antiquities and objects of art increasing every day, and old amateurs having been enabled to make cheap collections, there is a great profit to be realized by such an operation. The remarkable collection of antiquities of Mr. Boeckle in London, sold at very high prices. That of Baron de Bake, the Belgian minister at Constantinople was disposed of in Paris in the month of May, and interesting details of the sale may be found in the *Artiste*.

—Four great exhibitions of fine arts are now opened in Europe, the universal exhibition of arts in Manchester, the water colour painting exhibition and the Royal Academy in London, and the french annual exposition of painting in Paris.

—The Quebec papers mention an exhibition of paintings of the modern artists of France and England but chiefly of the former country belonging to Mr. Hardinge. *Le Courrier du Canada* and *Le Journal de Quebec* are publishing a review of those paintings which appear to be by Messonnier, Ary Scheffer, Horace Vernet, Ducrous and Sebron. *Le Courrier* states that Sebron is of French Canadian descent and was born in the district of Montreal.

—The *London News* of the 25th of July contains a beautiful wood cut of the first prize design for the foreign office; the designers being Messrs Coe and Hofland, and the premium awarded £800. It comprises a public office and an official residence for the minister of foreign affairs. Designs are also prepared for a similar building for the war office.

—The death of the sculptor Simart, who belonged to the class of *fine arts* of the *Institut*, is one of the numerous losses recently made by that learned body. He was a pupil of Pradier, was 48 years of age, and died by falling from an omnibus, evidence, says Mr. Pitre Chevalier, that talent with us will not give a man an equipage. Simart obtained the first prize of the French academy at Rome. He succeeded his master Pradier at the *Institute*. His most remarkable works are the *Virgin of Troyes*, the statue of *Epic poetry*, the bas relief of Napoleon's tomb at the *Invalides*, the famous statue of *Miæra* belonging to the Duke de Luynes, the sculptures of one of the new attics of the Louvre and the caryatides of the central pavilion. The Emperor who a short time ago, wanted to show the new extension of the Louvre to the King of Bavaria in all its splendour, sent an order that all the scaffolding should be down at such an hour. The answer was that the time did not allow it; the scaffolding was expensive and to remove it without a serious loss could not be done under ten days. The Emperor's reply was "The King of Bavaria must see the caryatides: remember how Alexander dealt with the gordian knot." Measures were taken accordingly. The immense scaffolding was sawed at proper places, and at a moment's notice the whole of it was down. The King of Bavaria saw the *chefs-d'œuvres* but poor Simart could not judge of the effect: he was no more.

## MISCELLANEOUS INTELLIGENCE.

—Mr. Delarue a pupil teacher of the protestant Normal School of Cours bevoie in France, was bathing in the Seine with some of the professors and pupils of the same institution, when he disappeared. His friends immediately made for him but could not reach him; they might have been drowned themselves, but for a few mariners who went to their relief and succeeded also in finding, after a quarter of an hour, the corpse of the unfortunate young man.

—The Mediterranean extensive submarine cable in course of manufacture, is to join at Cagliari and will be laid down and delivered over to the company in october next, by the constructors when a saving of five days will be effected over the route from India via Marseilles.

—While France is engaged as usual, in warring against the Kabyles, England has three great contests to carry on in Persia, in China and in

India. The mutiny in the native army renders the latter more onerous and dangerous than the two others. Sir Colin Campbell has accepted the command of the Indian army, and had left via Marseilles and Alexandria on the 10th of July.

An insurrectional movement has been threatening all Italy, and it appears even connected with a plot that was to set the whole of Europe in a blaze of fire commencing by the assassination of the Emperor in Paris. Mazzini was at the head of the plot, but although numerous arrests have been made in Sardinia, Naples, and in almost all the towns of Italy he has not yet been captured.

—Her Majesty has laid the foundation stone of a new asylum bearing her illustrious name and destined for the reception of 300 orphan daughters of soldiers, sailors and marines. The cost of the erection and endowment of the asylum will be defrayed out of the surplus funds remaining in the hands of the Commissioners of the patriotic fund. The total amount received for that fund from all sources has reached £1,446,385 and after providing on a liberal scale towards the maintenance and relief of all the widows and orphans of soldiers, and of those officers whose cases presented special features, there still remains a surplus of £38,000, towards the erection of the building and of £140,000 to provide an endowment for this institution intended for the "perpetual consolation and encouragement of those who hereafter may fight for their country." As Canada has liberally contributed to the fund, every Canadian who will see the noble building when erected will have no occasion to blush for his country when gazing on it.

—Her Majesty has been pleased to appoint Baron de Rottenberg, our adjutant general of militia, a companion of the Order of the Bath.

—The Barque *William*, now on the large balance dock, New York, for repairs, is said to be the vessel which carried general Wolfe to Quebec. She was formerly an English frigate and is now much more than one hundred years old. She still retains her original timbers which are of white oak and perfectly sound. Her planking is sixty eight years old, and is nearly as perfect as when first put on. She will be recaulked and newly coppered.

OFFICIAL DOCUMENTS.

[Circular No. 22.]

EDUCATION OFFICE.—Montreal, 2nd July 1857.

To the School Commissioners of

GENTLEMEN,

The different Boards of Examiners having been unable to examine all the Candidates who have offered themselves for examination, at the time of their last sittings, you are authorized, in case you should not find Female Teachers in possession of Diplomas to engage the ablest you can find, provided you stipulate in your engagement that they shall pass an examination as soon as possible; and if they cannot obtain a Diploma their engagement shall be annulled.

In transmitting your semi-annual Report, you will state whether you have taken advantage of this departure from the general rules of this department, and you will also mention and show that you have acted in accordance with the conditions of this Circular.

You will observe that this indulgence is based upon circumstances which exonerate many Female Teachers from the blame which might attach to them for not having procured their Diplomas, and not interpret it, as a relaxation of the Law, which the Government and the department are, on the contrary, determined to enforce in every respect.

I have the honour to be,  
Gentlemen,

Your obedient servant,

PIERRE J. O. CHAUVEAU,  
Superintendent of Education.

[General Circular No. 23.]

EDUCATION OFFICE.—Montreal, 30th July 1857.

To the School Commissioners

The attention of School Commissioners is called to the fifth section of the Act passed in the last session of Parliament, 20 Vict.

chapter 41. by which it is provided that it shall be lawful for any local municipal Council to receive from the School Commissioners, of any School Municipality within their limits, a certified copy or extract of the school assessment and to order the same to be collected and levied in the same manner, as, and together with the other local municipal contributions, by the secretary treasurer of the local municipality, to be accounted for and paid over to the secretary treasurer of the School Commissioners.

Inasmuch as it will greatly facilitate the recovery of school moneys, and curtail the law expenses, it is expected that School Commissioners wherever the municipal Council is well organized and favorably disposed towards education, will avail themselves of this new provision of the law.

PIERRE J. O. CHAUVEAU,  
Superintendent of Education.

STATEMENT OF MONIES PAID BY THE DEPARTMENT OF EDUCATION FOR CANADA EAST, BETWEEN THE 1ST JANUARY AND 31ST JULY 1857, INCL.

Total amount paid to 31st May last, as per statement published in Journal of Education No. 4.....	£39,400 10 6
Paid from 1st June to 31st July, incl: viz.	
On account of grant to Common Schools }	
1st half year of 1856 } ...	£47 16 10
2nd do 1856.....	340 18 9
1st do 1857.....	2,212 13 11
Superior Education.....	105 0 0
for Normal Schools.....	1,231 6 8
Salaries School Inspector.....	1,035 18 9
Officers of Department.....	567 3 9
Contingencies.....	177 17 0
Journals of Education.....	140 19 10
Poor Municipalities.....	10 0 0
Parish Libraries.....	48 10 6
	12,968 6 0
	£52,368 16 6

STATEMENT of monies received by the Department between 1st January and 31st July 1857, derived from the undermentioned sources, and deposited in the City and District Savings Bank, Montreal.

Received on account subscriptions to Journals of Education.....	144 0 0
"    "    Infirm teachers' fund.....	32 0 0
"    "    Jacques Cartier Normal School.....	74 4 8
Total.....	£250 4 8

STATEMENT of the Correspondence of the Department, from 1st January to 31st July 1857.

	January.	February.	March.	April.	May.	June.	July.	TOTAL.
Letters received	778	606	142	482	298	415	1103	3524
Letters and Circulars despatched	719	1210	419	613	273	1839	5454	10557

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

Teachers will receive for five shillings per annum the two Journals, or, if they choose, two copies of either the one or of the other. Subscriptions are invariably to be paid in advance.

4,000 copies of the "Journal de l'Instruction Publique" and 2,000 copies of the "Lower Canada Journal of Education" will be issued monthly. The former will appear about the middle, and the latter towards the end of each month.

No advertisements will be published in either Journal except they have direct reference to education or to the arts and sciences. Price—one shilling per line for the first insertion, and six pence per line for every subsequent insertion, payable in advance.

Subscriptions will be received at the Office of the Department Montreal, by Mr. Thomas Roy, agent, Quebec, persons residing in the country will please apply to this office per mail, enclosing at the same time the amount of their subscription. They are requested to state clearly and legibly their names and address and also the post office to which they wish their Journals to be directed.