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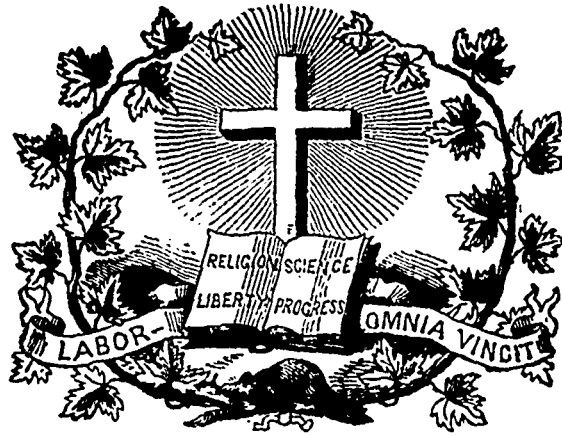
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JOURNAL OF EDUCATION.

Volume I.

Montreal, (Lower-Canada) September, 1857.

No. 7.

SUMMARY.—Education: The Colleges of Canada.—The Laval University, by Hon. Pierre Chauveau. (continued from our last).—Canadian English, by the Revd A. Constable Geisler.—Notes on grammar.—Notes of a lesson on Natural History.—LITERATURE.—Poetry: Early rising and prayer, by Henry Vaughan.—Old letters.—SCIENCE: The Study of Botany.—OFFICIAL NOTICES: Annexation to school municipality.—APPOINTMENTS: Protestant Board of Examiners for the district of Montreal.—Catholic Board of Examiners for the district of Montreal.—Board of Examiners for the district of Three-Rivers.—Board of Examiners for the district of Kamouraska.—Donations to the library of the Department.—EDITORIAL: Second sessions of the Normal Schools.—Teachers' pension fund.—AMERICAN ASSOCIATION for the advancement of science. (continued from our last).—MONTHLY SUMMARY: Educational Intelligence.—Literary Intelligence.—Scientific Intelligence.—Artistic Intelligence.—Miscellaneous Intelligence.—OFFICIAL DOCUMENTS: List of annuities granted out of the teachers pension fund to superannuated teachers.—List of teachers contributing to the fund. Statement of monies paid by the Education office from the 1st January to the 30th Sept. 1857.—WOOD CUT: School of Medicine, Laval University.—ADVERTISEMENTS.

EDUCATION.

THE COLLEGES OF CANADA.

I.

The Laval University.

(Continued from our last.)

The Royal Charter incorporating the "Université Laval" is dated at Westminster the 8th of December in the 16th year of Her Majesty's Reign (1852).

Its preamble runs as follows: "Whereas it has been represented unto as that there has existed during the last two hundred years and does now exist in that part of our Province of Canada called Lower Canada, a Seminary established for the education and instruction of youth, and known by and under the Corporate style and title of "Le Séminaire de Québec;" that the said seminary comprises a school of divinity and classes of instruction in science and literature at present frequented by more than four hundred pupils; that the said Corporation is amply endowed, being provided with abundant means for carrying out its objects without assistance from the Provincial Legislature; that it possesses extensive and valuable libraries, rich and costly collections of all kinds of philosophical and other apparatus requisite for assisting in imparting a knowledge of the sciences, &c.

It therefore provides "that the directors of the "Séminaire de Québec" and their successors in office shall be and be called as heretofore, a body corporate and politic and shall in addition to the powers and privileges by them possessed and enjoyed in their said corporate capacity, have, possess and enjoy the rights powers and privilege of a University as hereinafter directed for the instruction of youth and students in Arts and Faculties and that in each and every act or deed done and performed under and in virtue of this Charter, the said "Séminaire de Québec" shall be named called and known as the "Université Laval" (Laval University.)

"The Roman Catholic Archbishop of Quebec for the time being, or the person administering the diocese of Quebec is appointed ex-officio Visitor of the University.

"There shall be at all times a Rector, and the said office of Rector shall be held by the Superior of the said Séminaire de Québec for the time being.

"There shall be such and so many Professors in the different Arts and Faculties as from time to time shall be deemed necessary or expedient and as shall be regulated by the Visitor, by and with the advice of the Council of the University.

"The Rectors and Professors and all persons as shall be duly matriculated and their successors in office shall be one distinct and separate body politic, in deed and in name, by the name and style of "The Rector and Members of "Université Laval" (Laval University) at Quebec in the province of Canada."

"The Rector, the Directors of the "Séminaire de Québec," and the three Senior Professors of the several Faculties shall form the Council of the University, which, shall nominate and appoint the Professors of the Faculties except those of the Faculty of Divinity: they shall present and submit the names of the latter to the Visitor who shall appoint them, and they shall not be removed without his consent.

"The Rector has a casting vote in the Council; in his absence the Assistant Superior of the *Séminaire* is to preside and has the same privilege.

"The University shall have, possess and enjoy all such and the like privileges as are now enjoyed by the Universities of the United Kingdom of Great Britain and Ireland so far as the same are capable of being had, possessed or enjoyed, under and by virtue of this Royal Charter, and the said University Council shall have power and liberty to grant and confer on all students whether they be or be not students in the said Seminary or University or in any other College or Seminary within the said Province which shall be affiliated to and connected with the said University who shall be found duly qualified according to the statutes, rules and ordinances to receive the same, the degrees of Bachelor, Master and Doctor in the several Arts and Faculties."

"No religious test or qualification shall be required of, or appointed for any person to be admitted or matriculated as students; provided nevertheless that all persons admitted to any degree in any Art or Faculty shall make such declarations and subscriptions as by the statutes, rules and ordinances shall be fixed and appointed.

"The powers and privileges granted by the said Charter shall not in the exercise of them by the said University Council in any manner or way interfere with, diminish or otherwise affect the powers, rights and privileges of the said "*Séminaire de Québec*" as now enjoyed and exercised by the Superior and Directors of the said Seminary but all and every the said rights, powers, authorities and privileges of the said Corporation of "*le Séminaire de Québec*" shall in the administration of the affairs of the said "*Séminaire de Québec*" remain the same as heretofore."

Immediately after the granting of that charter the Archbishop of Quebec by a Pastoral Letter or *Mandement* called the attention of his flock to the great boon which was offered to them by the establishment of a University and the full completion of the noble projects of the first Bishop of Quebec. The following extract from that able document has a bearing on the whole subject of education in Lower-Canada and will prove interesting to our readers.

"We are sure, says His Grace, that much has been said in disparagement of our clerical and collegiate institutions and of the effects they are making for the promotion of classical education. If we were to believe many a censor, the time spent in the study of the dead languages, should be rated as time altogether lost, and it would be far preferable to apply one's mind exclusively to the elementary acquirements necessary for the pursuits of trade, arts and agriculture; literature in their opinion would be capable of exercising but a baneful influence over society and there should be no room left for the cultivation of letters, in our days of great commercial bustle and activity. Following up these premises, they insist on our collegiate institutions, modifying their course of studies so as to set aside the teaching of the ancient languages, to give to the pupils an education of a less extensive character but of more easy access, and of a greater practical utility.

"This utilitarian theory, trumpeted by men who will judge of things in a purely physical point of view only, who will look on the human mind in no other shape but that of any other commodity, to be valued by its price in the market, is nothing new after all; it is an old doctrine more than once baffled by experience. It is the same doctrine that prompted one of the lieutenants of the califs to burn down the precious library of Alexandria, it is the same doctrine that caused the Goths and the Vandals to destroy as they went on, the vestiges of the language, the literature and the genius of the Romans. In the opinion of those warfaring tribes, thinking of nothing but havoc and plunder, the poet, the orator, the philosopher could not but unnerve the mind of a nation. Time has overruled these barbarous ideas. Egypt, the most important part of Africa, Asia minor, countries once so highly civilized, have fallen, through their neglect of literature and art into the most abject degradation, while the very savages who invaded Europe from the North and the West, yielding after their first furious efforts to the wholesome and captivating influence of science and of literature, have equalled the most refined nations of antiquity, and have even surpassed them by their industry and general progress.

"We admit that colleges ought not to become too numerous, in order that they should be maintained in a condition sufficiently prosperous to secure all the advantages to be derived from institutions of that nature. But, undoubtedly, two collegiate institutions are not more than necessary to meet the wants of this extensive diocese.

"We are also convinced that all young men are not indiscriminately to be considered qualified for a classical course of education, and that for many of them, such a training would be unprofitable, or even dangerous. Therefore, far from advising parents in general, to send their children to college, when they have not the required qualifications, we would point out to them a very different course. There are already in our educational institutions, far too many young men, who should have contented themselves with the education given in a good elementary school, in order to return to the occupations of their fathers. These students, destitute of ability, occasion their families useless expense, lose at college much of their most precious time, and besides, retard the progress of their classmates; and this is but one part of the evil, for after spending at college many unprofitable years, they lose all taste, from fruitless toil, and abandon their studies, often drawing away with them, students gifted with superior talents. Both the untalented and the gifted, considering themselves as above, and entitled to despise agriculture and all other sorts of manual labor, embrace one of the learned professions, place themselves behind a counter, or besiege the public offices, to obtain some meagre situation; it is to this cause we must attribute the overloading of all the liberal professions, and the frightful displacement of a crowd of young men, who abandon the humble but useful vocations of their fathers, to become a burden to society, in a position which they often disgrace.

"To avoid such deplorable results, the ordinary rules of prudence will suffice. Before sending their children to

college, parents ought to try their natural dispositions in a good elementary school, and ascertain through the medium of some experienced and enlightened friend, whether they have the required natural ability, and the firmness of purpose, necessary to persevere in a collegiate course. In case they should be found deficient, in these points, or any of them, it would be advisable to send them to some model school or academy, where they would obtain a sufficient degree of mental cultivation, and acquire the amount of knowledge sufficient to enable them to carry on the ordinary pursuits of life. For the child whose talents are anything but remarkable, or whose parents cannot afford to allow him more than three or four years of attendance to school, a good primary school, such as those of the Christian Brothers for instance, would be preferable to the college of the highest order and reputation. Would to God that we might offer to the sons of our farmers, good agricultural schools, wherein they could learn the elements of human knowledge, together with the theory and practice of the first of all human arts, and secure for themselves those habits of industry, which will become through life an invaluable treasure! The creation of such institutions would meet our most anxious wishes, and they eventually would check the evil which is threatening to overcome us.

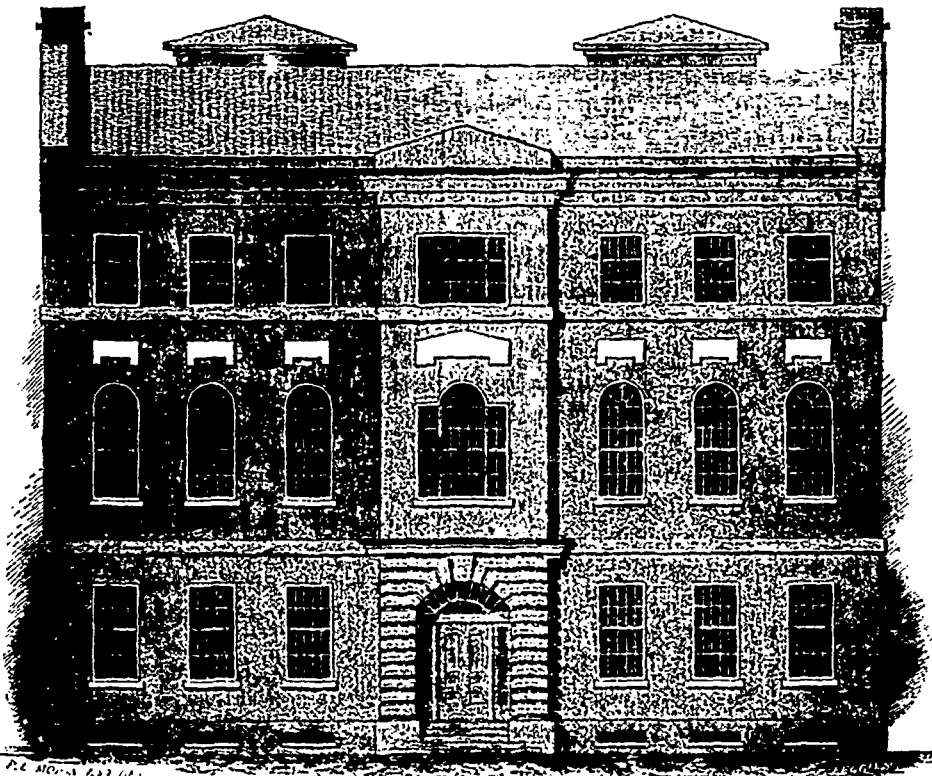
"But, beloved brethren, shall we condemn a system of education which ages have confirmed, because abuses, not certainly such as are insuperable, or even difficult to extirpate, have crept along with it in the course of time? Because forsooth society is bound to attend to the physical wants of its members, shall we enslave education within the narrow limits of a mere physical training?

"Man does not live of bread alone, that noble mind which God Almighty has imparted to him, asks for food of another description. By the study of the ancient classics, that mind will strengthen itself; it will imbibe the wholesome doctrines pervading the works of the noble minds of other ages; it will be both elevated and expanded by its daily intercourse with those master-spirits; it will enrich itself from the stores of knowledge, which they have laid aside for posterity; it will assimilate to its own genius their

productions, and render to the world those treasures, in a new form, the same gold with a new coinage. But the mind of the young child, not unlike his body, will grow by degrees; it would be choked with food better suited for a cultivated nature. Before entering studies of the highest order it has to be initiated in the art of learning. Reason and experience, both, will tell us that it is only by the study of grammar, by the science of language, that the young mind will learn how to compare and co-ordinate its ideas, how to link them together, so as to qualify itself for mastering of the other sciences.

"The rules of language being nearly the same with all civilized nations, those idioms whose grammar is the most perfect, and will lead more effectually to the learning of other languages, will at once offer themselves as the best instruments of mental cultivation. Experience has taught the world that the greek and the latin are in those essen-

tials superior to all other languages. They are indeed the source of all modern European languages; they may be said to be the mothers, or at least the benefactors of each of them, and he who knows them, can easily master their offspring. Their clearness, their vigour, their precision, offer to the student who goes through the analytical process of that study, ample means of strengthening and developing all the resources



of his mind. Besides, greek and latin, bring us as it were, in contact with the greatest geniuses of antiquity, Homer, Demosthenes, Cicero, among the heathens; Jérôme, Augustine, Basilus, Chrysostôme among the christians. Who will deny that much is to be gained in the company of such men."

The Seminary and the Rector of the University lost no time in carrying the Charter into effect. The Faculty of Medicine was the first organized and this was done by the merging into the University of the Quebec school of Medicine, which used to receive a legislative grant of £250, and ceased to exist a short time after the inauguration of the University, most of its professors having accepted professorships in the new institution. Dr. Jean Blanchet, a member of the Royal College of Surgeons of England, one

of the oldest physicians in Quebec, enjoying an immense practice, and a reputation of the highest order, was appointed Dean of the Faculty and Professor of the Institutes of Medecine and of physiology. He delivered an inaugural lecture which has been printed and is considered a remarkable synopsis of the various branches of studies of the medical profession. Dr. Blanchet had been a member of Parliament for Lower Canada under the old constitution and after having retired from public life for many years he was again elected for the city of Quebec in 1854. His health being considerably impaired in 1856, he resigned his professorship and had the title of honorary professor conferred on him. His chair has not yet been refilled, but a lecturer has been appointed in his place. He died on the 22nd of April last and an interesting biography of that able and charitable physician written by Dr. J. C. Taché, is to be found together with his portrait in the 6th No. of *Le Journal de l'Instruction Publique* and in the *Canadian Medical Chronicle*.

The other four professors appointed to that faculty were Dr. Frémont, the present Dean, who is the professor of surgery, Dr. Nault, professor of *Materia Medica* and secretary of the Faculty, Dr. and Landry, professor of anatomy who has visited Europe and collected a museum of anatomy and a library for the University. To these are now to be added Dr. Jackson appointed in 1854, professor of midwifery, Dr. Lemieux lecturer on the Institutes of Medecine and in physiology and Mr. L. M. Larue, lecturer on Medical Jurisprudence and Hygiene. The latter is a young gentleman recently admitted to the medical profession and who has studied in the Universities of Paris and of Louvain for the express purpose of filling the chair to which he will soon be appointed.

The building of the school of medecine was also the first begun and the first completed. It is situated in St. George street and has another entrance on University street which is a kind of Lane on the Seminary ground; on one side of this street is the school of Medecine and on the other the University, and the Boarding house or *Pensionnat*.

The school of Medecine is a building 70 feet in front by 60 in depth and 50 feet high. It is four stories high on St. George street and three on University street. It contains dissection rooms, an amphitheatre, a library, two museums one of pathological and the other of normal anatomy, a collection of surgical instruments, a vast laboratory and a depository of medical preparations, and large and well laid out class rooms. The library contains about 3,000 volumes, and the collections are of the most costly description.

(To be concluded in our next.)

PIERRE J. O. CHAUVEAU.

Canadian English. (1)

BY THE REV. A. CONSTABLE GEIKIE.

Read before the Canadian Institute, 28th March, 1857.

It is a growing opinion that the English tongue is destined to become, for many purposes at least, the language of the world. But supposing such an extension of our vernacular to be probable, will the world speak "English undefiled," or English very defiled indeed? I know nothing of the tendencies in Australia, New Zealand, or at the Cape; but certainly, the English we often hear spoken, and see written, in the United States and Canada, is by no means an improvement on the original. That the American retains some obsolete words, or uses current words in obsolete ways, cannot fairly be objected to, though the very same reasons justify the language of modern Quakerism. But this process will account for a small fraction of the peculiarities of his language. He is daily inventing words which are neither English in character, nor needed to supply any deficiency in the language; and even where peculiar circumstances may make such a coinage, or such perversion of words from their primary significance pardonable, the circumstances are continually disregarded, and they are applied in cases where no such need exists, to the exclusion of the proper phrase, and to the injury of the language.

Canada inevitably partakes of the same influences. Her language is largely affected by such lawless and vulgar innovations. New words are coined for ourselves by a process similar to that which calls them into being in the neighbouring States; still more, they are imported by travellers, daily circulated by American newspapers, and eagerly incorporated into the language of our Provincial press. The result is that, with that alacrity at sinking which belongs to human nature, we are in a fair way of appropriating what is worthless in the word coinage of our neighbours, in addition to all which our peculiar position may generate among ourselves.

It is not necessary to attempt any methodic classification of words or phrases; the purpose of this paper will be sufficiently accomplished by noticing a few of the most characteristic novelties as they occur to me. Neither shall I make any distinction between obsolete words and modern inventions. It is enough if it can be shown that words, unrecognized by good authors, are daily used; that words duly recognized are used in improper ways; or that extraordinary creations, and combinations of letters and phrases, are extensively circulated without supplying a recognized want, or contributing in any sense to the enrichment of the language. To refer, then, to a few examples of such transatlantic innovations on the English language: when Englishmen wish to mark their sense of the services of some public personage, by a suitable testimonial, they are said to *give* or *present* something to him, and the thing so *given* or *presented* is called a *gift* or *present*. But with us it is becoming fashionable to speak of such a gift as a *donation*, and still more of a thing *donated*. A minister is, with peculiar delicacy, dragged up before two or three hundred people and a band of music, to receive a *present* from his congregation, of a horse, it may be, or a purse of money,—and this gift, dubbed a *donation*, is *donated* to him at what is called a *donation-meeting*. Webster says, that *donation* is usually applied to things of more value than *presents*; but while such may be true in the States, I have known it applied here to be a basket of musty cakes. I suppose that *donation*, has a certain meaning in law. Its most ordinary English application is to a single gift in money, in contra-distinction to the periodical payments of a fixed sum as subscription. When applied to a *present*, public or private, I apprehend such an application of the term has its origin in mere pomposity. The language stands in need of no such expression so long as we have our old Saxon *gift*.

In England, when one man accommodates another with the use of money for a time, he lends it. The sum is called a *loan*, but he who provides it is said to *lend* or to have *lent*. Here, however, it is becoming usual to speak of having *loaned* to another. Webster

(1) We must say that few of the innovations in language alluded to in this interesting article, are known in Lower Canada, and that so far as our observation goes, the criticism of the writer is rather severe. However it is proper that every means should be taken to check at the outset any *doubtful improvement* of the two languages spoken in this country.

It is with this view that we republish the present article. We are aware that the accounts given of the alleged corruption of the French language in Lower Canada have been greatly exaggerated; and we certainly are of opinion that Canadian critics ought to be guarded, in making any uncalled for disparagement of the people of this colony.

says that to *loan* is rarely used in England, and I may say that I never heard it there. What advantage then does it possess over the more familiar form of the verb that it should supersede it here? Surely the phrase "money to lend," is sufficiently intelligible. To talk of *loaning* money, would suggest to an unsophisticated Englishman, the idea of some unknown process at the mint.

Again, let a clergyman study his sermon, a professor his lecture, a member of Parliament his speech, or a merchant the state of the markets and the rate of exchange: an educated or uneducated Englishman would probably say, "*the man is master of his subject*," and than this, more need not and cannot be said. In the States and Canada, however, a new phrase is current. A member of our Assembly makes a luminous speech, say about that great institution of modern civilization, the gallows,—and writers forthwith remark, that "he is *posted-up* on it." A Professor of Anatomy gives a lecture on some abstruse branch of his department of medical education, and his admiring pupils exclaim that "he is well *posted-up* on his subject." A metaphysician once more grapples with the old problem how many angels can stand on the point of a needle, and he, too is *posted-up* on it." A clergyman is *posted-up* in theology, a black-smith in iron, a milliner in crinoline, a mother in nursery government, and an undertaker in the art of "performing" funerals, and coffining his customers. But, while ledgers may and should be "posted," it has not hitherto been the English practice to treat men so, unless they be black-legs.

A man in England possesses notable capacity, and people style him *capable*, or *able*, or *great*. In Canada he is designated *first-class* carriage, or a *first-class* prize, or even a *first-class* prize ox. may be right enough, but why apply phrases with such poor associations to men of splendid intellect? Is it not enough that a man be *great*? Will he seem any greater when indissolubly associated with a railway van? The originators of such expressions no doubt thought so, but if the victim of such a nick name be what it is supposed to imply, he will not thank his admirers for the compliment.

A man in Britain buys a house, or farm, and it is said to be *in*, or more precisely, *situated* in such a street, or district, or county. Here, nobody or thing is *situated* anywhere; all are *located*. Our farms, our houses, our congregations, our constituencies, all are *located*. We admire a mansion occupying a healthy, or commanding site, and we are told that "the *location* is good;" a clergyman is congratulated on his incumbency, which is styled a comfortable *location*; and so on *ad infinitum*. To *locate* is a purely technical term, belonging to land-surveyors and their profession, and it is difficult to perceive any gain to the language by its application being extended beyond its original technical significance.

Ask an Englishman how much he has accomplished of a given work, and he will reply if getting on well, "a good deal." Ask the same question in our own colony, and if in a like position, the answer will be, "*considerable*." Now, *considerable* means, "worthy of consideration." Thus: "a man has a *considerable* fortune." We can understand when, in answer to the question, "how are you getting on with your mathematics?" the student replies *considerable*, or, still more elegantly, "*considerable* much." He means to say, "very well" and it is to be regretted that he should not say so. Or to give another specimen of the novel mode of applying this word *considerable*; a newspaper editor recently illustrating by comparison the telegraph-cable designed to unite Canada with the States, by being laid in the bed of the River St. Clair, from Detroit to the Canadian shore, says of it: "it is larger by *considerable* than the Atlantic submarine cable."

A man *concludes* a bargain, and he *resolves* on a certain course of action. A man also comes to a *conclusion* after having considered a matter. But there is a difference between coming to a conclusion and resolving. To do the former, merely implies that he has formed an opinion, to do the latter implies that he has determined on a course of action. So we understand it, and so the words are used in English literature. But it is becoming common in Canada to confound *conclude* and *resolve*, and to speak of conclusions when resolutions are intended. Thus:—"I *conclude* to go," is put for, "I have *resolved* or made up my mind to go;" surely a very needless confusion of ideas or vocables.

A *territory* is defined by Webster to be "a tract of land belonging to, or under the dominion of a prince or state, lying at a distance from the parent country, or from the seat of government." It is also used for the *whole lands* belonging to any kingdom or state. On this continent, it is often applied in its first signification, thus:—"the *territory* of Wisconsin," and indicates then, either all the lands of a state or nation, or certain distant or outlying possessions.

Region and *district* again indicate a portion only of a kingdom, province, or territory. But a *district* may indicate a very minute portion of a state, county, or even of a city; whereas a *region* describes so wide an extent of country, as almost to be synonymous with that word. Beginning, then, with the latter, we say *district* means the smallest measure, *territory* a large measure, and *region* the largest of all. But in the States and Canada, the three words are often confounded; *territory* is put for *region*, and *region* for *district*, until neither word has any exact or specific meaning left. It is inevitable, indeed, in a new country, settled under peculiar circumstances, so different from those of the mother country, that new terms should be devised. Hence our Gores, Townships, Concessions, broken-fronts, water-lots, &c. But all of these are definite, universally understood with the same significance, and so contribute to the precision of language, instead of detracting from it, and as such, some of them at least, will be permanently incorporated into the English language.

People who speak English, say of a jury when it returns to court, and expresses its judgment, that "it *renders* its verdict," and this act is called "the *rendering* of a verdict," or technically "its *finding*." All this appears intelligible, and we are slow to imagine anything plainer. But people who, whatever their shortcomings, try to speak the language of Swift and Addison, are little aware of the progress of the age. With many among us, juries never *render* verdicts, but make *rendition* of them; and such, in lieu of speaking of a *finding* or *rendering*, refer to what they style a *rendition*, a mode of expression which, whatever it may be, is not English in such a connection. There is such a word as *rendition*, but it means *surrender* or *yielding possession*, it is a diplomatic, or law term, more than anything else. Let us apply the true meaning of the word to the action of a jury. Thus:—"the jury returned to court in the course of half-an-hour, and *surrendered* or *yielded* possession of their verdict." I submit that such bodies of men give, or express, but do not *surrender* opinions. Indeed, one would like to know how any man could *surrender* an opinion? A man may make *rendition* of his property, but he only *expresses* his sentiments. As the men of Derry said, so say I, "no *surrender*." But the most absurd use of this abused word may be illustrated by its mode of introduction in a newspaper notice of a concert recently given in Toronto. The writer seems to have been pleased with some tune, and he accordingly speaks of "the beauty of its *rendition*." Musical people do speak in a certain sense of "*rendering* tunes," but the author of this critique has the honor of originating the idea of a tune being capable of *rendition*. The unsophisticated reader would be sorely tempted to ask how in all the world could a man *surrender* a tune? Doing so implies a measure of coercion. But can a singer be forced to sing, or even, having done so, does he thereby *surrender* the tune? By force you may take the notes out of his hand, but how can you take them out of his throat?

In England it occasionally happens that great offenders are *hanged*, but in the States and Canada, criminals are never *hanged*; they are all *hung*. In England, beef is *hung*, gates are *hung*, and curtains are *hung*, but felons are *hanged*; in Canada, felons, beef, gates, and curtains, are all treated in the same way.

But our English is not only wayward and independent, it is also so exceedingly modest, that we are in danger, not only of altering our vernacular, but of forgetting how our bodies are constructed. If we know anything of English conversation or letters, we speedily find out, even if stone-blind, that British men and women have both arms and legs. But in Canada, a stranger who could not see, would find it difficult to discover much about our conformation. He would learn that both sexes had *limbs* of some sort, but from any information which our language would give, he could not tell whether their *limbs* were used to stand on or hold by.

Among British domestic fowls there are many styled *gallinaceous*; and among these are cocks and hens, male and female. But a blind naturalist could never fancy that we have the same distinctions in Canada. He would, indeed learn that we have hens; but he would wonder in vain what had become of their mates. That there existed an unknown creature called a *rooster*, he would early discover, but unless he made particular enquiry, he might return after a year's residence among us, thoroughly convinced that the hero of the barn-yard does not exist in the province. In Canada, such a garment as trowsers is unknown. What do we wear? Pantaloons is the reply; or more familiarly *pants*, with the feminine elegance *pantalets*! But is this the fact? Certainly it is not. At least it has never been my fortune to meet with one in this country who wore them. Pantaloons are an article of dress, out of fashion for fifty years. In more familiar vernacular they were wont to be

called skin-tights, and while answering a similar purpose, are very different from trousers in their shape. The origin of such a misnomer is sufficiently obvious. Such prudish euphemisms are by no means peculiar to Canada or the States. They find their complete parallel in the English synonyms: *unmentionables* or *inexpres-sibles*, and the like familiar shibboleths of immodest prudery, which belong exclusively to no class or county, but are none the less to be avoided by all who would regulate their mode of thought and expression by purity and true refinement.

In England, good housewives and the lieges at large, are sometimes horrified by the apparition of a loathsome insect, ye!ept a *bug*. Gardeners also find creatures of the same genus on their plants, and zoologists are familiar with numerous varieties of them. But, however great the variety, and how very diverse the habits of different *species*, few words associated with insect life are so universally avoided, or are, from certain associations, more revolting than this monosyllable. And yet, we hear people on this side of the Atlantic, who, to say the least of it, are quite as familiar with this insect-pest as those on the other,—applying this nauseous title to the beautiful fire-fly which makes our fields so glorious on a warm summer night. Canadians call it the “lightning-bug.” Here, we have, not simply an abuse of language, but a breach of good taste, which it might be thought no person of refinement could ever perpetrate. As well might they dignify a vase of sweetly scented roses by making it share with the offensive and suffocating missile occasionally employed in naval warfare, the euphonious epithet of “stink-pot!” Moreover as this term *bug* is universally employed both in Canada and the States as a synonyme for *insect*, the further result is a loss of precision, such as, in the commonest use of terms at home, discriminates at once between a fly, a beetle, and a grub. In England the term *fly* is also applied occasionally to a light vehicle, and it is on the same principle I presume that a four wheel dig receives here the elegant name of *buggy!*

Turning again to another class of words; there is a curious disposition manifested among our manufacturers of improved English, to convert our regular into irregular verbs, for the sake of gaining what some modern grammarians have styled the strong preterite. In England, when a swimmer makes his first leap, head foremost, into the water he is said to *div*, and is spok-n of as having *dived*, in accordance with the ordinary and regular construction of the verb. Not so however, it is with the modern refinements of our Canadian English. In referring to such a feat here, it would be said, not that he *dived*, but that he *dove*. Even Longfellow makes use of this form,—so harsh and unfamiliar to English ears,—in the musical measures of his “Hiawatha:—

“Straight into the river Kwasind
Plunged as if he were an otter,
Dove as if he were a beaver,” &c.

As we say *drive*, *drove*, *driven*, we may look for the completion of the verb to *dive*, on its new model, and find the next poet's hero having “*diven* as if he were a beaver” or any other amphibious native of the new world. Though as yet unsanctioned by such classic authority, the verb to *give* not unfrequently assumes among us the past form of *he giv*, *rose* becomes *ris*, *child*—*chode*, *delved*—*dolve*, *helped*—*holp*, or *holped*, *swelled*—*swoll*, &c. Yet so lawless and systemless are the changes, that, along with such alterations, which might seem to aim at a universal creation of strong preterites, we have the process reversed, and *froze* becomes *frezed* or *friz*, *felt*—*feeld*, &c. That some of these are as yet mere vulgarisms is not to be denied, but when the older examples receive the sanction of the highest literary authorities we may reasonably dread that the adoption of the remainder is a mere question of time.

When an Englishman speaks at random or without sufficient authority, he *guesses*. When he expresses an opinion, he *thinks*. *Guess* and *think* are not synonyms, but refer to two opposite states of mind. Far otherwise is it in the neighbouring republic, and with too many here; for, with Americans and their imitators, *guess* and *think* have an identical signification. A “Clear-grit” *guesses* that the person beside him who does not spit on the floor, is a tory and a contemptible aristocrat, while a tobacco-moistening “Hoosier” *guesses*, and for like reasons, that a Boston merchant must be a federalist. Now if they only knew it, neither of these discerning and refined individuals *guesses* at all. Contrariwise each feels confident in the matter pronounced upon. The general conduct of the persons of whom they thus judge, together with the subdued action of their salivary glands, has satisfied both that the political tendencies of the others must be the antithesis of their own. They are in no uncertainty, and a *guess* is impossible. The ordinary American use of this word justly subjects its users to ridicule, un-

less the precision which our English tongue once boasted of, is no longer a feature worth preserving.

But a volume might be written about the evils glanced at here, In closing this paper, therefore, I can only indicate a few more of the indigenous elegancies which are already meeting with such general acceptance, and thereby corrupting, not simply the speech of the Province, but such literature as we have. It cannot, we fear, be justly affirmed that such expressions as the following are so entirely confined to the vulgar and uneducated as to be undeserving of notice as an element likely to affect permanently the language of the Province:—

“Are you better to-day?” inquires Britannicus. “Some,” replies Canadiensis. “Were there many people present?” asks B. “Quite a number,” answers C., meaning thereby, “a number,” for how can a number be otherwise than *quite a number?* B:—“Where did you go to-day?” C:—“down town,” that is, he walked through, or in the city. B:—“are you going by this train?” C:—“yes, I’m just on board.” B:—“where is your master?” C:—“the boss is out.” B:—“How many horses have you?” C:—“a span,” which word he substitutes for “a pair.” B:—“what is that man’s character?” C:—“he’s a loafer, that is, in plain English, “a good for nothing fellow.” B:—“how do you vote?” C:—“I go the Hincks ticket.” B:—“has there been a committee meeting?” C:—“yes, they had a caucus last night.” B:—“can that wheel revolve now?” C:—“yes, I guess it can do nothing else, for I’ve fixed it.” B:—“did you mend my shoe?” C:—“yes, I’ve fixed it.” B:—“when will your sister be ready?” C:—“Jane is just fixing her hair.” B:—“what do you eat to venison?” C:—“jelly fixings.” B:—“what have you done with your other horse?” C:—“I’ve dickered him.” B:—“what kind of a speaker is W—?” C:—“a stump orator.” B:—“how did he get his present office?” C:—“by chiselling.” B:—“is there much jobbing in the house?” C:—“no end of log-rolling.” B:—“did he run away?” C:—“yes, he sloped,” or “he made tracks.” B:—“how do you feel to-day?” C:—“I’m quite sick.” B:—“sick! why don’t you take something to settle your stomach?” C:—“my stomach isn’t unsettle. Its my toe that aches!” &c.

Nor is it in solitary words or phrases alone that we are thus aiming at “gilding refined gold,” in our improvements on the English language. So far has this process already been carried that it would not be difficult to construct whole sentences of our Canadian vernacular which, to the home-bred ear, would stand nearly as much in need of translation, as an oration of one of the Huron or Chippeway Chiefs whom we have supplanted from their ancient hunting grounds on the shores of the great lakes. Let us take a brief example. A Canadian who has enjoyed the advantages of the American vocabulary will thus describe a very simple transaction:—“I traded my last yorker for a plug of honey dew, and got plaguy chiseled by a loafer whose boss had dickered his lot and betterments for notions to his store;” some of the words introduced here are genuine Americanisms, such as *betterments*, i.e. improvements on new lands; *lot*, or division of land; *town lots*, sites within the area designed for a village or town; *boss* (Dutch) the euphemism for the unpalatable word *master*; and *store*, the invariably term for a shop. Others again, such as *yorker*: a shilling york currency, or sixpence sterling, are no less genuinely Canadian; and the whole, will become intelligible for the first time to the inexperienced English ear when thus translated:—“I exchanged my last sixpence for a packet of tobacco, and got thoroughly cheated by a disreputable fellow whose employer had bartered a piece of improved land to obtain small wares for his shop.”

These and a thousand other examples which might be produced, fully justify the use of the term “Canadian English,” as expressive of a corrupt dialect growing up amongst our population, and gradually finding access to our periodical literature, until it threatens to produce a language as unlike our noble mother tongue as the negro patua, or the Chinese pidgeon English. That the English language is still open to additions no one can doubt, or that it assimilates to itself, when needful, even the racy vernacular of to-day, to enrich itself, where synonyms are wanting. Hence, whenever a single word supplies the place of what could only be formerly expressed by a sentence,—unless the word be singularly uneuphonious,—the language gains by its adoption. But if *chiseling* only means *cheating*; and *log-rolling*,—*jobbing*; and *clearing out*, or *making tracks*,—*running away*; then most men of taste will have little hesitation in their choice between the old-fashioned English of Shakespeare, Milton, Swift, and Addison, and such modern *enrichments* of the old “well of English undefiled.” Such words-of-all-work, again, as *some*, and *quite*, and *fix*, and *guess*, having already a precise and recognized acceptance in classical English, it is probable that good writers and educated speakers will still recognize

them in such sense, and when they fix a wheel immovably, they will say they have fixed it; but when they mend or repair the same wheel, they will find no inconvenience in using one of the latter terms as equally apt and less ambiguous. And so also when they make a guess at some fact beyond their certain knowledge they will say so; but when they speak of what they actually do know, they will state it as a fact, and not guess about it.

An amusing illustration of the manner in which such misuse of words can obscure the sense of their true meaning even in the minds of educated men, is furnished by a critical comment in the "Shakespear's Scholar," of Richard Grant White, A. M., (1) on the following passage in "Richard III." Act IV, Scene IV:—

STANLEY. Richmond is on the seas.
K. RICHARD. There let him sink—and be the seas on him.
White livered runnagato;—what doth he there?
STANLEY. I know not, mighty sovereign, but by guess.
K. RICHARD. Well, as you guess?

A better illustration of the correct use of the word could no where be found. Stanley says he does not know, he only guesses; and the king replies; well tell me what your guess or suspicion is. But hear the American critic:—"If there be two words for the use of which, more than any others, our English cousins twist us, they are 'well,' as an interrogative exclamation, and 'guess.' Milton uses both, as Shakespear also frequently does, and exactly in the way in which they are used in America; and here we have them both in half a line. Like most of those words and phrases which it pleases John Bull to call Americanisms, they are English of the purest and best, which have lived here while they have died out in the mother country." To such "English of the purest and best!" are we fast hastening, if some check is not put on the present tendencies of our colloquial speech, and the style adopted in our periodical literature.

It may be assumed that enough has now been said to shew the truth of the complaint with which this paper began. How then is the evil to be remedied? One or two suggestions occur to me which may not seem unworthy of some attention, as means calculated to check in some degree this growing evil. The first is that, educated men in private stations should carefully guard against the errors indicated, and others germane to them, and use their influence to check them when introduced. The second is, that our common school teachers should not only do likewise, but should correct the children under their care, whenever they utter slang or corrupt English, not only in the school, but in the play-ground, and on the streets; and the third is that, our newspaper and other writers should abstain from the attempt to add new force to the English tongue by improving the language of Shakespear, Bacon, Dryden, and Addison. It is true that these are antiquated names; and it may be that some among us rather know them by the hearing of the ear than the sight of their works; still, weak though it may seem, and—to cull once more, for the sake of illustration, one of the choicest phrases of Canadian letters,—"old foggyish" though it may appear, I cannot get rid of the impression, that those men understood English fully as well as any American or Canadian author, and that, though they never wrote slang, no one either on this side of the Atlantic, or on the other, has written, or is likely to write, either with augmented force, or greater clearness.—*Canadian Journal of Science.*

Grammar.

I.

Sometimes we are asked (and the enquiry is an interesting one) at what age children may be taught grammar. All such inquiries depend upon two other questions. First,—What particular faculties of the mind does the subject appeal to? Secondly,—At what age of the child do those faculties begin to develop themselves? The faculty of *observation* is the earliest in the order of development, and such subjects of instruction as excite and direct the power of observation should be the first to which the attention of children should be introduced. On this account, *object lessons on natural history* may be given to infants even before the power of reading is attained. On this account also *geography* should be taught before *arithmetic* and *grammar*. To limit our observations to grammar, it should be borne in mind that it has not to do with the perceptive or observing powers so much as with the faculties of *abstraction, classification, and induction*. It is important,

* Shakespear's Scholar; being historical and critical studies of his text, characters and commentators, &c. By R. G. White, A. M. Appleton & Co., New York, 1854.

therefore, to ascertain at what periods of child-life these faculties are beginning to be developed. Of course it is possible to override the question of mental science altogether, and to make lessons of grammar—what they too often are—lessons of mere memory, the understanding being left uncultivated and unfruitful. And, again, although grammar, for the right comprehension of its principles, requires the exercise of faculties higher in the order of development than perception, and so should be taught later than geography or natural history; yet there are portions of it that do not require these faculties, or at least may be simplified by a skillful use of the power of observation, and so be brought down to the level of younger children. To make our meaning clear, we may give very young children a clear notion of a *noun* by bidding them look about them for objects which they can see around them; and as clear a notion of an *adjective* may be mastered by pointing out the properties of that object. For example, the teacher takes a flower, which the child has named as an object he can see. The word *flower* is a *noun*. It is *white, beautiful, fair*, or whatever other properties the class may observe; for the co-operation of the whole class should be expected, and their attention by this means secured. *White, beautiful, fair are adjectives.*

There are other particulars which the teacher should observe if he would make the subject of grammar intelligible to young children:—

1.—He should employ oral teaching before employing textbooks. By this means he can not only dispose of difficulties which are foreseen, by simple and familiar illustrations, but also deal with others as they arise, and which books cannot anticipate.

2.—He should keep back every rule until its necessity has first been felt.

3.—He should allow no rule to be committed to the memory until it has first passed through the understanding.

4.—He should use familiar metaphors where there is a difficulty in comprehending the definition of the harder parts of speech. Conjunctions may be called *hooks*: propositions are *pointers* or *finger-posts*.

5.—Rules and definitions should be first given which are general; the rules without the exceptions, and the definitions without the inflexions. The great, broad, roads of the district are to be traversed, and the by-paths left at present for after and closer investigation. The larger and more prominent features of the edifice are to be made familiar to the mind, rather than each individual stone of which the edifice is composed.

Questions to which the above remarks supply material for answers:—*What particular faculties of the child does the subject of grammar appeal to? Upon what previous question depends the question as to the order in which school subjects should be taken? By what method may Grammar be brought down to the level of younger children? Give examples of their method. What advantages does oral teaching possess over teaching by books? Enumerate some general rule which should be observed in early lessons on Grammar.—Papers for the Schoolmaster.*

NOTES OF A L. G. SON IN NATURAL HISTORY.

Children between the ages of 7 and 9.

THE GOAT.

METHOD.

As I was passing down a lane, not far from this school, the other day, I saw something lying in the road that I first thought was a dog. Well I walked towards this thing that was lying in the road, and when I came near it it got up and walked towards me, and then I saw that it had horns, and then I knew that it was not a dog, for dogs do not have horns. So I looked at it, and saw that it was not quite so big as a sheep, that it had two horns curling backwards, and underneath its chin there was some hair like a beard; and then I said "this is a goat."

If the children did not give it now, I should refer to some more characteristics: its fearlessness, liveliness, &c.

On commencing the lessons, I should question on the facts already mentioned, viz.—its beard, horns, &c.

Where shall we find the goat? *In the lane.*

Yes! but all goats do not live in the lanes.

Then where shall we find them? *No Ans.*

If we go into the green fields, what animals do we find most of?—*Sheep.* Now what do we get from the sheep?—*Meat.* Yes! and we get meat also from the goat.

Why then do we see so many sheep and so few goats?—*No Ans.*

If I were to put some bread and some potatoes before you when you

were hungry, which would you take for food?—*Bread*. Why would you take this?—*Because it is better food*. Yes! and when we go into the fields where food is grown for us, we find most of them *corn fields*. Yes! there are more corn fields than *potato fields*. Why?—*Because the corn provided us with better food*. And just now we said with us there are more sheep than goats; can any boy find the reason.—*Because the sheep provides us with better food*.

Then where may we look for the goat? Where there are not many sheep.

Where shall that be?

What kind of food does the sheep like? *Nice grass*.

Yes! and to be nice grass there must be *good ground*.

Now what kind of ground is not good for grass to grow in? *Stony*.

Yes! and when this stony ground goes high up almost to the clouds, we call it—a *mountain*.

Then it is on—*mountains* that we shall find—the *Goat*.

Now we will forget that we are here at school, and go to one of these *mountains*. You see it rises gently at first, and we can go up it *easily*; but soon it gets steeper and steeper, and we have to use strong sticks to help us up, and then we look down and see the people below walking about like little dots, and then we look up and see what great height this mountain is, and then a long way up we see something jumping about from rock to rock, and running about without the help of any—*sticks*, and yet it goes a great deal faster up there than you or I could do even on level ground; and, look! see that one, it is on a ledge no wider than my hand. I should think it would—*fall over*.

If I or you were placed there, we should fall over and be dashed to pieces. But still it keeps on, and see that jump it just now made about the height of this—*room*. How is this? It can do all this while we are obliged to go very slowly, and use large—*sticks* to keep us from—*falling*.

To illustrate this I should take a penny, and show that if the edge be slightly notched, it will stick even to a wall. Then draw attention to the goat's hoofs; they are notched, so that it can lay hold of the smallest rise in the ground with great firmness, and yet never fall.

Draw attention to the fact that if placed on smooth ice, he instantly falls, but if the slightest roughness occurs, he bounds along with great speed.

We will now follow the goat home. He has been—*jumping about* snapping up the little grass he finds, and now he goes—*home*, and we see him lay himself down and begin chewing, and yet we don't see any food near him. Where does he get it from? When he was on the mountain he was so quick that he didn't stop—to *show* it, but swallowed it as—*he picked it*. Rather strange. If you swallowed a tart when you are at school, could you, when you got home, call it back and chew it? Then how can the goat? *No Ans.*

If you are going along the fields on a very hot day, and you have an orange in your hand; when you are hot and tired you feel as if you would—*like to eat the orange*. But then supposing you have a long journey to go, you say "I shall be tired—*again by and by*, and then I should like—*another orange*. But then you have not got another orange, so you say—"I will keep part of this." Then you only eat part of this—*orange*, and put the other part—in your pocket. So does the goat. But where is his pocket? It is not—*outside*, then it must be—*inside*, and here he puts all the food that he gets on—the *mountains* and when he gets home he takes it out and eats it. This is called—*chewing the cud*; other animals that chew the cud—*cows, sheep, &c.* Look at the feet of these. What do we notice about them? That they are—*loven*; that is—in two pieces. Then when you see an animal's foot in two pieces, you may be sure that—*it chews the cud*.

Refer to the places where it is found. What did we say was not found there? *The sheep*. And instead of the sheep we have—the *goat*. Then the goat supplies the place of the—*sheep*.

It also gives us milk, and thus supplies the place of—the *cow*.

Its skin is made into a thin kind of leather, called after the young—*kid*; but it provides also nice warm beds for those men who look after them.

RECAPITULATION.—Where do we find the goat? In *mountainous districts*. What does his food consist of? *Grass*. How is it that it can climb so well after the grass? *Because its hoofs are notched*. What does it do when it gets home? *Chews the cud*. What is the mark of all animals that do this? *The cloven foot*. What does it provide the people that take care of it with? *Milk*. Some uses after it is killed? *Food and leather*.—(*Papers for the Schoolmaster.*)

LITERATURE.

POETRY.

EARLY RISING AND PRAYER.

When first thy eyes unveil, give thy soul leave
To do the like; our bodies but forerun
The spirit's duty: true hearts spread and heave
Unto their God as flowers do to the sun;
Give him thy first thoughts then, so shalt thou keep
Him company all day, and in him sleep.

Yet never sleep the sun up: prayer should
Dawn with the day: there are set awful hours
'Twixt heaven and us; the manna was not good
After sun-rising; far day sullies flowers:
Rise to prevent the sun; sleep doth sins glut,
And heaven's gate opens when the world's is shut.

Walk with thy fellow-creatures: note the hush
And whisperings amongst them. Not a spring
O: leaf but hath his morning hymn; each bush
And oak doth know I AM.—Canst thou not sing?
O leave thy cares and follies! go this way,
And thou are sure to prosper all the day.

Serve God before the world; let him not go
Until thou hast a blessing; then resign
The whole unto him, and remember who
Prevail'd by wrestling ere the sun did shine:
Pour oil upon the stones, weep for thy sin,
Then journey on, and have an eye to heaven.

Mornings are mysteries: the first, world's youth,
Man's resurrection, and the future's bud,
Shroud in their births; the crown of life, light, truth,
Is styled their star; the stone and hidden food:
Three blessings wait upon them, one of which
Should move—they make us holy, happy, rich.

When the world's up, and every swarm abroad,
Keep well thy temper, mix not with each clay;
Despatch necessities; life hath a load
Which must be carried on, and safely may:
Yet keep those cares without thee; let the heart
Be God's alone, and choose the better part.

HENRY VAUGHAN.

OLD LETTERS.

"He opened it, and face to face arose
The dead old years he thought to have escaped
All chronicled in letters; there he saw
Answers to some of his, containing doubts
Long since become negations; some again
Encouraging resolves of his, long broke,
And, as he thought, forgotten;—not a leaf
But marked some downward steps. O! in our life
There are no hours so full of speechless woe
As those in which we read, through misty eyes,
Letters from those who loved us once; of whom
Some have long ceased to love at all—the hand
That traced the fond warm records, still and cold—
The spirit that turned to ours, long lost to all
That moves, and mourns, and sins upon the earth;
And some, O! sadder tho', by us estranged,
Still live, still love, but live for us no more."

Banner of Light.

SCIENCE.

The Study of Botany.

An Essay read before the Dauphin County Teachers' Association,

BY SAMUEL D. INGRAM, CO. SUPT.

The cold winds of winter sweep over mountains, valleys and plains; and the flowers—the beautiful flowers—have flown for a season to return with the balmy breezes of spring. Where are the violets and anemones of spring-time; the asters and solidagoes of autumn? You may seek the meadow and the hill-side, you find not the modest violet the trailing arbutus with its little white, flower and tinge of delicate pink, the gentle waiving wind flower nor the lily of the valley; in your gardens no longer bloom roses, tulips, peonies; pass through the fields and forests, the asters solidagoes, erigerons and verbenas are gone. But are these beautiful things, that all should love and admire, gone forever? No! They only sleep! They shall rise again! The returning sun and the gentle showers of April and May will awaken them once more. Then again can we linger among them, inhale their sweetness and fragrance, enjoy their beauty, and converse with them as we do with familiar friends;—in the meadow, along the gentle flowing rivulet, in the forest under the wide-spreading bough, in fields and gardens, in valleys and on mountains, amid overhanging precipices.

Although winter does not appear to be the proper season to treat of flowers, yet as "The importance of the study of Botany," has been assigned me as a subject, I shall endeavor to say something in reference to it; and should I induce one teacher present to engage in the study of a subject so interesting, I will feel that my effort has not been in vain.

The term botany is derived from the Greek and signifies herb or plant. It is a term applied to the whole vegetable kingdom. In early times, botany was not studied as a regular science, like music, painting, drawing, sculpture and architecture, although a knowledge of plants was as that time, as now, considered an important branch of learning. Dioscorides, an eminent physician who flourished in the reign of Nero the emperor and tyrant of Rome, applied himself to this study in a particular manner, and acquired great reputation on account of the progress he made; though he only mentioned about six hundred plants, and described them very imperfectly.

From the time of Dioscorides until the fifteenth century, but little attention was paid to botany; indeed, all the sciences were veiled in clouds of darkness and ignorance. About this time, those having opportunity, began to read and study the ancients with diligence, in order to make themselves masters of the knowledge which had been so long involved in obscurity. The botanists studied plants only from the books of the Greeks and Romans, forgetting that the same plants flourished with them, that the ancient writers had described in their imperfect manner.

The sixteenth century produced several accurate botanists, among whom might be mentioned particularly, Casper Bauhinus, professor of botany in Basle who died in 1624. At this time nature was studied as well as books botanists ventured into the open fields and daily made new discoveries. Owing to the great number of plants, all differing from each other, it became necessary to devise some systematic mode of classification, and accordingly several methods were adopted. Linnæus, the father of modern botany and the prince of naturalists, who died in 1778, invented the artificial system of arranging plants into classes and orders, depending upon the number and position of the stamens and pistils. This is an easy and simple mode of classification easily understood. Jussieu, an eminent botanist and physician, cotemporary with Linnæus, classed plants according to certain distinctions in the seed, and other resemblances which were found to be universal. This is called the natural method, because it brings into groups such plants as resemble each other in medicinal and other properties. In some respects, the artificial system is objectionable; but for beginners, those who desire to study alone, and wish only to obtain a knowledge of the names of plants, it is preferable. To obtain a thorough knowledge of the vegetable kingdom, the natural method should engage the attention of the student. Both methods may, however, be studied with advantage.

Since the time of Linnæus and Jussieu, many works on the subject of botany have been published, and much more is known than before, of the habits, physiological structure, and uses of plants. The study of botany is now the study of a science. If the study of chemistry is useful and important, so is a knowledge of botany.

Having thus briefly referred to the history of this science, its importance as a study next claims our attention. Let us consider, for a moment, whether the *sedentary student*, accustomed to pore over his Latin and Greek, geometry and algebra, his history, chemistry, astronomy and philosophy, would be benefited by devoting a portion of his time to the study of botany? A knowledge of botany cannot be acquired like these branches, within the narrow precincts of a closet. The student, should he turn his attention to this study, must wander through valleys and over hills, range the forest and climb the steepest rocks, for the purpose of examining carefully the book of nature spread out before him—the only book containing the knowledge he is in quest of. To do this, requires resolution and energy; but he returns from his excursions, invigorated by the active exercise; his lungs playing freely; his appetite sharpened; head clear; and fully prepared with less danger to health, to engage with renewed ardor in the prosecution of his studies. Better to restore the wasted energies of the mind in this way, than to resort to the billiard table and bowling saloon for exercise and recreation. The teacher, confined day after day, in the school room, breathing an impure atmosphere, with irritable nerves, and a feeling of depression, should pursue this study, so that in his walks he may at every step meet an interesting object to engage his thoughts. The huntsman, in pursuit of game, wanders for miles and miles without a feeling of fatigue; so does the lover of botany when searching fields and woods for some rare and valuable plant. The teacher pursuing this study, returns to his school with the collection of plants, feeling better and happier

after his walk, and prepared for the remaining duties of the day. To interest and awaken his pupils, he analyses a plant; explains its parts; names it; and teaches them to look from nature up to nature's God.

Should not every farmer living in the midst of the wonders of the vegetable world, know something of this science? Is it of no importance to him? Let him go into his woods and examine closely the different species of oak, hickory, chesnut, locust, maple, walnut, gum, poplar, ash, birch, pine, spruce, cedar, &c. Can he do so without this knowledge? Does he understand fully the value of the different species of the oak alone,—the most useful tree in our forest, which like iron has been multiplied by nature in proportion to its utility, and which, as has been remarked, is used by the shipbuilder, by the civil engineer and architect, the cooper, the coachmaker, the wheelwright, the millwright; in the construction of farming implements; for fences and fuel; in tanning leather, in dyeing, &c. Unacquainted with the special value of every tree composing his woodland; should he enter it and with ruthless hands fell the valuable with the worthless? Should not his ornamental and shade trees claim his special attention and care? Does he know anything *botanically* of his apple, pear, peach, plum, quince, apricot, cherry and other fruit trees? Anything of their history; how they have been improved; and how they can be still further? This is the province of botany, combined with agricultural chemistry. The same may be said of his carrots, beets, celery, peas, beans, potatoes, tomatoes, currents, wheat, rye, oats, barley, corn, clover and timothy. It would be unnecessary to enumerate the medicinal plants growing all over his farm; nor shall I mention the worthless weeds, whose habits he should understand,—which although considered worthless, yet studied botanically, they become interesting.

I have thus referred intentionally and at some length to the familiar productions of every farm, which however, are all described particularly in botanical works. I know that every farmer can cut his hickory and oak; plant his corn and sow his wheat and rye; gather his apples and peaches; and store away for winter, his potatoes, cabbage and turnips, without any knowledge of botany. But does every one comprehend what a *perfect* plant is; the effects of heat upon it; what it contains; its relation to the air; the structure of the leaf; what its pores absorb and give off; its relations to water; how the color of flowers may be changed; and what is the effect of culture on wild plants; beside many other interesting facts connected with their growth and propagation? Such knowledge, combined with the practical part of farming, must certainly be more satisfactory to the intelligent agriculturist, and should therefore be acquired. I have referred to worthless plants; an example or two, and I shall leave this part of the subject. The *carduus*,—the Latin name for Thistle,—is a plant familiar to all. It belongs to class Syngenesia. The flowers of this class are all compound. For this reason it belongs to the natural class Compositæ. There are several species of this plant; and one in particular that every farmer should know and eradicate effectually, if possible, on its first appearance on any part of his farm. I refer to the Canada thistle, or as it is called in England, the cursed thistle. Dr. Darlington in his Flora of Chester county, says: "This foreigner—the vilest pest that ever invaded the farms of our country in the form of a weed, was first observed in the Great Valley in 1828. It appears to have been introduced among Timothy seed. The utmost vigilance will be required to keep it from spreading." The *Echium*, or Blue weed, is a plant belonging to the 5th class, Pentandria: the flowers of this class have five stamens; a class which is said to comprehend about one tenth part of all known species of plants. Dr. Darlington in speaking of the *Echium*, says: "This vile foreign weed is extremely troublesome in some portions of our country. It behooves our farmers however to be on the alert to keep it in subjection." Although considered by Dr. Darlington to be a vile weed, it is notwithstanding a valuable plant. In Russia great quantities of it are cultivated for the purpose of feeding bees; which purpose it must answer admirably, for it blooms during the whole summer. The corolla is campanulate or bell form, with a short tube; and the honey is easily reached by the bees. The flowers are crowded on recurved spikes or racemes; and as the flowers of one day perish, others bloom the following. Might it not be cultivated advantageously in some places by our farmers for the same object? I might continue enumerating examples of the kind, but I have said enough to convince all of the importance of this study to the agriculturist.

How are these foreign weeds, or worthless plants to be known and distinguished from valuable ones, without the study of some system, or arrangement, by which they may be determined? The agriculturist, who decorates and adorns the garden with beautiful shrubbery and flowers, with exotics, the rare productions of other

climes, should also be acquainted with their peculiar characteristics.

I shall not, as I might at some length, speak of the importance of this study to the student of medicine. It is well known that our most valuable medicines are obtained from the vegetable kingdom. —The physician should know the plants he uses, as well as their mode of operating in curing diseases. The *Lobelia inflata*, or Indian tobacco of the Lobelia tribe, is a plant growing all around us. It is one of the most active medicinal plants in the United States. It is a powerful emetic, and possesses a sudorific and powerful expectorant effect, but must be administered with great caution. I refer to this plant particularly, as it is considered the *great medicine* of the Thompsonians. Another plant, blooming early in the spring and abundant in all our woods—the *Sanguinaria Canadensis*, or blood root, is a medicinal plant, containing valuable properties. These, and many others, are within the reach of all. Should we be well acquainted with them and their properties, might we not use them sometimes in cases of emergency, with advantage, before we might be able to obtain the advice of a physician?

I do not desire to occupy your attention too long, and will not, therefore, speak of the importance of this study to all classes, of the pleasure it affords; nor do I desire to say anything in this brief essay of the best method of pursuing it; of the collection and preservation of plants; of the singular peculiarities of many; of their adaptation to soil, climate, &c. I would, however, say, that the cultivation and love of flowers appears to be, among all nations, natural to woman;—she loves to converse in the language of flowers and poetry; to her the study of this science should be peculiarly interesting.

In conclusion: It has been said that "he who has no music in his soul, is fit for treason, stratagem and spoils;" so may it be said of those who can see nothing to love, admire and study in the beautiful flowers,—the handwork of an Almighty Being, who has scattered them so profusely all over the earth, to adorn it, and add to our happiness and enjoyment.—*Pennsylvania School Journal*.

OFFICIAL NOTICES.



His Excellency the Administrator of the Government has been pleased by order in Council of the 17th instant, to annex to the school municipality of La Grande Rivière, in the county of Gaspé, that part of La Petite Rivière which was heretofore included within the school municipality of Percé, in the same county, counting from the land of one Charles Leclerc.

APPOINTMENTS.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Mr. Edmund R. Davis has obtained a diploma authorising him to teach in academies.

Messrs. John Mattingley, David Richard, George Porteous, Jas. Henderson, William M. Scaborn, Lewis Tucker, Edmund Salls; Misses Fanny Philips, Margaret Armand, Ann E. McClatchie, Eretta M. Whitman, Isabella E. Ray, Sarah McCallum and Waltha Saundner have obtained diplomas authorising them to teach in elementary schools.

A. N. RENNIE,
Secretary.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. Jean Baptiste Déloge, Toussaint Malo, Michael O'Ryan, Thomas Travor, Zéphirin Aubry, Joseph Onésime Rivière, Joseph Maximilien Desrochers et Bazile Vannier have obtained diplomas authorising them to teach in model, or superior primary schools.

Messrs. Pierre Veber, Edmond Alexis Darche, Damase Benoit, Jean Elie Brault, Auguste Hébert, Hyacinthe Raby, Damase Beaupré, Henri Pesant, Jean Baptiste Evariste DesTroismaisons, Emmanuel Payet, Alexandre Beaudry, Eugène Fontaine, Ant. Damien Marion, Misael Côté; Mesdames Landriot née Sophie Sabourin, Nadon née Mélanie Chevalier, Morel née Marie Pichet, Paquet née D. Marcoux, Choquette née Sophie Deslonschamps, Létourneau née Edesse Pepin, Pinsonnault née Rose de Lima Dupuis, Brault née Philomène Ledoux, Ethier née Henriette Guindon, Widors Palardy née Joséphine Girard, Filiatrault née Martine St. Maurice, Nuckle née Aurélie Leclair, Lalonde née Adéline Bernard; Misses Vitaline Blanchard, Edwidge Lewis, Stéphane Pigeon, Eulalie Mallet, Philomène Pelletier, Philomène Lefebvre, Zoé Joachim, Mélanie Villeuveuve, Philomène Godard, Marie Faucher, Eméline Rivet, Herméngilde Beaupré, Marie Céline Chicoine, Adélaïde Villeuveuve, Olive Matton,

Adèle Mailloux, Domitilde Duplessis, Domitilde Desparois, Helen Conolly, Philomène Valiquet, Philomène Lebuvis, Marie Beyeur, Emilie Desormeaux, Marianne Vallée, Edwidge Dufault, Adéline Fournier, Emilie Deguire, Sophie Philomène Ledoux, Geneviève Gauthier, Marie Louise Blanchet, Marie Caroline Blanchet, Marie Louise Eliza Clouthier, Mathilde Legault dite Deslauriers, Mélima Lallier, Philomène Fréchette, Philomène Bière, Marie Allarie, Marie Bodin, Hermine Fontaine, Julie Dubois, Emilie Mitchell, Sophie Duto de Villandré, Philomène Pitre, Octavie Laberge, Marie Emilie Moreau Desrosiers, Emilie Dorval, Rosa de Lima Dorval, Marie Anne Célanire Dorval, Elmire Clément, Philomène Daoust, Elisa Bergeron, Julienne Girard, Denise Ethier, Adéline Ethier, Eléonore Ethier, Esther Huot, Placide Morin, Philomène Casavant, Marthe Palmire Côté, Vitaline Mongeau, Philomène Bronillette, Philomène Allard, Lilirose Brisebois, Sophie Brunet, Rosalie Palardy, Philomène Cussé, Hermeline Archambault, Adeline Massé, Olivine Carrier, Adéline Trudeau, Philomène Archambault, Hélène Foisy, Euphémie Yvon, Hermine Hébert, Apolline Buteau, Céline Langevin, Delphine Carpentier, Edwidge Pepin, Eliza Marchand, Adéline Marcile, Marguerite Bélanger, Julie Bélanger, Philomène Desrosiers, Marguerite Drouin et Alice Duto de Villandré have obtained diplomas authorising them to teach in elementary schools.

Mrs. Henriette Paré, Misses Rose de Lima Scotte, Marie Hébert, Philomène Gravelle, Philomène Chagnon, Marguerite Messier, Héloïse Brissette, Judith Guibord, Philomène Guibord, Mrs. Messier née Philomène Bazinet, Mrs. Poulin née Julie Christin, Misses Elmire Prévost, Marguerite Philomène Michelon, Julie Lamoureux, Augustine Targeon, Lucie St. Germain, Claire Fleury, Mathilde Campeau, Marcelle Thibodeau; Mrs. Guy née Julie St. Jacques; Misses Ann Kelly, Ann McCaul, Mary Callaghan, Honoré Walsh, Félicité Barrette, Clotilde Pélodeau, Esther Laplante, Geneviève Dupuis, Cécile Dupuis, Honorine Pepin, Virginie Fontaine, Alexandrine Fontaine, Céline Fontaine, Philomène Fontaine, Edwidge Bienvenu, Céline Brault, Sarah Sangerrin, Joseph Bienvenu, Marie Leblanc, Marie Pigeon, Elise Richer, Philomène Richer, Angélique Périard, Louise Poirier, Marie Cyr, Thérèse Rapidieux, Marcelle Pelletier, Julie Marchessault, Olive Carrière, Eléonore Thérèse, Olympe Franche, Marcelline Carrière, Dorimène Latour, Adéline Langelier, Exérine Rolland, Malvina Rolland, Hermeline Clermont, Christine Archambault, Philomène Desjardins, Vitaline Deschamps, Valérie Tétu, Louise Tétu, Philomène Paquet, Eléonore Berthiaume, Ezilda Lanfume, Adéline Langelier, Philomène Nantel, Marthe Charbonneau, Julie Lachapelle, Céline Lachapelle, Philomène Bisailon, Céline Keagle, Julie Keagle, Angèle Groulx, Eliza Champeau, Caroline Girouard, Caroline Sarveyer, Rosalie Messier, Aglaée Lamoureux, Philomène Joubert, Adéline Leblanc, Elmire Godard, Henriette Nantelle, Hermine Pion, Thérèse Filteau, Julienne Filteau, Sophie Lafond, Philomène Pion, Odile Vézina, Joséphine Dorval, Eliza Parent, Euphémie St. Pierre, Marie St. Pierre, Marie Poire, Adéline Boyer, Euphémie Lebuvis, Adéline Christin, Olive Amiot, Marcelline Leroux, Flavie Perras, Florentine Duchesneau, Céline Dupont, Philomène Pellant, Louise Bonan, Céline Plante, Philomène Drolet, Philomène Co-dère, Angèle Larivière, Euphrosine Roussel, Olive Larivière, Elizabeth Benet, Phélonise Phaneuf, Domitilde Brodeur, Aurélie Cloutier, Rosalie Rouleau, Philomène Beauréard, Félicité Picard, Philomène Charpentier, Julie Banin, Clémentine Millette, Marguerite Marsille, Rose de Lima Richer dite Laflèche, Philomène Vallée, Philomène Chatel, Victoria Chatel, Emélie Trudeau, Philomène Janson, Marie Lalongé, Aurélie Lalongé, Céline Beauchamp, Marie Roch, Jane Gaynor, Priscille Martineau, Marie Mayée, Thérèse Godard, Céline Bélanger, Marie Guimont, Rose de Lima Champagne, Octave Pepin, Henriette Beauchamp, Angélique Beauchamp, Eliza Lauriau, Ezilda Lauriau, Céline Contant, Philomène Thétier, Perpétue Filion, Emélie Desjardins, Rose de Lima Généreux, Lumina Leduc, Olive Bergeron, Adèle Labelle, Emilie Labelle, Hermine Grenier, Sophie Demers, Marie Brosseau, Rose de Lima Brosseau, Philomène Labelle, Lucie Bibaud, Elisabeth Lemire, Philomène Poitras, Olympe Côté, Lumina Bonneau, Octavie Chagnon, Adèle Chagnon, Domitilde Turcotte, Mathilde Labelle, Edwidge Labelle, Emélie Laridette, Marie Louise Méthot, — Hébert, Mrs. Blanchard née Mathilde Duperré, Mrs. Guilbault née Priscille Christin, Mrs. Poirier née Euphémie Bertrand, Mrs. Cabana née Esther Dubois, Mrs. McClean née Louise Sauvé, Mrs. Lagassé, née Marcelline Thaurette, Mrs. Catherine O'Keefe née Macdonnell, have obtained diplomas authorising them to teach in elementary schools.

F. X. VALADE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Mr. Ambroise Tétréau has obtained a diploma, authorising him to teach in academies.

Misses Victorine Augé, Marguerite Lacerte, Joséphine Lanouette, Angélique Butler, Apolline Gaillardet, Mrs. Alphonse Trépanier, Miss Emélie Bonnet, Mrs. Alphonse Biron, Miss Olive de Villers, Mr. Jules Mitot, Misses Aurélie Belaire, Eugénie Désilets, Arline Héon, Luce Lesieur Désaulniers, Elzire Dupont, Philomène Percault, Marie Anne Lepetit, M. Joseph Grandmont, Misses Henriette Blais, Elmire Blais, Marie Elise Gauthier, Louise Ayotte, Marie Rose de Lima Raiche, Philomène Lesieur, Sophie Héroux Henriette Geoffroi, Adeline Paillé, Adeline Coulombe,

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) SEPTEMBER, 1857.

Louise Lesage, Victoire Joubert, Philomène Cossette, Angélique Lambert, Marguerite Levesque, Céline Beaufort dite Brunelle, Eulalie Levesque, Sophie Chainé, Séraphine Lambert, Léocadie Ouellette, Marie Léa Picher, Louise Rochette, Marie Emélie Crépeau, Solomé Coté, Marie Claire Faucher dite Chateaufort, Rose de Lima Tessier, Adeline Augé, Adeline Beaudet, Philomène Belleville, Adélaïde Lambert, Philomène Boisvert, Thersile Lambert, Veronique Lambert, Hélène Beauchemin, Domitilde Gélinas, Céline Tessier, Anastasio Duguay, Henriette Vigneau, Henriette Bellerose, Louise Vincent, Philomène Gélinas, Jessé Lauzière, Marie Elizabeth Alarie, Dame Zéphirin Demers, Philomène Bourgeois, Delles Desnoyers Michel et Sarah Jane Frenaman have obtained diplomas authorising them to teach in elementary schools.

P. HEBERT,
Secretary.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Miss Marie Thècle Létourneau, Victorine Boisvert, Adélaïde Boisvert, have obtained diplomas authorising them to teach in Model or Superior Primary Schools.

Misses Eugénie Gosselin, Marcelline Audet, Marie Turgeon, Céline Clermont, Marie Aurélie Gagnon, Adélaïde Boisvert, Judith Bourgault; Mr. Antoine Labrecque; Misses Laura Bhéret, Rose de Lima Legros, Praxède Fournier, Marie Adélaïde Turgeon, Restitue Salomé Coulombe, Marie Rosalie Dalziel, Vitaline Dion, Desanges Bergeron, Angèle Philomène Roy, Ann McQuillian; Messrs. Jean Gauthier, Philippe Phidon Paradis, Magloire Pelletier, Misses Marie Genevieve Roy, Marie Léocadie Dubuc, Marie Louise Dubuc, Marie Françoise Louise Couture, Marie Philomène Filteau, Philomène Frenette, Marie Esther Edicite Boisvert, Marie Angèle Bergeron, Marie Reine Lemay, Marie Adele Bernard, Emilie Luduvine Auger, Rose de Lima Bernard; Mesdames Mary Mitchel, Marie Elizabeth Fallor, Virginie Buteau, Marie Louise Gosselin, Marie Philomène Derouin, Marie Emille Boutin, Louise Catherine Lemieux, Marie Guillemine Daigle, Caroline Bazin, Marie Philomène Bilodeau; Mr. Théophile Couture; Misses Emilie Couture, Angèle Kenet, Marie Desanges Leclerc, Marie Rosalie Olivier, Eulalie Gauthier, Marie Philomène Roy, Marie Clarina Weller, Luce Frénette, Marie Josephite Fradette, have obtained diplomas authorising them to teach in Elementary Schools.

C. DELAGRAVE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF KANOWASKA.

Mr. Paschal Parant, Mrs. Césarée Richard, wife of F. X. Perrault, Misses Louise Dubé, Aurélie Gagnon, have obtained diplomas authorising them to teach in Model or Superior Primary Schools.

Mr. J. B. Gagnon, Misses Caroline Boucher, Marcelline Côté, Hermine Ray, Florentine Bélanger, Virginie St. Aubin, Domitilde Ouellet, Adélaïde Richard, Hélène Tremblay, Philomène Dantueil, Hedwige Pinet, Marie Langlois, Virginie Lnglois, Marie Peltier, Arthémise Soucy, Angélique Hudon, Philomène Sirois, Adéline Coté, Adélaïde Damour, Adele Damour, Philomène Ouellet, Emérance Lévêque, Euphrosine Dion, Agnès Caron, Georgianne Pelthier, Marie Gagnon, Démerise Laferrière, Mathilde Paradis, Emelie Adèle Ray; Mrs. Monique LeBourdais, widow of the late P. Bouchard, have obtained diplomas authorising them to teach in Elementary Schools.

Misses Angèle Dumais et Démerise Dumais, have obtained diplomas authorising them to teach in Model or Superior Primary Schools.

Mr. Théophile Levêque; Misses Genevieve Morin, Honorine Tremblay, Clémentine Gagnon, Claire Hudon, Mrs. Euphémie Paradis, Misses Elizabeth, Voisine, Léopold Marquis, Léa Béchar, Marie Lemieux et Marie Clémentine Ouellet, Caroline Leibel, Elise Blanchet, Philomène Dantueil, Marcelline Lafrance, Adélaïde Maurault, Adèle LeBourdais; Mrs. Virginie Deguir Misses Marie Flavie Gagnon, Julie Dantueil and Mathilde Gageon have obtained diplomas authorising them to teach in elementary schools.

P. DUMAIS,
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

From Messrs. J. & O. Crémazie:—Two copies of "Notions Utiles," par J. Crémazie, vols. in-12; 2 copies of the "Nouvel Abrégé de Géographie Moderne," by Revd. J. Holmes, 1 vol. in-12.

From J. Radiger, ass. Editor of "Journal of Education":—Heathen Mythology. Ed. of 1745, 1 vol. in-8, Epicteti Euchiridion: Ed. of 1659, 1 vol. in-8, Quintiliani Declamationum liber. Ed. of 1692, 1 vol. in-8. Description of Oxford, 1 vol. in-4.

TEACHERS WANTED.

Required, in the district of Gaspé, Five School Teachers. Salary, from £55 to £60 per annum. Apply to J. Meagher, Esq., School Inspector, Carleton, Co. of Bonaventure.

Second Session of the Normal Schools.

Our three Normal Schools have begun their second session and we are happy to state that in each of them the number of students has increased.

The girls' department of the Laval Normal School is now in full operation. Arrangements have been made with the Ladies of the Ursulines at Quebec, by which, the female pupil teachers will be boarders in that institution. The lessons will be given by the Professors of the Normal School in class rooms which have been furnished with all the improved school furniture and apparatus which are to be seen here in the Jacques Cartier and McGill Schools.

No less than forty three young ladies have entered the institution as pupil teachers. Eight of them are actually teachers who are desirous of qualifying themselves for the model school or second degree diploma.

The model schools of the three Normal Schools have as many pupils as the rooms will admit. There are 120 girls and 100 boys in the McGill model school, 80 boys at the Jacques Cartier School, 200 girls and 100 boys at the Laval school.

The following table of the number of pupil teachers who have frequented each institution from the beginning, will bear evidence of their vitality and of the cheering prospects that may be entertained as to their ultimate success.

NAME OF INSTITUTION.	Number of pupil teachers who have entered the institution since its establishment.	Number of pupil teachers who have left, having obtained diplomas.	Number of pupil teachers who have left, having obtained diplomas for M. S.	Number of pupil teachers who have left, having obtained diplomas for Ele. S.	Number of pupil teachers actually attending the Institution.
Jacques Cartier Normal School—Pupil Teachers....	56	2	7	1	46
McGill Normal School—Male Pupil Teachers.....	9	2	0	5	2
McGill Normal School—Female Pupil Teachers....	83	16	0	11	56*
Laval Normal School—Pupil Teachers.....	25	1	0	0	24
Laval Normal School—Female Pupil Teachers....	43	0	0	0	43
	216	21	7	17	171

Teachers's pension fund.

We call the attention of teachers to the first list of a distribution of annuities among the teachers of Lower-Canada now published. The rules and regulations for the establishment of the teachers pension fund, which, are nearly the same as in Upper-Canada, and where differing, are more liberal in their provisions, required that two thirds of the first years pension to teachers who have retired before

(* Five of this number have received diplomas for Elementary schools, but have returned for the purpose of obtaining diplomas for model schools.

the establishment of the fund, should be deducted in order to represent the pensions which such teachers should have paid, to come under the clauses of the law which have been extended in their favour.

Teachers will do well to bear in mind that in order to be allowed the faculty of consenting to a similar deduction on their first annuity, they must pay in, one year's premium, and procure their inscription on the teachers' pension list, before the first of January next.

Teachers who retired before the establishment of the fund can file applications for a pension before the first of January next; but they will be paid only next year. No application will be received after that date.

Teachers who will retire without having been previously inscribed, will have no right to a pension although they offer the payment of any sum of money at the time of their application.

In order to facilitate the distribution of the annuities and to prevent speculations which were reported to be contemplated by unscrupulous persons, the annuities have been transmitted to the several pensioners, through the agency of their respective clergymen.

American Association for the advancement of Science.

(Continued from our last.)

The explanations of Dr. Rae were given before the subsection of ethnology and statistics in the section of Natural Sciences.

In the same subsection the question as to the alleged existence of various species of men which was so fully debated in the preceding congress at Albany was again mooted. We borrow the following accounts of this and other discussions from the *Canadian Naturalist and Geologist* :

According to Prof. Dana, and we think the view most philosophical, our idea of a species should consist of certain essential properties common to all the individuals, and in the organic world the power of invariable transmission of the properties; but, whether in the inorganic or organic world, we should regard variations within fixed limits as a law of every species under the influence of external agencies. This view of species, and we might indeed add any intelligible view of the subject, leads inevitably to the doctrine of the common origin of all individuals of any species capable of continuous reproduction.

"Professor Dana said it might be well perhaps to examine the question of species synthetically, comparing the results of observations with the utterings of sciences, and he proposed the three following questions:—1st. What is a species? 2nd. Are species permanent? 3rd. What is the basis of variations in species?"

And first he said, that the idea of a group which is the common definition, was not essential, and indeed tended to confusion. Looking first at inorganic nature they learned that each element was represented by a specific amount or law of force. Thus taking the lightest element as a unit, oxygen would be found expressed by 8, and was of the same value in all its compounds. The resultant molecule was still equivalent to a fixed amount. Hence the essential idea of a species is that it corresponds to a specific amount or condition of centred force defined in the act or law of creation. In the organic world the individual was involved in the germ, which possessed powers of development to a completed result, and this also corresponded to a measured quota or specific law of force, though there was no unit by which to measure it, and though there might be different kinds of force. The same definition of a species would apply here, and thus species was in the potential value of the individual whether one or many existed, and the precise nature of the potentiality in each was expressed by its whole progress from the germ to its full expansion. 2nd. As to the permanence of species, it was found in the inorganic world that the element was always the same; oxygen was always 8, and all nature was characterised by fixed numbers. This being so for inorganic nature, must be so everywhere, for the principles which pervaded nature were not of contrariety; but of unity and universality. If the kingdoms of life were not made from the units which exhibited themselves in their simplest condition—if these units were capable of blending, they would not be units, and life would be but a system of perplexities. It might be seen, too, that the purity of species was guarded in nature. Both in the animal and vegetable kingdom, hybrids were her aversion as far as yet observed. Least of all was it to be expected that the law of permanence, so rigid among plants and the lower animals, should have its main exception in man. Yet if there were more than one species of man, the number of species must become indefinite by intermixture. It

would have been a clumsy mode of giving man the control in all the zones of the earth, to have made him of many species capable of hybridization in opposition to the general law of nature. It would have been using for the propagation of the human race, a process which produces impotence among animals. It is true that different inorganic species continue to form new units; but it is not by indefinite blendings, but by a definite law; and if such a law existed in organic nature, it would also be in general an essential part of the system, easy of discovery. But there were variations in species, though they could never extend to the obliteration of the fundamental characteristics of the species. No substance could be independent of any other. The law of mutual sympathy was one of the most universal in nature. The planets were modified by each other, and one chemical substance by the other. Each body had its own fundamental force, and the relation of this to others was a part of the idea of the species; and this process of variation was a law of universal nature acting on the law of a special nature and compelling the latter to reveal its qualities. This was one of the richest sources of truth which was open to research, and hence we should not regard the individuals which were conspecific as constituting a species; but each one, as an expression of the species in its potentiality, and under some one phase of its variations. The system of nature must be conceived of as a system of units continually adding to the number of representative individuals by self reproduction; and all adding to their varieties by mutual sympathetic reaction."

The clever though not over scrupulous writers of the so-called "American School of Ethnology," have built largely on the researches of Dr. Morton, a man of great industry and ability, but not fully aware of the use which would be made of the materials he had collected. Professor Wilson has been going over some of Morton's ground, and is surprised to find his general statements not borne out by facts. The statements of this paper would seem to show that the whole subject of American crania requires reinvestigation.

"Prof. Wilson spoke on the supposed uniformity of Cranial Type throughout the American race, and recommended inquiry on this question so frequently forced on the attention of the Association, and in the meantime not to come into collision with theologians; There was a great variety in forms of the head, colour of the hair, and the osteological structure of the human frame. It was a question not only whether all human beings agreed in form, but whether they had always agreed; and in order to that discovery the search must be made in ancient tombs and tumuli. By ethnologists of the American school important results had been built upon the ground of the observations made by the celebrated Dr. Morton, and it was not to be wondered at that that gentleman was taken as authority, for he possessed a scientific mind and was a very careful observer. But, without disparaging that great writer, he thought his deductions ought to be tested by farther researches. The Doctor's conclusion was that a universal type of cranium pervaded all the American family, which he divided into the two classes of Toltec and Barbarous, though he regarded the division as intellectual rather than physical. The form which he found to be general in the skulls of all these tribes was marked by much greater breadth from side to side than from the frontal to the occipital bone, differing in that respect from the European and African races; and in the American races he found that the forehead was not arched as in the others. All this had been reiterated by most subsequent American writers, and particularly by Agassiz. Here the learned Professor read several authorities to show the generally strong affirmation on the part of American writers, of the unity of race throughout the continent, always with the same type. Now, in England he had paid a great deal of attention to the forms of heads found in the ancient tombs of the old country and in Northern Europe, and had noticed the shortness of the longitudinal section in those heads, which, when he came to this country, he wished to compare with the same characteristic which he had believed was to be found in the American crania. He had therefore procured a number of Indian heads, in the full expectation of finding this form; but was entirely disappointed in the result of his investigation. He found very few of the heads of the type described by Morton; yet so strong had been the impression on his mind that it was long before he became convinced that the variety was general. He had examined, however, in all twenty-eight heads, from the country south of the Ottawa and north of Lakes Erie and Ontario, and of these twenty-five essentially differed from the characteristics described by Morton. It was true that Morton had examined two hundred skulls, and he only twenty eight; but taking Dr. Morton's collection even as it now existed, with all the additions since made to it, there were in it only sixteen skulls of any one tribe. Therefore his

twenty-eight all coming from a small section of country, afforded as good data to work from. However, Dr. Morton made an exception from his type of the Esquimaux, which he regarded as analogous to the Mongols, though he admitted that philologically the Esquimaux did not differ from the other American tribes, so far as generalization could be made of so many different dialects. He here pointed out a drawing of the skull of a Scioto Indian, which he showed by quotations from the writers of Morton's school, was to be considered as the most perfect type of the American head. It differed from the heads of the modern European inhabitants of the country; but it seemed to him to differ as much from that of the northern Indians.—Besides, as the form of the northern Indian differed from the southern Indian, it approached that of the Esquimaux. The Seminole, again, as drawn by Morton, approximated to the Peruvian head, and differed from the accepted type. He then gave several measurements of heads, from Morton's book, to show that even these did not bear out the theory of Morton: He then mentioned a head found near Barrie, in which the peculiar characteristic noticed by Morton—the flat occiput—was so remarkable, that the skull would stand better on that than on any other side; but this was so large a deviation from other heads that it was in all probability an example of formation by artificial means, which indeed he thought might probably be the cause of the peculiarities which had been looked upon as ethnological, but were really archaeological facts. He mentioned, moreover, that the pyramidal form, another great feature in the heads observed by Morton, was most strikingly developed in the Esquimaux head.

A further caution to this school was administered by Prof. Anderson, who addressed the Section on this subject, with a view of showing the importance of some comprehensible classification of the varieties of the human race, in order to the correct observation of those facts upon which one school of ethnologists founded their opinion that mankind consisted of several species, or of one species planted in several centres of creation. "To illustrate the difficulties in the way of such classification, he mentioned that Virey divided the race into two species—the white and the yellow; the black and the brown. But he found all sorts of difficulties in this classification. Take, for instance, the Arabians—the purest of the Semitic races—and he found the Arab in one place with light hair and blue eyes, while in the hot regions of the desert the Arab very nearly approached the Negro. The same changes occurred in the Hindoos and great Iranian races, as they descended from the mountains to the hot deltas of the rivers and to the sea coast. This was also to be remarked in Africa; so that the distinction into white and yellow, black and brown, formed no really useful classification. Jacquemot spoke of three species of men; Dumoulin of eleven, of which the first was the Cello-Scyth-Arab, the meaning of which he could not divine. Colonel St. Vincent made eleven species; and Luke Bird, the editor of the *Ethnologist*, sixty-three; while Dr. Morton's posthumous works made twenty families, each of which the doctor plainly looked on as a distinct species. These could not all be right. Again, Agassiz considered that there were at least eight, and perhaps a thousand centres of creation, though there was but one species; but there were many difficulties about that theory, as it would require a new miracle of creation for each supposed centre; and it was a good rule in physics not to allow new creations except where they were absolutely required. He concluded by saying that he thought the proper attitude for Ethnologists to assume was to hold all theories as provisional, keeping themselves ready to be convinced by any new facts whenever they appeared.

Among other papers read before this important subsection we notice one by Dr. Reid advocating the use of English as a universal language in the interest of science. To this it was objected that other nations, the German and the French for instance would claim for their idioms the same universality which would be sought for the Anglo-Saxon, and that although it would be perhaps desirable that one universal medium of communication should be adopted between men of science, this could be done only by adopting some of the dead languages or by the creation of a conventional tongue of a scientific character. No one seemed to be aware that the latter course had been already suggested by the abbé Oehando, a Spanish savant in a book which has for its title "A Plan for the creation of a universal language." The book was translated into French and we believe also into German. The Paris edition was published during the universal exposition in 1855 with an able introduction by the abbé Toussé.

Professor Whittlesey read a paper on the ancient mining operations of Lake Superior, by which it appears that nations much like the Toltecs or Aztecs of Mexico had been mining in those regions about 1200 years ago.

"Prof. Dawson communicated some facts collected by a mission-

ary to the Island of Aneiteum one of the new Hebrides. The people were of the Papuan or Austral negro race, perhaps with some intermixture of the Polynesian. Their colour a dark copper, their forms undersized and slender, and the hair crisp but round oval in its cross-section, and more smooth on the surface than that of the European, with the internal fibrous structure very strongly developed, and an intense brownish colour. It was trained by the chiefs in slender locks, bound together by vegetable fibre. He mentioned some facts relating to the religious observances of this race, apparently one of the most degraded on the globe. Travellers and even missionaries often did great injustice to barbarous people, by representing that they worshipped objects, which were in fact merely symbols of the spiritual beings to whom they rendered their devotion. Some tribes allied to these had even been represented as having no religious ideas. His friend Mr. Geddie, missionary in this island, had found on the contrary that these islanders believe in a number of spiritual beings called Natmasses, apparently identical with the Nats of Burmah, and with the genii and demi-gods of other mythologies. One of these superior to the rest had drawn up the island from the depths of the ocean when fishing. The others were the special deities of particular places and objects. They were worshipped by means of sacred stones. Some of these are pieces of vesicular trap in the cavities of which the spirits were supposed to reside; others were of rounded, conical and cylindrical forms, due to weathering and beach rolling. Another object of veneration was the decayed trunk of a tree, having a rude resemblance to the human form, and perforated by cavities apparently caused by decay, and in which the spiritual essence was believed to reside. It was unnecessary to point out the essential identity of this religious system with the prevalent mythologies of antiquity, though the rudeness of its appliances corresponded with the low state of civilization of the people.

He concluded by mentioning that these islanders apparently so degraded, had already received a considerable amount of civilization; a christian church had been organised among them, and he had a copy of the gospel according to St. John, which was printed from type set by them alone."

(To be continued in our next.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—His Lordship Bishop Fulford of Montreal, is now in England for the interest of his diocese. His Lordship before leaving, kindly offered to aid the Department of public instruction, in establishing an intercourse between the educational institutions of England and those of Canada, and his offers have been as a matter of course gladly availed of.

—A normal school for the state of Illinois is building at Bloomington. The act providing for its erection enacts that the avails of the Seminary and University funds should be appropriated for the support of the institution, but that no part thereof could be used in purchasing sites or erecting buildings. It was thought proper that these essentials should be provided gratuitously by any city or county where the school should be located. The board of Education was instructed to locate the Normal University in that city or town, accessible and not otherwise objectionable which should offer the greatest donation. It was understood that the central portions of the town were "accessible" and then competition ran high. At first almost every enterprising town in the interior took the initiatory steps towards making a bid; but sometime before the day for opening the proposals it was whispered round that Bloomington and Peoria were ahead of all other competitors. Most of the smaller towns decline to submit their proposals, and the contest virtually lay between the two cities. The board visited these points and examined the sites offered. Upon opening the bids it was found that Peoria had offered \$30,000 and Bloomington \$140,000.

The institution was of course located at Bloomington. The building will be three stories high exclusive of the basement, 166 long, 100 feet wide and 156 feet from the ground.—*Illinois Teacher.*

—The Reverend Mr. Cornish, B. A. of London, has been appointed to the chair of English Literature, and Mr. Johnson, a graduate of Trinity College, Dublin, has been called to the chair of Mathematics in the McGill University. Mr. Markgraff, professor of German language has been named librarian and assistant secretary.

—Mr. Paul Stevens formerly of *La Patrie* and the author of a volume of *Fables* in verse, has been named professor of French literature in the College of Chambly. Mr. Stevens is a native of Belgium.

—The Reverend Mr. Aubry, for a great many years a professor of theology in the Seminary of Quebec, and lately attached to the Bishop of Three Rivers as archdeacon, has accepted the professorship of Divinity in the College of Ste. Thérèse de Blainville. Before leaving Three Rivers, the Revd. gentleman was presented with an address signed by all the

influential persons of the town. Mr. Aubry has also been for many years principal of the College or *Minor Seminary* of Quebec, and as remarked by the Editor of *Le Journal de Québec*, many public men in Lower Canada remember with gratitude the time when they were studying under his kind and able direction.

—The Revd. Father Martin lately Rector of St. Mary's College Montreal has left for Europe. He was the first Rector and one might say the founder of this flourishing institution. Besides the great task which he had to perform in that respect he has made important researches in the early history of Canada and published several works on that subject. We understand that the government has authorized him to procure from the archives of the *Ghesu* at Rome historical documents of great value. Such a task could not have been confided to better hands.

—The Emperor of Russia has ordered the introduction of the study of the English language into the academies of the Eastern portion of his Empire. This is on account of the commercial intercourse between Russia and the United-States on the coasts of the Pacific. The edict describes the English language as *la langue américaine*.

LITERARY INTELLIGENCE.

Eugène Sue died at Annecy in Savoy, where he had been living for several years. His novels which have been translated into several languages were yielding him a large income. His first works were maritime novels *Plick et Plock*, *Atargull* and *la Salamandre*. They were written in a sarcastic, Byronic and almost atheistical spirit. *Mathilde* was a very different kind of work and has contributed to the celebrity of the author more than all that he had written before. But his reputation in foreign countries is due to his socialistic productions, *Les Mystères de Paris* and *Le Juif Errant*.

—A man, who may be called the pioneer of French Canadian literature, Michel Bibaud, died at Montreal, at the age of 75. He published the first history of Canada, and the first volume of poetry written by a French Canadian. He was also the editor of several literary periodicals and the author of many school books. He was at first a teacher, and was born at *La Côte des Neiges*, near Montreal. One of his sons, Maximilien Bibaud, has inherited the industry and talents of his father, and has already published many books and pamphlets.

—Her Majesty has been pleased to call the great historian Macaulay to the House of Lords. The *London News* says: "That triumvirate of English historians Hume, Gibbon and Robertson died unennobled. King George III, whether represented by Bute, Grenville, Rockingham or North would never have dreamt of making a peer of the advocates librarian, the Hampshire militiaman or the presbyterian parson. Now we live in different times and Her Majesty has summoned Mr. Macaulay to the House of Lords, for his history of course, not for his Essays or even for his speeches. What would Mr. Croker have said, had he lived but three weeks longer to have heard of Mr. Macaulay's elevation?"

—Mr. de Lamartine is now writing for the second issue of his *Course of Literature* a chapter on Béranger.—Although sixty two years of age he does not look as much as fifty. He spent this summer at Saint Point where he received visitors from all parts of the world. There are two things he is proud of showing; the tree under which he wrote the first book of Jocelyn, and the horse which he mounted when he harangued the multitude and prevented the unfolding of the red flag in the first days of the revolution of 1848.

—Mr. Charles MacKay, the celebrated English poet and writer of songs is about to visit the United States and Canada. He is called the English Béranger, and if he is not the equal of the French poet in literature, he is for superior to him by the moral character of his songs.

SCIENTIFIC INTELLIGENCE.

—Mr. Silberman of the College of France, (Paris) has used the small caoutchouc balloons, now introduced in Montreal, as a plaything for children, to make several experiments on the direction of the winds in the various stratas of the atmosphere. He has found that below 150 feet the air was constantly disturbed by uncertain and changeable currents, and infers that meteorological observations made with the anemometer must be greatly deficient as to the consequences drawn from them, in relation to the direction of the clouds and the influence of wind on the weather.

—A society called *société d'acclimatation* has been formed for the introduction in France and in the French colonies of such species of animals as may become useful by being domesticated or otherwise. Mr. Jules Verreaux has recommended to the society the introduction into Algeria and the West Indian colonies of the *serpentarius reptilivorus* and of the *carunculated crane* who are the dead enemies of all venomous reptiles. Those birds are found at the Cape of Good Hope and nothing is more interesting than the description which Mr. Verreaux gives of the fights of the *serpentarius* with the largest kinds of snakes. The bird breaks the vertebrae of the reptile with its feet and then swallows it up, beginning by the tail.

—Mr. Babinet of the Institute, has read a memoir at the Academy of sciences in which he states that France will be for several years exempted from the long rains and inundations, which it has of late experienced in consequence of a change which he ascribes to the sudden return of the currents of hot westerly winds which had deviated to the north; now that they have resumed their former direction things will return to their normal state.

—Frederick Sauvage, the inventor of the screw as a propeller died in the greatest poverty, a short time ago, while hundreds of people are becoming rich through the discovery which he made in the cells of a gaol, where he was confined for debt. His portrait is given in the *Illustration de Paris*. He had a very interesting and intelligent physiognomy. The use of the screw as a propeller is found in nature itself, an insect has lately been discovered in Australia whose hind wings are screw propellers.

—The Minister of Agriculture of Canada, had offered prizes of £40 £25 and £15 for the best essays on the destructive Wheat Insects. The first prize has been taken by Professor Hind of Trinity College, Toronto; the second by the Revd. George Hill, rector of Marsham, C. W., and the third by Mr. Emilien Dupont of Saint Joachim.

ARTISTICAL INTELLIGENCE.

—Mr. Ernest Gagnon, professor of music at the Laval Normal School and organist of St. John's church at Quebec has left for Europe to complete his musical studies.—Mr. Gagnon has shewn remarkable talent, and being a very young man yet, has every chance of attaining to eminence in his profession. Our best wishes will follow him in his artistic career.

—Mr. Plamondon, a pupil of Paulin Guérin, has finished the copy he was making of the *Transfiguration* of Raphael, the largest painting made by that artist which is considered as the first painting in the world.—The copy is to be placed in St. John's Church, at Quebec: it is the full size of the original. Few artists have undertaken a copy of that chef-d'œuvre and it is said that Mr. Plamondon has been remarkably successful. It has almost been the work of his life, since he commenced it twenty five years ago.

—His Royal Highness, Prince Napoleon has been elected a member of the Academy of Fine arts to replace the Marquis de Pastoret.

—The first premium for the designs of the Wellington monument has been awarded to Mr. Calder Marshall. It consists in a sum of £700 sterling. The second premium (£500) is given to Mr. F. Woodington. There are several others of a £100 each.

—The two Provincial expositions of agriculture and of industry have been held, the one for Lower Canada in Montreal, and that for Upper Canada, in the town of Brantford. His Excellency the Administrator of the Province attended the latter. Toronto and Montreal have been chosen by the respective Boards of Agriculture as the sites of the expositions for next year.

—Mr. Edouard Gingras, of Quebec, whose beautiful carriages were so much admired at the Montreal exposition, died the very day on which he was informed of his obtaining the first prize.

He had obtained prizes at the London and Paris universal expositions and one of his carriages was bought by the Emperor. His important coach-factory is still in operation and will we hope continue to reflect credit to Canadian industry. Mr. Gingras was highly esteemed by his fellow citizens and a great crowd attended his funeral.

MISCELLANEOUS INTELLIGENCE.

—India contains an extent of 1,466,576 square miles; the British dominions cover 837,412; the states governed by native princes 627,910 and the French and Portuguese colonies 1,254. The whole population is rated at 189,884,297 souls of which 131,990,901 in the British dominions, 48,376,247 in the independent states, and 517,149 in the French and Portuguese colonies.

—A select committee, appointed by the legislative council of New South Wales, to inquire into the practicability of establishing a telegraphic communication between that colony and Europe, has made its report, and published the evidence on which the report is founded. The evidence went to show that the best way would be to connect Sydney and London by way of Port Essington, Singapore, Rangoon, India and the Euphrates. There would be no submarine cables between England and the Indian Archipelago, except across the British Channel and the Bosphorus. The cost of constructing a telegraph between Sydney and Port Essington, a distance of 1,800 miles, is estimated at £130,000; and the annual cost, including interest on the outlay, is estimated at £55,000 per annum. It was considered by some of the witnesses who gave evidence, that if there was established a telegraphic communication between Australia and Europe, the payment of an enormous subsidy to an Australian mail steam-packet company could be dispensed with. It was considered also by witnesses, that European nations who have possessions in the Pacific are interested in the extension of the telegraph to Australia, and that they might be expected to assist in its establishment.

List of teachers who have contributed to the superannuated teachers pension fund up to 30 September 1857.

NAMES OF TEACHERS.	Number of years enregistered from 1st Jany. 1848 to 1st Jany. 1857.	Premium received.	Amount of premium to be deducted from first year pension.					
			£	s	d	£	s	d
Mr. William M. Harty	Nine years		1	0	0	9	0	0
Mr. Alexandre M. A. Moffatt.	do		1	0	0	9	0	0
Mr. Léon Kirouac	do		1	0	0	9	0	0
Miss Marie Marguerite E. Blanchard.	do		1	0	0	9	0	0
Mr. John B. Robertson.	do		1	0	0	9	0	0
Mr. Félix Rosier.	do		1	0	0	9	0	0
Mr. Richard P. O'Donnell.	do		1	0	0	9	0	0
Mr. A. Magloire Langlois.	Eight do		1	0	0	8	0	0
Mr. James Lockyer Biscoe.	Nine do		1	0	0	9	0	0
Mr. Joseph Jodoin	do		1	0	0	9	0	0
Mr. Benjamin Joassin.	do		1	0	0	9	0	0
Mr. Alexis Soulard.	do		1	0	0	9	0	0
Mr. William Colgan	do		1	0	0	9	0	0
Mr. James Garaty.	do		1	0	0	9	0	0
Mr. J. Charles Pacaud.	do		1	0	0	9	0	0
Mr. Robert Morrow.	do		1	0	0	9	0	0
Mr. James Lloyd.	Six do		1	0	0	6	0	0
Mr. William Ramsay.	Nine do	10	0	0	0	0	0	0
Mr. William Fraser.	do		1	0	0	9	0	0
Miss Léocadie Dubuc.	do		1	0	0	9	0	0
Mr. Henry Dawson.	Sevend		1	0	0	7	0	0
Miss Sophie Varin Paize.	do		1	0	0	7	0	0
Mr. Dominique Boudrias.	Eight do		1	0	0	8	0	0
Mr. Peter Scannell.	do		1	0	0	8	0	0
Mr. Joseph Bernier	Nive do		9	0	0	0	0	0
Mr. Martin Edme Grossier.	do		1	0	0	9	0	0
Miss Mary Ann Greensil.	do		1	0	0	9	0	0
Mr. Pierre Bouchard.	do		1	0	0	9	0	0
Miss Marie Dorothée Lacerte.	Four do		1	0	0	4	0	0
Mr. Patrick John T. Blake.	Sevend		1	0	0	7	0	0
Mr. Charles Honoré Paquin.	do		1	0	0	7	0	0
Miss Angélique Butler.	do		1	0	0	7	0	0
Mr. Joseph Blais.	do		1	0	0	7	0	0
Mr. François Xavier Gilbert.	do		1	0	0	7	0	0

STATEMENT of monies paid by the Department of Education for Canada East, between the 1st January and the 30 September, 1857, instant:—

Total amount paid to 31st August 1857, as per statement published in <i>Journal of Education</i> , No. 6	£56,077	17	10
Paid from 1st to 30th September 1857, viz:—			
On account of grant to common schools,			
1st half year of 1857, £664 7 1			
" Normal Schools,	509	16	9
" Journal of Education,	80	10	0
" Superannuated teachers pensions,	152	9	5
" Books for prizes,	7	10	0
" Contingencies,	25	0	9
	1,439	14	0
	£57,517	11	10

ADVERTISEMENTS.

UPPER CANADA COLLEGE.

THE SENATE OF THE UNIVERSITY OF TORONTO having established a Mastership in Upper Canada College, with a special view to instruction in the highest branches of the English Language and its Literature,—Candidates are invited to forward their testimonials to the Provincial Secretary, on or before the FIRST DAY OF DECEMBER NEXT.

The Emoluments are as follows. —Salary, £300 Halifax currency, with his share of the Fees, amounting at present to about £60, and a free house.

Toronto, Aug. 27, 1857.

The Toronto Globe, Leader, and Times, and the Educational Journals of Upper and Lower Canada to copy once a week till 1st December.

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