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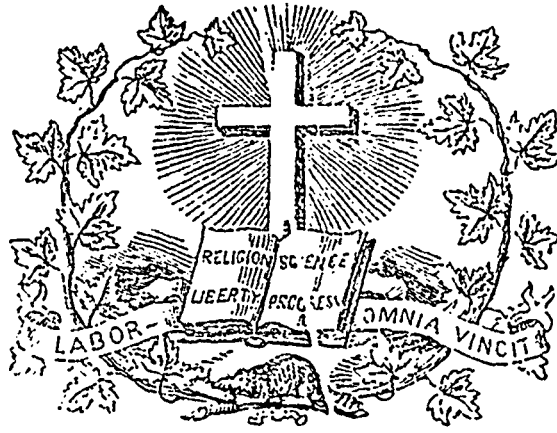
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SUMMARY.—**EDUCATION:** Health of School Children.—The Play Ground or Uncovered School Room.—Diseases Incident to the Teachers' Profession.—Faint and Educators Deceased in 1865.—**SCIENCE:** Pleasant Ways in Science.—II. Equilibrium and Rest.—Wonderful Properties of Figures.—**OFFICIAL NOTICES.** Books to be Used in the Public Schools.—Appointments: School Commissioners.—Trustees of Dissident Schools.—Diploma Revoked by the Council of Public Instruction.—Diplomas granted by Jacques Cartier Normal School.—Diplomas granted by Boards of Examiners.—Notice to Directors of Institutions claiming Aid under Superior Education Act.—Notice to Teachers.—Donations to the Library of the Department.—**EDITORIAL:** School Conventions in Upper Canada.—Sanitary Precautions.—Visit of His Excellency the Governor General to Montreal College.—Literary Society of the McGill Normal School.—Extracts from the Reports of School Inspectors, (continued).—Notices of Books and recent Publications: Manuscripts Relating to the Early History of Canada.—*Le Foyer Canadien*—McGee: The Irish in British and in Republican North America—Morgan: The Place British Americans have won in History.—Atkinson: Dynamic and Mechanic Teaching.—Currie: Infant School Hymns and Songs.—Practical Text-Book of English Composition.—Scribe & Legouvé: *Bataille de Dames*.—Vapereau: *Dictionnaire Universel des Contemporains*—Marcon: *Le Niagara quinze ans après*—Laveyrie: *De l'Instruction du Peuple au 19e Siècle*—**MONTHLY SUMMARY.** Educational Intelligence.—Literary Intelligence.—Scientific Intelligence.—Neurological Intelligence.—Miscellaneous Intelligence.—**OFFICIAL DOCUMENTS:** Table of the Distribution of the Superior Education Grant for 1865.—Advertisement.

EDUCATION.

Health of School Children.

The Medical Society of Middlesex county, Mass., having considered for several successive meetings the influence of public schools on the health of children, has authorized the publication of the following maxims as the deliberate opinions of its members:

1st. No child should be allowed to attend school before the beginning of its sixth year.

2d. The duration of daily attendance (including the time given to recess and physical exercise) should not exceed four and a half hours for the Primary schools, six hours for the other schools.

3d. There should be no study required out of school,—unless at High Schools; and *this should not exceed one hour.*

4th. Recess time should be devoted to play *outside the school-room*—unless during very stormy weather—and as this time rightly belongs to the pupils, they should not be deprived of it except for some serious offence; and those who are not deprived of it should not be allowed to *spend it in study*; and no child should ever be confined to the school-room during an entire session. The *minimum* of recess-time should be fifteen minutes in each session, and in Primary schools there should be more than one recess in each session.

5th. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but not as *muscular training*. It should be practiced by both teachers and children for at least *five minutes* in every hour not broken by recess, and should be timed by music. In Primary schools every half-hour should be broken by exercise, recess or singing.

6th. Ventilation should be amply provided for by *other means than open windows*, though these should be used in addition to the special means, during recess and exercise time.

7th. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in Primary schools the slate should be used more and the books less, and instruction should be given as much as possible on the principles of "Object Teaching."

We heartily accept each of these maxims, the third excepted, and we can endorse that if first permitted to explain our vote—speaking after the manner of Congressmen. The reason assigned for this maxim by the learned physicians who adopt it, is, that adult scholars can not bear more than seven hours of study, and that it is folly to suppose that immature minds in *growing* bodies can endure more. Now, as a matter of fact, the pupils in most of our schools do not study *three* hours a day—in many of our lower schools not to exceed *one* hour is given to actual study. The daily session of six hours is reduced by recesses and opening and closing exercises to about five hours; and even in our Grammar schools full one-half of this time is devoted to recitations and other exercises which afford a degree of mental and bodily relief. The fact that the schools are in session but five days each week, is also to be considered. *If* the other six maxims laid down by the Middlesex physicians are faithfully observed, we do not see why a moderate amount of home study need be injurious to pupils who are twelve years of age and upwards. *If*, on the contrary, children breathe poison during the day and have neither physical exercise nor out-door plays, and consequently return home from school brain-weary, nervous, and possibly, afflicted with headache, no home-study should be required.

It is the manner and conditions of study, rather than study itself, that injures health. The testimony of statistics is conclusive, that proper study is conducive to health and longevity. The duration of life among scholars and literary men, notwithstanding their general neglect of out-door exercise, is greater than among those not addicted to brain-work. Indeed it stands to reason, that as the body of man was made for the indwelling of an intelligent, rational soul, the development of that soul by study

and investigation need not necessarily be a drain upon the vital powers and functions of the body.

There is, of course, a natural limit to the amount of mental effort which can be safely required of children. They may be goaded or stimulated to a ruinous degree of mental exertion; and it is beyond question true, that this sometimes occurs in the public schools of our cities and towns, as well as in colleges and other private schools. In some schools the pressure to cause pupils to reach a high per centage in examinations, is excessive, and certainly ought to be abated. Teachers should not be subjected to such powerful temptations to neglect the health of their pupils that they may prepare them to pass brilliant examinations, to secure the commendation of the school authorities and the public. Our school work must be measured by a truer standard. But in abating this evil of unwise pressure, we must be careful not to break down a reasonable standard of study and thoroughness in our schools. Because a few children are over-tasked and injured, it certainly is not necessary to treat each generation of youth as though health and long life depended upon their being fools.

Let us see to it that the study of the pupils in our schools is of a kind adapted to their mental as well as bodily condition; let us avoid premature mental exertion, either by forcing the development of their minds beyond the growth of their bodies or by cramming their memories with incomprehensible abstractions and generalizations; let us secure vigorous study when the brain is not in sympathy with an over-loaded stomach; let us reduce as much as possible the *fret* and *worry* which arise from an attempt to prepare lessons in half the time necessary for their mastery; let physical exercises and changes of posture be made to alternate with periods of study and recitations; let the pupils have *pure air* and choerful and inspiring conditions of study—in a word, let the *laws of health* be observed in the management of our schools and the evil of over-study will largely disappear. Indeed it is my firm belief, that in the case of a majority of the pupils in our schools above twelve years of age, the absence of vigorous, earnest study is a more wide-spread evil than excessive study.

We would, in conclusion, call attention to the fact that the sickly appearance and poor-health of children are due largely to causes which lie outside of our school-rooms. Among these causes are a want of bodily exercise, unwholesome food, late hours, unventilated sleeping-rooms, insufficient and fashionable clothing, and unhealthy parents. No amount of physical training or sanitary discipline in our schools can be made a universal panacea for these evils. But let us see to it that the *school-life of children does not aggravate them.*—*Ohio Educational Monthly.*

The Play-Ground, or Uncovered School-Room.

The playground deserves to be entitled school-room, less for what it reveals, than for its positive effects. Indirectly its influence is doubtless powerful for good. Here occur those incidents which the earnest teacher makes so fruitful at another time, and here are the occasions constantly arising in which to practise those lessons of forbearance, kindness, generosity, justice, and self-help, that have been inculcated under more formal circumstances. But the play-ground is in itself a great educational force. More powerful and more lasting in its effects than anything that springs indirectly from it. There is real education going on in it. There is a direct influence of the lads upon each other, and there is an influence from its pursuits, that is continually moulding their characters, and that will be felt through their entire life. Much of this influence—especially in the absence of moral oversight—may be for evil, but much of it too is doubtless for good. There cannot be large numbers of boys congregated, and actively engaged in sports and games, without good—physical, moral, and social—growing out thereof. And the larger the school the larger the benefit, from this point of view.

Of the pictures which remain in the mind, and which circumstances bring vividly up, few are so permanent, so distinct, or

come up with such life-like reality as the games in which we took part at school. Here is present proof of our then interest. We must have been intensely excited by what we engaged in, or its impression would not have been so deep, nor its realization at subsequent times so vivid. Hence such a fact alone proves the games of the play-ground to be forces of immense power. Not all games, but those in which was the element of contest;—the sham battle, foot-ball, and cricket—in which party was pitted against party, in which victory brought honour, and defeat often excited shame. Now the force of these for good or evil consists not in their being *amusements*, but in their being for the while *real life*, having to the actors all the features of those, it may be, more momentous, but not more real struggles, which the warfare of life entails on their elders.

The physical benefit derived from such vigorous contests, in which so much muscle is expended, and so much energy thrown, and the intellectual advantages arising from the recruiting of brain and nerve force, are positively the least advantages—regarded from our present point of view, that of contest. It is this which gives them moral and social advantages far higher than grace, agility, strength, or brain force. There are influences at work in these contests that are fitting the boy for his future. That future is to be one of unintermitting contest, one of alternating triumph and defeat. Now the contests of the play-ground, being in all essential features the same as those of the future, must be regarded as preparing for them. In some few cases, where tyranny exists, or evil predominates, because the play-ground is not under moral supervision, the results may be different, but in the majority, such as these now to be enumerated, may be confidently predicated.

Courage to grapple with difficulty, to encounter the chance of defeat, and to meet some degree of danger, is certainly fostered by the contests of the play-ground. Few contests can occur there, and certainly none likely to call forth the highest energies of the lads, unless they involve these elements. But these are the very elements met with in the engagements of life—engagements often requiring moral courage of the severest kind to enter on, when there is the consciousness of uncertainty in the issue, and of difficulty and danger in the pursuit.

School work, with its teaching, learning tasks, reproduction and examination, does little comparatively to give a boy knowledge of himself. So much is due to his instructor, and so much to sheer repetition, that what he is, conceals itself from him, until he enters on the competition of life. But this is not the case with teachings of the play-ground. Here he gets to know himself. He puts himself into comparison with others, and finds out that he has amongst his associates some superior, some inferior. He thus acquires self-knowledge of an invaluable kind. He learns to accept his position, yet not to settle on his lees in it. He learns to be ever striving, yet gracefully to yield where others excel. And while thus acknowledging merit greater than his own, he learns also to hold his own against equals and inferiors. Nor is it hard to understand this practical superiority of the uncovered school-room as a revealer of character—not to others only, but to the pupils themselves. It is altogether due to the reality, to them, of the contests there. In the play-ground every lad exhibits himself. There his physical force, practical skill, and quick wittedness, as compared with the same things in others, are made apparent. What he does is voluntary. What he achieves is his own. Where he fails he has to seek the cause in his deficiency as compared with his companions in prowess, activity, diligence, perseverance, strength, or skill.

Nor is it a trifling advantage that lessons are thus inculcated not to undertake what he is not fit for; but accepting his position to deal with things practically. He finds that there are many that he cannot conquer. He finds that in competition with others the goal is often reached when he is hard toiling far behind. He discovers that events are often the very reverse of what he expected or could wish, and he learns that it is to his advantage, to his present peace, and to his own success, in his proper sphere, not to repine at what he cannot help.

Thus he becomes practical. Keep a lad from games—from games involving contest—and he becomes a dreamer. Forbid his association with his fellows, surround him with restraints, let all his conduct be by rule and direction, let him be screened from everything that would contaminate, let him encounter no temptations such as mingling with companions is sure to bring, and the result is, that he invests the forbidden with hues not their own, so that when circumstances remove his restrictions, he rushes, probably, into folly and vice, from which another discipline would have saved him. On the other hand give a lad the opportunity of games, let him have proper freedom when engaged therein, let there be the absence of perpetual interference, do not let play be a task, let there be liberty to act, not with license, yet not by rule, the result will be the calling into play feelings and passions which will prevent him dreaming that things are what they are not, he will be saved from the unreal, he will obtain true knowledge, and will become practical at the same time that he acquires power to resist temptation.

Mixing it may be with rude natures, and brought into contact with the bully, the sneak, or the cheat, it is no little advantage if he learns to carry into his intercourse with others a light heart and a thick skin. Certainly, amid the excitement of contest he needs these to preserve him from querulousness and from easily taking offence. Nor is it the least advantage that he learns to hold his own against sheer force, to contend for right, to appeal to fair play, and to exact from others that justice which they expect from himself.—*Papers for the Schoolmaster.*

Diseases Incident to the Teacher's Profession.

In presenting this subject, it should be stated that, strictly speaking, there are no diseases peculiar to teachers; those to which they are most subject, being almost equally prevalent among the members of the clerical and legal professions, public lecturers, and singers.

Teaching has of late years advanced to the dignity of a profession; yet even now a comparatively small number of those who engage in teaching adopt it as a permanent profession; by far the larger proportion regarding it as a means of temporary employment, by which they may secure money to prosecute their studies for some other pursuit, to which they purpose to devote their lives. The number of professional teachers is, we are glad to know, rapidly increasing; but in the past, it has been difficult to distinguish in any tables of vital statistics, between those who were permanently, and those who were temporarily engaged in it.

Still, from what facts can be gleaned from the tables of vital statistics in England and this country, we are forced to the conclusion that the teacher's profession is not unfavorable to longevity. The eminent English statistician, Thackrah, in his work on "The Effects of the Arts, Trades, and Professions, and of Civic States and Habits of Living on Health and Longevity" (London, 1832), though classing teachers with other professional men, testifies to their general healthfulness and longevity, except where they indulged in excesses at the table. M. Brunaud, a French statistician took, at hazard, one hundred and fifty savans, half from the Academy of Belles-Lettres, and half from the Academy of Sciences, and nearly all engaged in active teaching, through the greater part of their adult lives, and found that the sum of years lived by them was 10,511, or an average of above 70 years each.

The vital statistics of Massachusetts, compiled by Dr. Edward Jarvis, show that in the five years 1852-57, the number of annual deaths to 100 living teachers was 1.39; while that of clergymen, everywhere as a class noted for longevity, was 1.25; of the legal profession, 2.01; of the medical profession, 2.03; and of agriculturists, 1.76. The mean age at death of those who had died during the fifteen years 1813-58, a slight fraction under thirty-nine years, does not militate against this view, although it may seem to do so; for in Massachusetts, as well as elsewhere in this country, the great majority of those engaged in teaching are under the age of forty-five; very few, comparatively, remaining in the profession beyond that age, except college presidents and professors, who would generally be reckoned among the clergymen. Of course, the reputed deaths of teachers would occur only among those actively engaged in teaching; and their mean age at death would be necessarily lower than in professions which were not generally abandoned in middle life.

Isolated cases of longevity are not of great value, as indicating the healthfulness of a profession; yet, when such cases are very numerous,

as in the classes of retired military and naval officers and clergymen in Great Britain, they show at least that that profession is not incompatible with health and protracted life. These examples are abundant in the teacher's profession. The venerable Bishop Comenius, notwithstanding bitter persecutions and numerous perils by sea and land, was eighty years of age at his death. Pestalozzi, notwithstanding the many vicissitudes of his early life, passed his eightieth birthday; Fellenberg and Jacotot, active teachers till their death, both survived their seventieth year; and Father Girard, an eminent French teacher, whose system, a modified Pestalozzianism, is largely in vogue in France, died in 1850, after a life of active teaching, at the age of eighty-five. Oberlin was eighty six; Joseph Lancaster, above seventy. Von Raumer, one of Pestalozzi's most eminent pupils and successors, died the last summer at the age of eighty-three. That our own country is not behind the countries of Europe, in the venerable age of its teachers, a few examples will prove. Ezekiel Cheever, the paragon of Boston schoolmasters, died at the age of ninety-three. The venerable Doctor Dow, who for seventy years trained the youth of New-London, Connecticut, was past ninety when he relinquished teaching. The venerable Doctor Eliphaz Nott, (1) though approaching his hundredth year, still retains the residency of Union College; and Doctor Jeremiah Day, though, some years since, he retired from the active duties of the presidency of Yale, still lives, a hale old man, though in his ninety-fourth year. We might name also as among the teachers covered alike with years and honor, who have recently departed, Professor Benjamin Silliman, whose death occurred in his eighty-fifth year, after more than fifty years of active teaching; President Allen, whose intellectual vigor had hardly abated at the age of ninety; the accomplished Quincy, who, though in his later years he had withdrawn from the active life of the teacher, survived in health and vigor to be ninety-two. The eminent scholar and teacher so recently departed, Doctor Francis Wayland, died at the age of sixty-nine, not from disease incurred in teaching, but from extraordinary literary exertion, while suffering from a cold.

With such evidence before us, we cannot doubt that the teacher's career is compatible with longevity and good health.

This might, indeed, be expected. The conditions most favorable to health and long life, are: a sympathetic, regular, well-ordered life, with such employment as shall occupy, without overtaking, the brain, regular exercise in the open air, and sufficient excitement to the ambition or emulation of the subject, to prevent him from sinking into an apathetic condition. These conditions meet more fully in the teacher's profession, than in any other, with the possible exceptions, already noticed, of the clergymen of the Church of England, and the half-pay officers of higher grades in the British army and navy. And the writer is informed by eminent life assurers, that ordinarily a teacher is considered a better risk than a member of any other profession.

But while this view of the healthfulness of the teacher's profession will probably be new to some of those engaged in teaching, and may serve to encourage others to enter upon a teacher's life, it would be folly to suppose that teachers were exempt from sickness, or "the ills which flesh is heir to." Some enter upon their profession with an enfeebled body or an hereditary predisposition to disease; and though, in some cases, this may be aggravated by their mode of life and duties, it would be manifestly unfair to attribute to the profession, that disease which existed, either openly or secretly, before their entrance upon it.

A very general impression prevails that teaching induces a tendency to brain disease, and especially to insanity; but there is good reason for believing the impression an erroneous one. On this subject, statistics are the best authority. In the Pennsylvania Hospital for the Insane, one of the largest and best managed institutions of its kind in the world, there had been 2,292 male patients admitted in the 24 years, 1841-1864. Of these, only 36 were teachers, or 1.57 per cent.; the number of clergymen admitted during the same time was 25, or 1.09 per cent.; the number of physicians was 45, or about 2 per cent., and of lawyers 11, or 1.79 per cent. The institution being situated in the confines of Philadelphia, and by far the larger part of its patients coming from that city and its immediate vicinity, it is probable that the number of teachers in the district from which the patients were drawn, exceeded that of clergymen, and was fully equal to that of either lawyers or physicians. The number of male students admitted during the same time was 77, of whom 29 were students of medicine, law or divinity. There were few of the trades or occupations, employing any considerable number of persons, which did not give a larger number of patients, although from the comparatively high price of board, the number of laboring men or mechanics in its wards would be less than in the city or State institutions.

Acute brain disease, as inflammation of the brain or its enveloping membranes, a rare disease except in persons of irregular habits, is

(1) Doctor Nott died on the 29th of January last.

particularly rare among teachers; nor is apoplexy or paralysis common among them, though the latter is more frequent than the former. Paralysis is, however, in the larger number of cases, an hereditary disease, and is not traceable to any cause connected with the teacher's profession.

Nervous affections are to some extent incident to the profession, and especially to the female members of it. Some of these, the result of an unaccustomed weight of care and anxiety, acting upon an impressible and excitable temperament, are not dangerous in themselves, and after a short experience will pass away, not to return again for months or perhaps years. A difficult case of discipline, the anxiety concerning an approaching examination, or a disappointment in the performance of some model scholar on a day of public exercises, has often resulted in a raking headache, and a nervous prostration which was materially relieved by a "hearty crying spell," but left its traces in sunken eyes and oppressive languor, the next day; but the disease is not serious or generally dangerous, and the fair invalid usually regains her vivacity in a day or two.

More serious, because more enduring and less amenable to treatment, are the various forms of neuralgic suffering, sometimes appearing in the form of what the French have well named *tic-douloureux*, affecting the nerves of the fifth pair, and running along the jaw, ascending to the temple, or extending in sharply defined lines along the scalp, occasionally inflicting terrible agony in the region of the ear; at other times affecting the muscles of the chest or limbs, in that form now designated as rheumatism; and everywhere causing a sharp, venous, unendurable pain, which may leave the part affected in five minutes, never to return, or may come on in regular or irregular paroxysms for months and even years.

The presence of this painful affection indicates previous disorder of the system, and though in rare cases the result of some local irritation of the nerves, such as the presence of decayed teeth, or of some spicula of bone, or other irritant pressing upon a nerve, it is far oftener the consequence of a reduced state of the system, the result of over-exertion, or prostration from climatic or other influences. It need not be said that the sufferer from neuralgia is not in a fit condition to teach; but if, as sometimes may be the case, the labor which has become a most intolerable burden, must be continued for a time, resort should be had to tonics, and especially to some of the preparations of iron.

A more frequent class of diseases incident to the teacher's profession, is the legion of affections of the air passages—catarrhal, buccal, laryngeal, bronchial, and pharyngeal. In common with members of the clerical and legal professions, public lecturers, public singers, and large numbers of persons of no profession, enlarged tonsils and uvula, catarrh, sore throat (the common name of a half-dozen distinct diseases), occasionally loss of voice, and some bleeding from the throat are common diseases among the teachers of our cities and large towns. There seems to be satisfactory evidence that these affections are on the increase, not only among teachers, but among the other different classes we have named.—Popular opinion assigns the sudden changes in our climate as the cause of them; but popular opinion in this, as in so many other cases, is in the wrong. The climatic changes were as numerous and sudden thirty or forty years ago as now, but these diseases did not then prevail to any thing like the same extent. The secret of the prevalence of throat affections and other diseases of the air passages at the present day, is *impure air*, acting as a poison upon the air passages when these tissues are in the highest state of excitement. In former times, our school-houses were not by any means air-tight; the air came whistling up through the floor, found its way in around the window-sashes, and very often, too, through the broken panes of glass; and when the door was opened, Great Gust walked, or rather rushed in, to the sad confusion, often, of writing-books and paper. Now, our school-houses are of brick or stone, the floors and windows made tight (the latter often by the use of some patent weather-strip); and into this close room is forced hot air, deprived of all its moisture by passing over the red-hot flues of a furnace; or still worse, the air of the room is made intolerable by the presence of a great, red-hot cast-iron stove in the room. Ventilation is very inadequate, a small hole at the top of the room, or perhaps two, being the only outlets for the mass of carbonic acid gas, and other irrespirable gases which fill the room, and which being generally heavier than atmospheric air, refuse to rise and pass out of these holes.

Teachers and scholars, intent on progress in study, breathe this foul air, till the head throbs with pain, the eyes burn and smart, the throat feels husky and parched, and every effort at study or teaching, calling the blood more fully to the brain and chest, only aggravates these sensations, and the same state of things recurring from day to day, the throat, lungs, and nostrils become permanently disordered, and ulcerations and other forms of irritation of the air-passages are the result. This class of diseases, from their greater exposure to

them, are more prevalent among the female than the male teachers of our schools; and it is perfectly within bounds to say, that the health of some thousands of our female teachers is permanently impaired, and the lives of hundreds sacrificed to the ignorance and stupidity of those who build our school-houses; and when we consider that the children who attend these schools suffer to an almost equal extent, the injurious effects of this ignorance are almost incalculable.

We can say but little in regard to the means of prevention of these diseases, because in most instances the teacher does not realize the existence of danger until his health is seriously impaired. We may recommend, however, that the teacher should exert all his or her influence to have the ventilation of the school-room improved, where it is defective; that in default of the existence of architectural means of ventilation, the windows should be dropped from the top, water placed where it may slowly evaporate from the heat of the furnace or stove, and the air of the room be thoroughly changed by opening of the windows, at recess, as well as in the intervals, if there are such, as there should be, between the morning and afternoon sessions of the school. While due regard should be had to wearing reasonable clothing, we cannot recommend the use of heavy furs, neckerchiefs of merino or other woollen material, respirators, or any other nonsense of the sort, to protect the throat and chest from cold. All such measures, by retaining the insensible transpiration of the skin, or obstructing the free respiration of pure air, do more hurt than good. The throat should be free from any pressure, and have as little clothing upon it as is consistent with moderate comfort. Pure air, and plenty of it, is the best restorative to these unhealthy conditions of the air-passages. It will be for the advantage of the teachers to have, at all times, a considerable walk to and from the school-room. The lungs and respiratory apparatus will thereby be invigorated, and such open-air exercise is worth infinitely more to his or her health, than the movements necessitated by the exercises of the school-room. The diet of the teacher should be regulated, at least in quantity. The almost universal tendency is to eat too much, and of food which does not readily digest; and so intimate is the sympathy between the stomach and brain, that the activity of the one inevitably involves the excitement of the other; and the attempt to keep both actively employed at the same time imperils the health. For this reason, the food taken by the teacher during the noon recess should be simple, easily digestible, and very moderate in quantity; and a full meal should not be taken, until the care and mental anxiety and disquietude of the day are laid aside.

This leads us to speak of indigestion, or dyspepsia, which, though by no means peculiar to teachers, is not an infrequent disorder among them. This is invariably the result of errors in diet, and want of sufficient open-air exercise. The errors of diet may be in one direction or another: either from a diet too meager and scanty, or too exclusively vegetable; or from an excess in quantity, and consisting of too much carbonaceous food, fats, butter in excess, etc.; or too highly seasoned food. Often, too, the food is taken with too little mastication, and when the mind is preoccupied with some difficult problem, or disquieted by some carking care. Food taken under such circumstances will not digest, and will soon impair the powers of the stomach.

Still, we cannot caution the teacher too strongly, especially if inclined to physiological studies, or infected with any dietic theory, against watching too closely the effect of any article of food on his stomach, or considering constantly whether it is not possible that this article or that may affect his health. The stomach is an admirable servant, but it will not endure watching; and if its action be constantly noticed, it will very soon be found that that action will become abnormal. Blessed, indeed, is that teacher who is never made conscious, by any sensations of discomfort, that he possesses a stomach.

Affections of the liver, such as enlargement, torpor, obstructions of the gall-duct, or of the portal circulation, hemorrhoids, etc., are not infrequent among teachers, as well as other persons engaged in literary pursuits, and those passing an indoor and sedentary life. These are to be prevented, or relieved, by frequent bathing and friction, especially in the region of the liver; by regulation of the bowels; by diet; the wearing of flannel or woollen under-clothing next the skin all the year round, and by vigorous and uniform exercise.

Affections of the heart, except that class which do not come fairly within the physician's province, are not common among teachers. When they occur, they are usually either hereditary, or induced by rheumatism or a sedentary life. In either case, the mischief is accomplished before prevention can have the opportunity of warding it off. There are, however, simulated affections of the heart, such as palpitation, severe pain in the region of the heart, irregularity of pulse, and apparent cessation of its action for one or two strokes, which are really only disorders of the nervous system, the result of a low grade of action.

Rheumatism and its allied diseases are not so common among

teachers now, as they were thirty or forty years since. These diseases are dependent, to a very considerable extent, upon atmospheric causes, though the torpid condition of the liver has often considerable to do with them. The use of flannel under-clothing for the limbs is one of the best preventives, as "patience and flannel" form, perhaps, the surest cure. Frequent bathing, in warm or cold baths, the capacity of the subject for speedy reaction being the guide as to which shall be chosen, will be found a powerful adjuvant to the maintenance of sound health.

But we must close as we began, by insisting that teaching is, in itself, beyond most others, a healthful profession; that if untainted by hereditary infirmities, the teacher using sufficient open-air exercise, and a well-regulated diet, may reasonably hope to attain to as venerable an age as the worthies whom we have enumerated.—With better ventilated school-rooms, a simple but healthful diet, and vigorous and regular exercise, the coming generation may see venerable white-haired patriarchs, and equally venerable matrons, the teachers of more than half a century's experience.—*Dr. L. P. Brockett, in Educational Monthly.*

Eminent Educators Deceased in 1865.

We have been called upon the last year to mourn the demise of the greatest American Scholar, and one of our most prominent Statesmen—Edward Everett. A professor of Harvard University at the early age of twenty-five, he had devoted nearly all of the remainder of his life to the advance of education. No person did more to found the Public Library of Boston (one of the greatest blessings that city has ever received). No person did more for the purchase of the home of Washington. Since the war, no person, considering his means, has done more towards vindicating the supremacy of the National Government. He leaves a large circle of mourning friends. He died on the 15th of January.

Sydney A. Thomas, of New-Haven, one of the oldest Teachers of Connecticut, died February 5th.

Rev. R. O. Kellogg, Professor in Lawrence University, took his life in a paroxysm of insanity, in February.

The educational profession, as well as the literary world, met with a great loss on the 10th of June, in the death of Mrs. Lydia Huntley Sigourney, who was widely known, and the excellence of whose character and writings needs no comment.

The Right Reverend Alonzo Potter, D.D., an accomplished Teacher, and a zealous friend of education, died in San Francisco, July 4th.

Rev. Francis Wayland, D.D., L.L.D., author of several valuable School and College Text Books, late President of Brown University, died on the 30th of September.

James S. Eaton, author of Eaton's Arithmetic, for many years Principal of the English Department of Phillips' Academy, Andover, Mass., died October 10th. On the same day, Mrs. Elizabeth Ricord, once a popular Teacher and author of several Text Books.

Rev. George Musgrove Giger, D.D., late Professor of Latin in New Jersey College, died on the 11th of October.

The Boston *Advertiser* of November 2d, informs us that Joseph E. Worcester, L.L.D., the distinguished lexicographer, died on Friday, October 27th, at his residence in Cambridge, at the advanced age of eighty-one years. Dr. Worcester was born in Bedford, New Hampshire, August 24th, 1784. He graduated at Yale College in 1811, and was for some time a Teacher in Salem, but in 1819 removed to Cambridge. He began as early as 1817 the issue of his long series of manuals and text-books in geography and history, and in 1827 made his first essay in lexicography, in a revised edition of Johnson. His labors in this department of learning were unremitting, and resulted in a series of important publications, concluding with the great quarto which in 1860 may be said to have finished the work of his life, and established his name in the first rank of the lexicographers of our language.

Dr. Worcester's career was distinguished by a conscientious fidelity to the task which he had undertaken. He aimed to preserve the purity of our tongue, and to establish a standard which should have the sanction both of classical usage and cultivated taste. His success in this effort was such as to crown him with literary honors, which few can hope to gain in the laborious and dry field of study which he selected for himself. Degrees from Yale, Harvard and Dartmouth Colleges, and election as member of several learned societies, here and in England, testify to the respect in which his industry and his attainments were held.

OVER THE ATLANTIC.

H. G. Ollendorff, a Teacher of languages in Paris, whose system of

acquiring French, German, Italian, and other European languages, has received so wide a circulation, died on the 30th of October.

Charles Von Raumer, a German Professor and author, died in June. Dr. Franz Auz, whose German Method is widely known, died in September.

Dr. Charles Richardson, an eminent English lexicographer, died on the 6th of October, at the ripe age of ninety one.—*Condensed from Exchanges.—Wisconsin Journal of Education.*

SCIENCE.

Pleasant Ways in Science.

No. II.—EQUILIBRIUM AND REPOSE.

In the first of these papers we considered certain facts belonging to what we designated "Curiosities of Motion." We found that all things change, and that nothing is absolutely still. Let us now consider a few phenomena belonging to conditions of equilibrium and repose. In an absolute sense, no objects can be so described, but very close approximations to these conditions may be found throughout the universe. Equilibrium means a state of equal balance, and we shall arrive at some elementary and serviceable ideas by considering a pair of scales, or, more simply, a well-balanced scale-beam, without the pans. If such a beam be placed in perfectly still air, and away from sources of disturbance, it will remain perfectly level; but if accurately made, the slightest force acting upon either end will produce an oscillation, and, if continuous, a subsidence of the end affected. A feeble current of air, a very small magnetic or electric attraction or repulsion, a gentle heating of one end, with consequent expansion changing the position of the centre of gravity—any of these things will disturb the equilibrium, and cause a state of motion to follow the state of rest.

Now, making a pair of scales may appear a very simple thing, and yet, when a near approach to perfection is required, the task is found to be surrounded by a variety of difficulties, requiring considerable skill and science to overcome. To understand this, we must arrive first at a distinct comprehension of what is meant by *centre of gravity*. Terrestrial gravity, or weight, means the mutual attraction exerted between the earth and any given body, as, for example, a piece of wood. Take a strip of wood, or of card, which will do as well, say six inches long, and half an inch wide, run a needle through it near one end, and support the needle on a couple of wine-glasses, so that the card can fall between them. The long end of the card will touch the table on which the glasses stand, and, if lifted up, will immediately fall back again. Why? Because the earth attracts and is attracted by all the particles of the card, and there are more of them in the long end than in the short; that end therefore falls. If the short end is weighted, so as to attract and be attracted by the earth as much as the long end, a balance will be obtained, and neither end will fall. The quantity of weight on either side of the needle which passes through the point of suspension can be adjusted quite as well by moving the needle as by adding to the weight of the lightest end. There must be a point in every solid so situated that exactly as much weight lies on one side of it as on the other. In a regular solid, like a solid square or a solid parallelogram, we can find this point by drawing diameters across opposite corners; they will cross in the centre of the figure, which is also its centre of gravity. In a circle, the centre of the figure is likewise the centre of gravity, presuming always that the object is of equal density throughout. In irregular figures, the centre of gravity is more troublesome to find; but when found, has the same property, that if the object is suspended at that point it can remain at rest. A body acts as if all its weight were concentrated in its centre of gravity; and, consequently, whatever be the mode of its suspension, the centre of gravity will fall as low—that is, as near the centre of the earth—as it can. Now, if a body has a pin run exactly through its centre of gravity, and that pin is strong enough to bear its entire weight, it is obvious that the centre of gravity cannot fall lower than it is already placed. To do so, it would have to break or bend the pin, which we have supposed impossible. If, therefore, we run the needle exactly through the centre of gravity of our piece of card, we shall find that it can be at rest, or balanced in any position. Both arms may be horizontal or vertical, or in any intermediate position; and whatever tendency of weight operates upon one arm in one direction, must operate upon the other arm in exactly an opposite direction, and so both arms will be in equilibrium wherever they are placed.

In these experiments we suspend a body, free to move about the

point of suspension, so that it may be at rest in any position; and we see that to do so, we must suspend it by a support passing through its centre of gravity. Let us now suppose we wish to communicate motion to any body, so that all its parts shall be impelled in the same direction, and with uniform velocities; how are we to proceed? Take a billiard ball for an example. If one side of the ball is struck, that side is impelled to move faster than the other; but if the ball is hit exactly in the centre, its tendency is to move straight forward in the direction of the impelling force. Thus we see that, if an object is struck, so that the line of the force acting upon it passes exactly through its centre of gravity, the whole body is impelled to move straight forward with equal velocities affecting all its parts. If struck to the right of its centre of gravity, one side is impelled to move quicker than the other, and consequently the body rotates round its centre of gravity as well as moves forwards, if it is free to do so. The centre of gravity of a body has therefore two noticeable properties—a support passing through it will suspend the body, so that its balance is not disturbed by change of position, and a force passing through it impels the whole body to move equally forward in front of the impelling force.

A body is in a state of equilibrium when the action of gravitation does not tend to alter its position; but there are three distinct kinds of equilibrium—*stable*, *unstable*, and *neutral*. Stable equilibrium indicates a decided preference for a particular position of equilibrium. This is the case when a cone is allowed to stand on its base. If you lift the base up a little on one side, it falls back to its previous position; and in order to make it fall over, you must lift one side of the base so much, that a perpendicular from the cone's centre of gravity shall fall beyond the base, and then it will fall over on its side. Any body in stable equilibrium has its centre of gravity so far from the edge of its base, that if thrown slightly, or even considerably, out of position, it tends to fall back to where it was before. A centre of gravity is in its normal position when it has fallen as low—that is, as near the centre of the earth—as it can. If elevated above the lowest point it can reach, and allowed freedom for motion, it will get back to the lowest point by the shortest route.

Neutral equilibrium is when a body cannot alter the position of its centre of gravity by any motion it can take. It is thus equally at rest, or in equilibrium, in all its possible positions. A ball resting on a plane is in this condition, because its revolution leaves its centre of gravity at all times exactly as high above the plane as it was before.

To return to our scales: let the piece of card already spoken of represent the beam. If the needle by which it is suspended passes exactly through its centre of gravity, it is in neutral equilibrium, and the two arms balance each other in whichever way they are placed. But if the needle is moved so as to be a little above the centre of gravity, a slight motion of the beam elevating or depressing either arm is resisted by its weight, because any such motion lifts the centre of gravity above its lowest point, to which it will immediately fall back, and at which it will settle after a few oscillations. If the needle is again moved, so that it is placed considerably below the centre of gravity, the slightest force will throw the beam on either side, and it will not oscillate, but remain fixed as soon as the centre of gravity has reached its lowest point.

This sort of explanation is dry to read, but may readily be made interesting by the performance of the experiments described. In making scales, two things have specially to be considered—firstly, the elimination of friction, so that the least possible obstacle of that kind may hinder the free motion of the beam; and, secondly, the arrangement of the point of suspension above the centre of gravity, so that the beam may be in stable equilibrium, to the extent of always desiring to return to one and the same position, but with this tendency sufficiently weak as to be counteracted by a slight force. The exact distance between the centre of gravity and the point of suspension must be determined by the use to which the scales are to be put—the greatest delicacy and freedom of motion being required for the most precious articles, and the most accurate weighing.

It seems a sudden jump from a pair of scales to a percussion cap, but yet the transition is easy. A good pair of scales are just within the conditions of stable equilibrium, and a percussion cap contains a substance—fulminate of mercury—which is just outside those conditions. Chemical forces are capable of balancing each other as mechanical forces do. The balance may be upset with difficulty, and then the body belongs to the class of stable compounds, such as all ordinary earths and stones; or it may be upsettable with facility, and then the body belongs to the class of unstable compounds, of which fulminate of mercury is one, and which we find is decomposed by a smart blow. Some bodies of this latter kind, such as chloride of nitrogen, explode violently on mere contact with most other substances.

A body may be in the state of rest called equilibrium, and yet be

far from actual and absolute repose. Thus a scale beam, equally heated throughout its length, is in active internal motion; but as both arms are lengthened at the same time, and in the same proportion, the equilibrium of gravity is not disturbed. Astronomy furnishes remarkable instances of groups of balanced motions producing the equilibrium of systems, every part of which moves in harmony with the rest. Astronomy also brings before us the conception of compensated disturbances, or aberrations, an arrangement which permits certain departures from the main plan, in such a manner as to consist with the stability of the whole. If we descend from great things to small, and pass from Nature's grand clockwork in the starry orbs to man's little clockwork with his chronometers, we find analogies in the mode of operation; and that form of pendulum, in which the expansion and consequent lengthening of the pendulum-rod is counteracted by the expansion and rise of mercury in the glass vessel which constitutes the pendulum-rod, illustrates to some extent the mutually compensating irregularities by which the true relation between suns and planets is maintained.

It is by establishing the kind of equilibrium we have described that bodies are preserved as *wholes*, notwithstanding the motion of their parts, or the change of their constituent atoms. The inorganic world affords us continual instances of the first of these actions, and the organic world of the second. In the latter there is an approximate equilibrium of waste and supply. The two processes are seldom equal. When the supply predominates in a healthy individual, growth is obtained; and when the waste predominates, dissolution ensues.

The social world has its equilibriums, stable and unstable, like the physical and the chemical worlds. In societies in which rights are respected and duties performed, the stable equilibrium is attained; and if disturbance ensues, and the fabric shakes under hostile assaults, it may still regain its condition of individual activity and collective repose; while in other societies in which injustice is the predominant force, the resulting equilibrium of despotism is unstable, and when a shock comes the

“Castles topple on their warders' heads.”

It has been well said that “harmonious motion is divine repose.” Absolute rest, with its negations, so appalling to the European mind, constitutes the highest felicity of the Buddhist; but in a healthy human being, a higher kind of rest is achieved in the compensating movements and harmonious working of divers faculties. The muscular system relieves the nervous, the nervous excites the muscular; the affections not only stimulate the intellect, but they relieve its labours; and by a grateful alternation of different modes of action, life's varied functions are performed in due season, so that to exist is to enjoy.—*Intellectual Observer.*

Wonderful Properties of Figures.

Though figures constitute a universal language among the civilized nations of the earth, and maintain such an exalted character for honesty and truth that it has passed into a proverb that “figures can not lie,” yet they are treated as the mere slaves of calculation, without any regard for that respect and consideration to which their peculiar qualities entitle them. To rescue them from the degradation of being looked upon as mere conveniences, let us see if they are not possessed of certain intrinsic properties which shall excite our wonder and admiration.

Few people have a clear conception of even “a million of dollars.” Mr. Longworth, who recently died at Cincinnati, was said to be worth fifteen millions of dollars. How many days would it take to count that sum, at the rate of fifty dollars a minute, working steadily ten hours each day? While some are guessing four or five days, another a week, another two weeks or a month, the operation may be made mentally. Fifteen millions divided by fifty gives three hundred thousand minutes; divided by sixty gives five thousand hours; divided by ten gives five hundred days! An answer which is sure to strike your guessers with amazement; a remarkable instance of the difference between guessing and thinking.

The powers of the human understanding are limited. The increase of figures has no limits. Our knowledge of numbers, therefore, must necessarily be limited. But, like every other subject, the more we study and think about it, the more we shall know. A distinguished philosopher, to whom the world is indebted for some of the grandest truths of science, has said that, without any extraordinary endowment of mind, by thinking long and deeply, on this subject, point after point gradually unfolded itself to his mental vision, until he was able to comprehend the mighty laws which control the universe.

The child who has learned to count as far as three, has an idea of that number; but the number thirteen is quite beyond his comprehen-

sion. The savage gets along very well with his arithmetic, so long as he is not required to go beyond the numeration of his fingers and toes; but any greater number quite bewilders his imagination, and, in despair, he refers to the hairs of the head, the leaves of the forest, or the sands on the seashore, to express his overwhelming sense of its magnitude. Every young student of history has laughed at the extreme simplicity and ignorance of the Indian whom Powhatan sent to England to see the country and find out how many people were there. As soon as the shores of England were reached, the "poor Indian" procured a long stick and commenced to cut a notch on it for every one he saw. Of course, he was soon obliged to stop.

On his return, Powhatan, among many questions, asked how many people he had seen. "Count the stars in the sky," was the reply, "the leaves on the trees, or the sands on the shore; for such is the number of the English." Perhaps this untutored child of the forest was not so very far astray after all; for the stars in both hemispheres, visible to the naked eye, do not exceed the number of ten thousand. The hairs of the head and the leaves of the trees may be easily counted, and the sands of the seashore are by no means innumerable.

POWER OF CIPHERS.

The enlightened man may have a clear understanding of thousands, and even millions; but much beyond that he can form no distinct idea. A simple example, and one easily solved, will illustrate the observation. If all the vast bodies of water that cover nearly three-fourths of the whole surface of the globe were emptied, drop by drop, into one grand reservoir, the whole number of drops could be written by the two words, "eighteen septillions," and expressed in figures by annexing twenty-four ciphers to the number 18 (18,000,000,000,000,000,000,000,000). Man might as well attend to explore the bounds of eternity, as to form any rational idea of the units embodied in the expression above; for, although the aggregate of drops is indicated by figures in the space of only one inch and a half of ordinary print, yet, if each particular drop were noted by a separate stroke like the figure 1, it would form a line of marks sufficiently long to wind round the sun six thousand billions of times!

Now, observe, if you please, the marvelous power or value which the ciphers, insignificant by themselves, give to the significant figures 18. The young reader will be surprised to learn that the use of the cipher to determine the value of any particular figure, which is now practised by every schoolboy, was unknown to the ancients. Therefore, among the Greeks and Romans, and other nations of antiquity, arithmetical operations were exceedingly tedious and difficult. They had to reckon with little pebbles, shells, or beads, used as counters, to transact the ordinary business of life. Even the great Cicero, in his oration for Roscius, the actor, in order to express 300,000, had to make use of the very awkward and cumbersome notation, cccccc, cccccc, cccccc. How very odd this seems—"in the year of our Lord mccccxvi!" (1866.)

Many curious and interesting things might be said concerning the history of numerical characters used in ancient and modern times; but, not to prolong this article, they must be reserved for some future occasion.

CURIOUS CALCULATIONS.

The simple interest of one cent, at six per cent per annum, from the commencement of the Christian era to the close of the year 1864, would be the trifling sum of one dollar, eleven cents, and eight mills; but if the same principal, at the same rate and time, had been allowed to accumulate at compound interest, it would require the enormous number of \$4,840 billions of globes of solid gold, each equal to the earth in magnitude, to pay the interest; and if the sum were equally divided among the inhabitants of the earth, now estimated to be one thousand millions, every man, woman, and child would receive 84,840 golden worlds for an inheritance. Were all these globes placed side by side in a direct line, it would take lightning itself, that can girdle the earth in the wink of an eye, 73,000 years to travel from end to end. And if a Parrot-gun were discharged at one extremity, while a man was stationed at the other,—light travelling one hundred and ninety-two thousands miles in a second—the initial velocity of a cannon-ball being about 1500 feet per second, and in this case supposed to continue at the same rate, and sound moving through the atmosphere 1120 feet in a second,—he would see the flash after waiting one hundred and ten thousand years; the ball would reach him in seventy-four billions of years; but he would not hear the report till the end of one thousand millions of centuries.

The present system of figures is called the Arabic method, but it should be more properly termed the Indian method, because it had its origin among the Hindoos of India, from whom the Arabs learned it; and they, in turn, carried the art into Spain, where they practised it during their long occupation of that country.

The publication of their astronomical tables, in the form of almanacs, was the principal means of gradually spreading it abroad among the surrounding nations; but so slow was the progress, that it was not generally established until about the middle of the sixteenth century.—*American Educational Monthly*.

OFFICIAL NOTICES.



BOOKS TO BE USED IN THE PUBLIC SCHOOLS.

The Council of Public Instruction for Lower Canada, at a special meeting held on the eleventh instant, considering that the list of Books to be exclusively used in schools of various grades has not yet been completed, resolved to extend to the First JULY, 1867, the delay appointed by their Order of the month of May last, prohibiting, under forfeiture of the Government grants, the use of unapproved books. Which resolution has been confirmed by His Excellency the Governor General in Council.

Montreal, 27th April, 1866.

LOUIS GIARD,
Recording Secretary.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 20th February last, to approve of the following appointments of School Commissioners:

County of Arthabaska.—St. Christophe: Messrs. Jean Patoine and Edouard Béclair.

County of Beauce.—Ste. Marie. Messrs. Charles Carter, *sen.*, and Narcisse Blouin.

County of Bonaventure.—Rustico: Rev. Pierre Saucier and Messrs. Jean Blaquière, Basile Gallant, Thomas Dorion and Simon Martin.

County of Bonaventure.—Ristigouche: Rev. Pierre Saucier and Messrs. Samuel Cooke, Grégoire Larocque, John Barnabé and Athanase Jérôme.

County of Champlain.—St. Narcisse: Messrs. François Xavier Cossette and Patrick Byrus.

County of Chicoutimi.—Notre-Dame de Laterrière: Mr. Germain Godreault.

County of Drummond.—Grantham: Rev. Majorique Marchand.

County of Gaspé.—Mont Louis: Mr. Auguste Poitras.

County of Gaspé.—Barre-à-Choix: Messrs. François Michel, Philippe Tapp, Jean-Baptiste Blondin, John Lafolly and John Bond.

County of Gaspé.—Miguasha: Messrs. Alexander Campbell, Alexander Labilloy, Hypolite Quaisie, Jeremiah Naughton and Edward Campbell.

County of Maskinongé.—Hunterstown: Mr. Norbert St. Onge.

County of Missisquoi.—West Farnham: Mr. Pierre Fontaine.

County of Ottawa.—Lochaber. Messrs. Philippe Nash, John McLoughlin, Francis McNamara and Michael McCormick.

County of Quebec.—St. Gabriel, Valcartier: Rev. Anthony Aaron Von Island.

County of Quebec.—Stonham: Mr. Patrick Devinc.

City of Quebec: Rev. William Brown Clarke, and Christian Wurtele and John Gilmour, Esquires.

County of Rimouski.—Matane: Mr. Jean Truchon.

County of Vaudreuil.—Vaudreuil: Messrs. Antoine Lalonde and François Xavier Valois.

His Excellency the Governor General in Council was pleased, on the 9th of the present month of April, to approve of the following appointments of School Commissioners, viz:

County of Beauharnois.—St. Stanislas de Kostka: Louis Bertrand, Esq.

County of Gaspé, Malbaie. Messrs. Charles Vardon and John Vibert.

Same County.—Petite Rivière: Messrs. Elie *alias* Elif Simard and Alexis Tremblay.

County of Kamouraska.—Mont Carmel: M. Edouard Berubé.

County of St. Maurice.—St. Maurice Forges: Messrs. Robert McDougall, Jean Bouchard and Jean Charette.

Same County.—St. Etienne: Augustin Milette, Esq.

City of Montreal: Rev. Donald Harvey McVicar.

His Excellency the Governor General in Council was pleased, on the 12th of the present month of April, to make the following appointments of School Commissioners, viz.:

County of Drummond.—St. Germain de Grantham: Messrs. Alexandre Bourget *dit* Lespérance and Zéphirin Cyr *dit* Vincent.

County of Gaspé.—Claridorme: Messrs. Pierre Huot, Moise Lebreux, Narcisse Caron, Ambroise Colombe and Pierre Pruneau.

Same County.—Grande Vallée: Messrs. Jean-Baptiste Caron, Alexis Fournier, Messie Fournier, Ferdinand Gagné Sr. and Joseph Langlois

County of Montcalm.—Ste. Julienne: Mr. Ignace Aumond.

County of Saguenay.—Municipality of Saguenay: Messrs. Flavien Tremblay, François Dufour, Laurent Tremblay, Simon Godreau and Auguste Bernier.

TRUSTEES OF DISSIDENT SCHOOLS.

His Excellency the Governor General in Council was pleased, on the 20th February last, to approve of the following appointments of Trustees of Dissident Schools:

County of Two Mountains.—St. Joseph du Lac: Messrs. James Walker and Duncan McColl.

County of Ottawa.—Lochaber: Mr. Alexander McLean.

His Excellency the Governor General in Council was pleased, on the 9th of the present month of April, to approve of the following appointment of a Trustee of Dissident Schools:

County of St. Maurice.—St. Etienne: Mr. William Gun Hamilton.

ERECTIONS, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 12th of the present month of April, to erect the Townships of Saguenay and Albert into a Municipality for school purposes, by the name of the Municipality of Saguenay.

DIPLOMAS GRANTED BY JACQUES CARTIER NORMAL SCHOOL.

Model School diploma.—Mr. J. Bte. Blais.

Feb. 24, 1866.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

RIMOUSKI BOARD OF EXAMINERS.

2nd Class Elementary (F.)—Misses Marie Adèle Campbell, Marie Céline Choinard and Marie Adèle Milliard.

Feb. 18, 1866.

P. H. DEMAS,
Secretary.

OTTAWA BOARD OF EXAMINERS (AYLMER).

1st Class Elementary (F.)—Mr. Joachim Jouvent and Mr. Joseph Labelle

1st Class Elementary (E.)—Mr. John Starrs.

2nd Class Elementary (E.)—Messrs. William Palmer, George Johnston, George Mainville, John O'Boyle and Miss Ellen Burke.

Feb. 6, 1866.

JOHN WOOD,
Secretary.

MONTREAL BOARD OF CATHOLIC EXAMINERS.

1st Class Elementary (F. & E.)—Mr. Anthime Pilon.

Aug. 2, 1865.

Model School (F. & E.)—Mr. Anthime Pilon.

Feb. 6, 1866.

1st Class Elementary (F.)—Misses Edwige Archambault, Martheleine Barrey, Malvina Coderre, Emélie Coitou, Judith Filiatrault, Eliza Goyette, Azélie Richer, Héloïse Riendeau and Mr. David Chenay.

2nd Class Elementary (F.)—Misses Virginie Bertrand, Malvina Lanctôt and Elize Minier.

Feb. 6, 1866.

F. X. VALADE,
Secretary.

MONTREAL BOARD OF PROTESTANT EXAMINERS.

1st Class Academy (E.)—Mr. John Wilson Jolly.

1st Class Model School (E.)—Mr. A. Wright.

1st Class Elementary (E.)—Mr. John Maxwell, Miss Emma Kahler and Miss Malvina Patenaude.

2nd Class Elementary (E.)—Miss Ida Amanda Chilton, Martha Beckham, Catherine Flora Campbell, Margaret J. Grant, Pomeia L. Hall, W. L. Mills, Lydia Jane Richardson, Agnes P. Vaughan.

Feb. 10, 1866.

T. A. GIBSON,
Secretary.

RICHMOND BOARD OF EXAMINERS.

2nd Class Elementary (E.)—Miss Mary Jane Randall and Miss Marion Frank.

J. H. GRAHAM, A. M.
Secretary.

BOARD OF EXAMINERS OF GASPÉ.

1st Class Elementary (F.)—Miss Mary Ann Savage.

PHILIP VIBERT, JR.,
Secretary.

NOTICE TO DIRECTORS

OF INSTITUTIONS CLAIMING AID ON THE GRANT FOR SUPERIOR EDUCATION UNDER THE ACT 19 VICT., CAP. 54.

1st. No Institution shall be entitled to, or receive any aid unless the application therefor and the return be filed within the period prescribed, that is to say before the first day of August next. No exception will be made under any pretence whatsoever.

2nd. Acknowledgment of the receipt of such application and return will be made immediately to the party forwarding same.

3rd. Any party not receiving such acknowledgment within eight days after mailing the documents, should make inquiries at the Post Office and also at this Office, failing which, such application and return will be deemed as not having been sent in.

4th. Blank forms will be transmitted during the first fortnight in June, to all Institutions now on the list; and Institutions not receiving them during that period must apply for them at this Office.

5th. Institutions not on the list, that may be desirous of making the necessary application and return, can obtain the requisite blank forms by applying for them at this Office.

Education Office (East), Montreal, April, 1866.

PIERRE J. O. CHAUNEAU,
Superintendent of Education.

NOTICE TO TEACHERS.

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

DIPLOMA REVOKED.

At a Special Meeting held on the 11th instant, the Council of Public Instruction for Lower Canada, acting under the authority of the Consolidated Statutes, Cap 15, Sec. 22, revoked the diploma authorizing Uldéric Bechard to teach in the Public schools, and ordered that his name be expunged from the Register of qualified teachers.

Montreal, April 12, 1866.

LOUIS GIARD,
Recording Clerk.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent of Education acknowledges with thanks the following donations:

From Mr. Bibaud, Senior Professor of Law. St. Mary's College, Montreal: *Voyages de Brétigny dans l'Amérique septentrionale.*

From M. Vandenpeereboom, Minister of the Interior, Belgium: *Rapport sur l'état de l'Enseignement moyen en Belgique.* Dated 1864.

SITUATIONS WANTED.

A young lady provided with a diploma authorizing her to teach French and English, and who can be well recommended, is desirous of obtaining a situation as Teacher. Her father, an experienced Teacher with a diploma for elementary schools, and who is competent to teach both languages, would accept of a situation in a school where a male and a female teacher would be required. Enquire at this Office.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), MARCH & APRIL, 1896.

School Conventions in Upper Canada.

A movement of some importance in educational circles has been commenced in Upper Canada, under the immediate direction of the chief Superintendent for that section of the province. The progress of public instruction under the existing system has been, thus far, satisfactory; yet it is thought that in some particulars the law is susceptible of improvement. Among the changes now sought to be introduced, the most important is that which has reference to the jurisdiction of local School Boards. As in Lower Canada, the principle that the rates levied in support of the schools in each municipality shall be self-imposed is fully recognised and acted upon; the essential difference is in the constitution of the Boards having the power to assess the ratepayers. In Lower Canada each municipality (where there are no dissentients) elects but one Board, whereas in the Western section there is an independent Board for every school and its school section, thus needlessly multiplying, as Dr. Ryerson declares, the number of these administrative bodies, causing much diversity in the rate of assessment in the same township or even part of a township, and impairing the general uniformity in the working of the school system. To remedy these evils and improve this system in other respects, it is proposed to substitute Township for the existing School Section Boards and to introduce various other measures of minor importance; but before taking any action on the part of the Department, Dr. Ryerson wished to consult the different school functionaries and others interested, and to listen to such suggestions as their experience and practical knowledge in the working of the school law might prompt them to offer. Hence the circular addressed in December last to local municipal bodies, school officers and others, inviting them to assemble in Conventions to be held in each county, and at which the chief Superintendent would preside.

The circumstances that seem to have suggested the idea of County Conventions are thus explained by Dr. Ryerson in his circular:

"When I began, in 1844, to apply myself to establish and mature our present system of public elementary instruction, it was part of my plan to visit foreign educating countries once in five years, in order to acquire information, to observe the nature, working and progress of systems of public instruction, so that we might in our educational system and institutions profit as much as possible by the example and experience of other enlightened countries. It was also another part of my plan to visit each County in Upper Canada once in five years, in order to acquire local information as to the circumstances and wishes of the people, to hold free consultations as to the working, progress and defects of our own system of public instruction, and the best means of improving and adapting it to the institutions and wants of the country. My last quinquennial tour was made in January, February and March of 1860; but my health did not permit me to undertake the great labour of another tour last year; and the absorption of the public mind with the subject of confederation and other exciting questions, seemed to render it inopportune for me to hold public County Conventions on school matters.

"I purpose in the course of the next three months, Providence permitting, to make my fourth and probably last visit to each

County, or union of Counties in Upper Canada, in order to hold a County school convention of all school officers and other friends of general education who may think proper to attend."

The business which was expected to engage the attention of the Conventions is concisely laid down as follows:

"1. To consider any suggestions which may be made for the amendment of the school law, for the improvement of the schools, for the diffusion of education, and for the extension and usefulness of prize books and public libraries.

"2. To consider, especially, whether or not it would be desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each City, Town, and Incorporated Village; and whether the Township Council should not be such Board of School Trustees — thus putting an end to the trouble and disputes arising from School Section divisions and alterations, the election of Section Trustees, and the levying and collection of School Section rates, and greatly simplifying the machinery of the School System, leaving to parents a larger discretion as to the selection of a school for their children, and giving greater permanency to the situations of teachers.

"3. It is also proposed to consider whether each Municipal Council should not be invested with power to bring to account and punish by fine, or requiring to work on the roads, parents who do not send their children, between seven and fifteen years of age, to some school at least four months in each year."

Among the many articles which have appeared in the newspapers in connection with this movement, we select the following on the subject of prizes. It is from the *Hamilton Spectator*:

"The first subject suggested by Dr. Ryerson, in his circular, announcing the holding of conventions throughout Upper Canada, on the subject of the School system and its improvement, is "To consider any suggestions which may be made for the amendment of the School law, for the improvement of the schools, for the diffusion of education, and for the extension and usefulness of prize-books and public libraries." This subject takes a very wide range, and may, in fact, be said in its terms to include all the other topics suggested. Under it, almost all subjects connected in any way with the School system of the country might be introduced, and we doubt not that the discussions upon it will prove of very general interest.

"We purpose, however, to-day, to notice that particular suggestion which has relation to the distribution of prizes in the schools — a subject which has excited a good deal of attention among educationists, and upon which the weight of evidence is pretty equally divided. There is no question that those who oppose the giving of prizes to those scholars who, in a competitive examination exhibit the greatest proficiency, are not without solid argument by which to maintain their views. It is contended that very often the lads who are really the hardest workers, and who make the best figure in the world in the long run, are not the most successful at those examinations; and that mere smartness often takes the prize from the more industrious and meritorious; and that, in such cases, the tendency is to discourage that spirit of plodding industry which at school, as in the sterner duties of after-life, are the most to be encouraged. Where the prize is awarded solely to the most successful at the competitive examination, there is no question that this is too often the case. At school, as in life, mere self-possession, we might perhaps say the force of impudence, often carries off the prize against merit and modest worth. The reports of local superintendents of schools, published in the annual reports from the Educational Department, bear evidence that this fact has often militated against the usefulness and fairness of the prize system.

"But these arguments, after all, apply rather to the mode of distributing prizes than to the system of prizes itself. The great danger to be avoided is in ignoring the general conduct of scholars during the entire term, and leaving to the accident of the examination the determination of the question of merit. Distributed upon a well-considered principle, which would recognise fully the

steady every-day industry and attention of the pupil, they are undoubtedly of great advantage. It is simply carrying out in the school the principle which obtains through life. We all work for prizes. It may be that the particular prize which is sought after and daily struggled for may differ, in the case of different men. But all who are not mere useless drones have a prize which they keep steadily in view, and to which, with plodding labour, they daily aspire to. It furnishes the incentive to exertion, and when attained constitutes its sweetest reward. And as the great object of any educational system must be to fit boys and girls for the duties of men and women, the earlier this spirit of emulation is implanted in their minds the better. The prize at school furnishes the incentive in many cases to that exertion which ultimately becomes a part of the scholar's very nature, the habit of his every-day life, and fits him all the more for the performance of the more practical and severer duties of life's great battle. Many a lad has been impelled to exertion by the prospect of the distinction which the prize confers, who would, without that motive, remain inert and careless in his studies; and the habit acquired in the hard work of the term will become to him the capital for future usefulness and proficiency.

"But how to distribute the prizes so as to secure this object is the practical question for discussion in connection with this subject. To be useful, it must, as we have said, have reference not merely to what may be the accidental success on examination day, but to the entire every-day conduct and studious proficiency of the term; and it may even be questioned whether, with that object well attained, the examination as a test of merit, and a basis for the distribution of the prizes, might not with advantage be dispensed with altogether. This subject, we are glad to know, has occupied the earnest thought of the indefatigable head of the Educational Department; and the suggestion which is contained in a recent circular, that the use of merit cards would accomplish this object, is well worthy the attention of School Trustees. These cards are divided into four classes, one, ten, fifty and one hundred merit cards, and the mode of distribution is as follows:— "The one merit cards should be given daily or weekly, at the discretion of the teacher, to pupils who excel in punctuality, good conduct, diligence, or perfect recitation. Ten of the single merit cards entitle the holder to a ten merit card; five of the ten merit cards to a fifty merit card; and two of the fifty merit cards to a hundred merit card. If given daily no pupil should be entitled to a certificate or prize at the quarterly examination who had not received at least fifty merits of all classes; if given weekly, from fifteen to twenty should be the minimum number of merits of all classes, which would entitle the holder to a certificate or prize at the end of the quarter. The value of the prize should in all cases be proportioned to the number or class of merit cards of all kinds received during the quarter.

"We learn that this system is practically that which is adopted in the schools of this city. These merit cards are distributed, somewhat upon the principle laid down in the above extract, and at the end of the term, twelve scholars from each division, who have attained the greatest number of them, and by that fact may be presumed to be the most deserving, are selected for examination. On the result of that examination depends the distribution of prizes. But we would suggest to the Trustees that on this an improvement might perhaps be made. The value of a prize does not consist so much in the mere money worth of it, as in the distinction which it confers. The danger of the examination as a test is, that even with the care taken to select only such as during the previous months have shown the greatest proficiency, is that still the scholars of really greatest merit may be omitted altogether, simply from constitutional inability to acquit himself well at a competitive examination. It seems to us that the boys who have by their general good conduct and industry, entitled themselves to the privilege of appearing before the examiners, should all receive some practical recognition; and the certificates prepared by the department, which are exceedingly neat, afford a good mode of granting such recognition. These certificates would be

prized as highly by the recipient of them as if they were of far greater intrinsic value. They would be to them the mark of distinction, showing that their labour had not been in vain, and spurring them on to renewed diligence for the future. Altogether, the subject is one of very great importance, and is well worthy the consideration of such conventions as those proposed to be held."

As regards the compulsory education of vagrant children, our contemporary, the *Upper Canada Journal of Education*, says:

"One subject which had lately commanded a very great deal of consideration, both from the Government and from the people, was the question as to the course to be adopted in reference to children who were entirely neglected by their parents. The word "compulsory" he knew had not the most agreeable sound in the ears of many individuals. It was thought by some to be an interference with personal liberty and parental right. But the proposal was founded on public expediency and the principles of justice between man and man. The system was carried out with greater rigour in Switzerland, which was even a more democratic country than the United States, than in any other part of Europe or America. The Swiss felt that the general education of the people was so essential to the maintenance of their liberty, that they looked upon that man as an enemy to the country, and as liable to the penal laws of the Canton in which he lived, who did not educate his children. The same regulation existed in some of the Eastern States. The principle on which compulsory education was founded was this: The ratepayer justly said, — 'If the State compels me to pay taxes for the education of all the youth in the State, I have a right to demand of the State in return that it shall see that all the youth are educated.' If the parent were so inhuman as to deny the child the education which was so necessary for the proper discharge of its future duties, the community had a right to step in between the unnatural parent and the defenceless child, to secure to the child its inherent rights. Many had thought that he did not go far enough in this matter. They thought that Parliament should legislate directly upon the subject, and make it penal to neglect the sending of children to school. But his opinion was that as each municipality provided the means of education, so should each municipality have the right to deal with the subject. It was proper, however, to remark that it was not intended to require the parent to send his child to the public Protestant or Roman Catholic school. All that was essential was that the child must be educated, and the education might take place at home, with the mother as the instructor, as was the case with the celebrated John Wesley and his brothers and sisters, who received their early education from their mother. It was asked, how the plan was to be carried out. He replied that he left it to each municipal council to say how it was to be done. If in townships a by-law were passed declaring that the parent who did not send his children, from seven to twelve years of age, to any school for four months in the year, such parent should pay a double rate-bill, and they might depend upon it, the neglect to take advantage of the school system would only prevail in solitary instances. In other cases, it had been suggested that it would be well if Municipal Councils were invested with the power of punishing parents, unable to pay fine, by compelling them to work upon the roads. The punishment would act as a sort of pillory, by which they would be held up to public scorn and opprobrium, and thus they might be compelled to do their duty when they could not be got at in any other way. It had also been suggested that this law should apply to the parents of children between seven and twelve or seven and fifteen years of age. All agreed that four months in the year ought to be the minimum time for which a child between those ages ought to be sent to school."

The results secured by the Conventions are thus summed up by the *Leader*:

"The amendments proposed to the School law were chiefly these:— 1. To modify the constitution and duties of County

Boards of Public Instruction and provide for the better examination and giving certificates of qualification to teachers. 2. To provide for enforcing on parents and guardians who refuse to educate their children, the education of such children for about four months in the year, from the ages of seven to fourteen years. 3. To provide for Boards of School Trustees in townships as are now provided for cities and towns. In the first two of the proposed amendments, we understand, the conventions for all the counties concurred with two exceptions. In the last of the proposed amendments, the conventions for twenty-seven counties concurred, and thirteen dissented. Besides the County Councils for four counties being in session, desiring to be addressed by the Chief Superintendent, expressed their nearly unanimous concurrence in all the suggestions made by him for the improvement of the School Law."

Sanitary Precautions.

We call the attention of our readers, school authorities in towns, teachers, and parents to the following report. While we hope that the threatening epidemic will not visit our shores, we give publicity to the report the more willingly as it contains in a condensed form valuable hygienic recommendations that may be useful at any time, and the greatest part of which ought to be followed under any circumstances. Several interesting articles having reference to the same subject will be found in this number under the heading "Education."

Report of a Committee on Sanitary Precautions in Schools, presented to and adopted by the Teachers' Association in connection with the McGill Normal School.

The Committee appointed to consider and report on the Sanitary Precautions that should be adopted in schools, in view of the threatened visitation of cholera, beg to submit the following result of their inquiries and consultation, reporting:—

I. That from many published medical and health reports, it appears that children are much less liable to the disease than adults; that, while it is doubtful that the disease is communicable by contact, it is certain that children are not, under proper regulations, more exposed in schools than elsewhere to infection; and that attacks of the disease are much more frequent by night than by day.

II. That, while the cause which specially determines an attack eludes observation, it is found that all such conditions as are at any time unfavorable to health predispose to and aggravate the disease. Of such unfavorable conditions, those most frequently occurring in schools are:

1. The depression produced by too long confinement.
2. Fatigue whether in the school-room or playground.
3. Sudden change of temperature, as from overheating and subsequent chills.
4. Impure air resulting from overcrowding, want of ventilation, or defective drainage.
5. Inattention to strict cleanliness of school-rooms, basements, playgrounds, and outhouses.

III. That regular and not exhausting employment of body and mind, and the assembling of children in airy, healthful situations are so far from tending to aggravate the epidemic, that they may rather be considered as precautionary measures in the event of its prevalence.

IV. That in addition to strict attention to whatever can promote comfort of body and cheerfulness of mind through pleasant employment, sufficient recreation, adequate rest, thorough ventilation, scrupulous care to secure cleanliness, a supply of pure drinking water, and the free use of disinfectants in schools, and, with all these, wholesome and plentiful diet and woollen under-clothing provided at home, — nothing can be recommended to guard our children during the prevalence of cholera.

In accordance with the principles above advanced, your committee would recommend:—

1. That all schoolrooms, with their basements, outhouses, and

playgrounds, be immediately thoroughly cleaned and aired; lime and disinfectants being freely used.

II. That all drains be examined, cleared, and put in thorough repair.

III. That throughout the summer this state of cleanliness be maintained, particular care being taken to secure continual and ample ventilation and dryness.

IV. That the warming apparatus of schools be kept in readiness for use during chilly or damp weather, and even during sultry and close weather to maintain a circulation of air.

V. That more ample provision than is usual be made for the personal cleanliness of the children, as plenty of water with soap and towels for occasional ablution.

VI. That a supply of fresh-drawn, filtered, or boiled water for drinking be provided.

VII. That the hours of school study be temporarily shortened, and this rather by frequent and lengthened recesses than by closing schools at an earlier hour.

VIII. That such arrangements be made as shall avoid exhausting examinations after the warm weather has begun, either by dispensing with them in part, or holding them at an earlier period than is customary.

IX. That an air of cheerful employment and recreation be given to the school routine by the introduction of drill, gymnastics, object and oral lessons, lectures and conversations, music, drawing, and the lighter branches of study; especially avoiding onerous home-lessons.

These precautions being observed, your committee see no reason for closing the schools earlier than usual, unless this be rendered necessary by the withdrawal of children through the alarm of parents.

In conclusion, your committee would suggest, as a topic worthy of consideration, that it might be desirable, if our worst fears are realized, for the city authorities, under special arrangements, to open schools during the usual holiday period as a useful sanitary precaution. All which is respectfully submitted.

Visit of His Excellency the Governor-General to the Montreal College.

Yesterday his Excellency the Governor-General paid a visit to the Montreal College, Priests' Farm. He was received at the door by the College authorities, and conducted to the large hall in the upper portion of the vast edifice, containing its library and museum, where the ecclesiastics and pupils were formed down the two sides of the room. The Superior of the Seminary of St. Sulpice, Rev. Mr. Bayle, presided, and a large body of Sulpicians and Clergy were present. In attendance upon His Excellency were Mr. Godley, Governor's Secretary; Lieut.-Col. Monck, A.D.C. and Military Secretary; Lieut.-Col. Irvine, Prov. A.D.C.; Capt. Pemberton, A.D.C. There were also present on the occasion, His Excellency the Commander of the Forces (attended by Lieut.-Col. Earle, and Captain DeMontmorency) and Miss Michel: Major-General Lindsay, attended by Capt. Healy, Brigade Major, and Mr. Lindsay, A.D.C.; Hon. Mr. Cartier, Madame and the Madmes. Cartier; Hon. J. Rose, Mrs. and Miss Rose; Hon. T. D. McGee and Mrs. McGee; the Misses Irvine, Mr. and Mrs. Brydges, Mr. Mrs. and Miss Cuvillier, and Miss Symes; Dr. Schmidt &c., &c. During the arrival of the distinguished guests the College band played several airs. When the guests were all seated the College choir sang a chorus in excellent style; after which four of the senior pupils advanced and presented addresses to His Excellency — that in Greek by M. Dubuc, that in Latin by Mr. Doherty, that in French by Mr. Jaunelle, that in English by Mr. Carroll. We subjoin the English version, which was as follows:

"MY LORD, — Never perhaps, in the course of our College years, will a more favorable opportunity present itself of testifying to our gracious Queen the loyalty and devotedness of our hearts, than on this day, when we are honored by the presence of

the noble representative of her authority in the provinces of British America.

"We shall, then, freely declare to you, my Lord, that her Majesty will always find in us faithful and loyal subjects, anxious for the prosperity of her government. Your Excellency, no doubt, is already well aware of the earnest zeal which this Institution has always shown in inculcating the principles of devotedness and fidelity. If we should be called hereafter by the mercy of divine Providence to exercise the ministry of the Gospel, we shall give the same lessons to the flocks intrusted to our care; if we should be summoned to serve our country in any secular profession, we shall be proud to imitate the example of our illustrious predecessors in making the sacrifices which duty may demand.

"Allow us, in conclusion, to offer you, my Lord, the sincere wishes of both directors and students of the College, for the prosperity of your noble family, and the success of your administration in this Province."

HIS EXCELLENCY said in reply that he regretted that he was unable to respond to the addresses which had been presented to him in the several languages in which they were couched—especially at the short notice of a few minutes. He could, unfortunately, only speak his native British, and that not too well, but in that he would return them thanks for their expressions of kindly welcome to himself personally, and their kind wishes for himself and family. He was rejoiced to receive also from the Directors and pupils of this large educational establishment the expression of their loyalty to Her Majesty, and of attachment to the free institutions under which they had the happiness to live. He was receiving fresh and most gratifying proofs every day that these feelings of loyalty existed not only in these great educational establishments, but among the whole people of Canada, of every origin and creed. (Applause.) He again thanked them for their kind reception. (Prolonged applause.)

"God save the Queen" was then sung, after which the Rev. Principal of the Seminary said:

YOUR EXCELLENCY, — Permit me before we leave this hall, to call your attention to the fact that we have here about two hundred young men who are studying literature and natural science, and about eighty who are studying for the church. All are treated alike, without distinction of country and race. We have pupils from Upper as well as Lower Canada, from the other British Provinces and from the United States, to us political views or status go for nought—only this—we endeavor to inculcate on all alike the principle of fidelity to the institutions of their own country. To the Americans we say—"Be good republicans when you get back to your homes." On the subjects of our Sovereign, Queen Victoria, we enjoin faithfulness and loyalty to her. We add that devotion to their country is not only a duty enjoined by honour, but also by conscience. In these principles we rear the young men whose education is entrusted to us, and we hope that you will always find them faithful in persevering in that course of conduct.

The Vice regal party then left the hall, the choir singing another grand chorus—a *Vivat* as the guests passed out.

After this the party proceeded to the refectory where a collation was served. After partaking of this the party were next conducted to the beautiful chapel of the college. Here also the college choir furnished more fitting music. After which His Excellency visited other portions of the college and grounds, and remained for some time in conversation with the Principal and Reverend Doctors of the Seminary—complimenting them on the work they were doing. Before leaving the college he again addressed the pupils in French, telling them he had leave from the Superior to give them a holiday and to announce to them the beginning of the long vacation, an announcement received with great joy.

The Hon. Mr. Cartier then requested His Excellency's permission to say a few words to the scholars. This being at once given, Mr. Cartier spoke as follows:—

Gentlemen,—After an absence of forty years from this institution, I experience much pleasure in finding still here my old

master—now the Superior of the College—and you also, who are my fellow-students, though I have preceded you by many years. You, gentlemen, perhaps have sometimes (I will not say envied, for a student of the Seminary of Montreal can never have experienced such a feeling), but you sometimes have allowed the position which I occupy to-day to seem to your imagination a high and important one. Well, gentlemen, this high place to which I have attained is not due to my merits. I do not owe it to any ability of my own, but to this reverend gentleman and his valuable instruction. (Applause.)

Before the dispersion of the students for their holiday, they insisted on playing Patrick's Day, and hearing from the Hon. Mr. McGee, who accordingly mounted the steps of the grand entrance, and briefly addressed them. He congratulated them on the good fortune they enjoyed in being inmates of so magnificent a foundation, under the superintendence of the venerable Seminary of St. Sulpice—the true seed-plot of civilization on this island and throughout a great part of Canada. He was glad they had had an opportunity of seeing the Chief Magistrate of Canada among them, and he was equally certain His Excellency was pleased with what he had seen. Without intending any disrespect, he was sure they would all join him in wishing that when His Excellency was in the fullness of time removed from among them, he might be succeeded by a similar order of *Monks*, [Loud laughter and cheers.]

Thus a very pleasant *fete* was brought to a pleasant conclusion.—*Montreal Gazette*.

McGill Normal School Literary Association.

Last night the hall of the McGill Normal School was filled with a greatly interested audience who were present at the seventh annual meeting of the above Association. We may premise that the Association is composed exclusively of young ladies who are studying at the Normal School as future teachers, and that the original literary productions read by them last evening are the fruits of their leisure from the severer application more immediately connected with the school-room. The hall was tastefully decorated for the occasion with festoons and wreaths of evergreens, and with the British flag. There were present Principal Dawson, also the Superintendent of Education, the Hon. Mr. Chauveau, the very Reverend Archdeacon Leach, the masters of the school, and other gentlemen taking an interest in education, whilst a majority of the general audience were ladies. Mr. Fowler presided at the piano.

The programme was copious and varied, and consisted of the lady President's address, Secretary's report, duetts, part songs, trios, piano duetts, essays, readings, and recitations; concluding with a few remarks on flame, with experiments also, by one of the young ladies. From the secretary's report it would appear that the course of the Association has been satisfactory, and its late winter session conducive alike to the pleasure and profit of its members, its meetings having been weekly. The musical part of the programme was gone through creditably, the performances being applauded, and one of them *encored*; and the essays on "Women of the Bible," "Sacred Poets," and "Blind Poets," exhibited both research and a delicate appreciation. But perhaps we cannot on this subject do better than give the opinion of those whose opinions must have weight, both with the public and those to whom they were more particularly addressed.

Principal Dawson, in a few remarks, observed that the school had now been nine years in operation, and had sent out 200 teachers, and, a rather singular as well as gratifying circumstance, not one of them, so far as he knew, had died. This literary association was composed exclusively of the lady pupil teachers, and they had the entire getting up of the present *soirée*. He was himself well pleased with it, and with the progress of these young ladies, who, he believed, would be worthy successors of those who had gone before them as teachers from the institution of McGill Normal School.

The Hon. Mr. Chauveau said he had that evening listened attentively and critically, as became him. If he had happened to be disappointed, he would probably have passed it over with silence, but it was quite different from that, and he could honestly express his pleasure and approbation at what he had just seen and heard. He was greatly struck last year, and he had been so also on the present occasion, with the marked improvement in the reading of the young ladies. Reading was in itself an art, yet one which few possessed. But it was used much more in the modern system of teaching than it had been formerly, and it was therefore of importance that the teachers should be so accomplished therein as to be able to read well. He was also greatly pleased with the compositions he had heard read; the more, as he had noticed with satisfaction that there was therein no attempt at fine writing. He then referred to the connection which all the arts and sciences had with one another; poetry, painting, and music being truly akin, and the ancient classic conception of the nine muses, as a sisterhood, being founded in truth. Literature was its own present reward to its votaries, and these youthful essays in it by the pupils would be a source of pleasure in after life. For his own part, the proceedings of that evening would form one of his most pleasant memories.

The whole concluded with the experiments before mentioned, followed with the singing of the National Anthem by the young ladies.

Extracts from the Reports of the School Inspectors for 1861 and 1862.

Extract from the Report of Mr. Inspector DORTAL.

COUNTIES OF BERTHIER, JOLIETTE, MONTCALM, AND L'ASSOMPTION.

6. *St. Jean de Matha*.—This municipality is new and poor; there is not much assiduity on the part of the pupils; however, great sacrifices are made, and there was but a small amount of arrears due last July. The teachers are able enough, and appeared to me to be attentive. Writing is neglected in No. 2. School No. 1 is tolerably good.

7. *St. Lin*.—This dissentient school (St. Ambroise Hill) has been closed since last May for want of means; there are only six dissentient families remaining. Generally speaking, the examination which I made in St. Lin, at the different schools, only half satisfied me. There are still some arrears due; promises were made to me that they should be collected. The commissioners have changed their Secretary-Treasurer.

8. *St. Esprit*.—I regret that the Executive did not immediately take notice of a complaint lodged against one of the commissioners for peculation. An example would have produced a salutary effect in this municipality where this has already occurred, and in the neighbouring municipalities where the fact is well known. Impunity may become a bad counsellor. The schools of St. Esprit have nothing to distinguish them. There appears to be no zeal on the part of the parents, and no diligence on the part of the trustees. There is no apparent progress.

9. *St. Julienne*.—School No. 3 has been in operation this year. As this section is small and poor, and as the population is composed of different nationalities, it is difficult, on account of the small salary which can be paid, to procure teachers who understand English and French. I was a little better satisfied than usual with the progress of section No. 1. I did not visit school No. 2, as the small-pox was raging there at the time. There is no longer any dissentient school here; the trustees intend coming to an arrangement with the commissioners of Rawden, by which they will be permitted to send their children to school there.

10. *L'Épiphanie*.—It is to be regretted, that owing to a misunderstanding between the commissioners of Mascouche and l'Épiphanie, a section in the latter, too small in number, will be prevented from sending the children to school. Of the five schools in l'Épiphanie, one is well conducted by Miss Mercure, and has made great progress.—School No. 1 is also well conducted, but the rooms are too small. The other schools are middling.

11. *St. Roch*.—The schools of St. Roch are well kept with one exception. The section of Russenu des Anges unfortunately lost its school-house by fire in January last. The section of Côte St. Louis now belongs to the municipality of St. Esprit. The schools conducted by the convent, and by the Brothers of St. Viateur, for the Commissioners, are well managed.

12. *St. Jacques*.—This municipality, one of the largest in my inspection district, contains 10 sections and one academy for girls. These several schools give instruction to 632 children. It is impossible to find out the reason why the commissioners do not establish a model school, as the Curé, the Reverend Mr. Parc, has presented a lot of land to them for that purpose.

The result of my visits to these last mentioned schools, with the exception of the girls' academy, which I have never visited, but of which I hear much good, is as follows:—

There are three schools which have not made any progress; the others have nearly all been well kept, and have produced satisfactory results.

13. *St. Alexis*.—Of the four schools in this municipality, two only have made satisfactory progress. The houses are good, and are well provided with furniture and other necessary articles.

14. *Mascouche*.—This municipality contains seven sections, one academy for girls, and one dissentient school. The boys' school, which is kept by Mr. Galipeau, who holds a model school diploma, has the title of an elementary school only. Judging by the list of branches taught with the greatest zeal and success, it may really be considered a model school. The other schools are tolerably prosperous. The teachers as a general rule are very competent. The commissioners are on the point of calling in the arrears, which amount to a large sum. The teachers are badly paid.

15. *L'Assomption (Village)*.—The model and elementary schools here have nothing particular to offer. The girl's academy conducted by the Sisters of the Congregation, is adding success to success. The college is prosperous; a purchase of scientific instruments has been made this year which amounts to the sum of \$500. The independent school is set apart for the younger children of the municipality.

16. *L'Assomption (Parish)*.—The result of my visits to the six schools of this municipality has been very satisfactory. The only exceptions are the school at l'Achigan, where the children are not assiduous, and that at Point du Jour, which is badly conducted.

17. *Lavaltrie*.—The commissioners have constructed a handsome school-house at the Little River. The schools are in a languishing condition, particularly that at Point du Jour.

18. *St. Paul*.—With the exception of the academy for girls, conducted by the Sisters of La Providence and at which my examinations were very satisfactory, my visits to the schools of this municipality shewed me but little and sometimes no progress. Sufficient care is not taken in the selection of the teachers.

19. *St. Thomas*.—My last visit to this municipality was on the 11th October, 1860. I could not visit it this year; when I passed through that part of the country the small-pox was raging. My statistics, therefore, with regard to this municipality, are a repetition of those of last year.

20. *St. Ignori*.—Difficulties exist in this parish which are continually reviving, and they materially injure the cause of education. The schools, therefore, are generally inferior.

21. *St. Ambroise*.—Of the eight schools under the control of the commissioners and trustees three have shewn satisfactory results; these are the girls' school kept for the commissioners by the Sisters of St. Anne, the school in section No. 4, and lastly the dissentient school; the others are inferior. The commissioners seldom visit the schools.

22. *Berthier (Parish)*.—The schools of Berthier are ably managed, and, with one exception, are making progress.

23. *Berthier (Village)*.—This municipality contains:—

- 1st. An academy for boys, with 52 pupils.
- 2nd. An academy for girls, with 132 pupils, under the management of the Ladies of the Congregation.
- 3rd. An independent school for girls, kept by Madame Ameron.
- 4th. Two elementary schools under the control of the commissioners.
- 5th. A dissentient school with 32 pupils.
- 6th. An institute which has 32 active members, 4000 volumes and 32 journals.

The result of my last visit to these several institutions was very satisfactory. The zeal of most of the persons who preside over them is not, however, with a few exceptions, so great as it ought to be. The diligence of the professors and teachers is worthy of commendation.

24. *St. Cuthbert*.—The commissioners have re-opened the school at St. Thérèse which they closed last year; it is doing tolerably well. The York school has been flagging in consequence of difficulties which have arisen between the mistress and the ratepayers. Those at St. Jean and LaFourche exhibit satisfactory results.

The same has been the case in the village school. The St. Catherine school is very inferior; the commissioners should engage another teacher.

25. *St. Barthélemi*.—With the exception of that of Côte du Nord, where all progress has been destroyed by want of assiduity, the schools of St. Barthélemi are well kept and are making considerable progress.

The improvement in Mr. and Mrs. Pinard's school and in that kept by Mr. and Mrs. Filteau, is deserving of special mention. I am informed that a new school has been established in York this autumn; the teacher, Mr. Leopold Paquin, holds a diploma from the Jacques Cartier Normal School, and instructs 40 pupils. The house cost \$400.

26. *St. Norbert*.—Of the three schools in this municipality one only has made progress, and even this one only in comparison to its former condition; I allude to the Lake Road school. The other two, carelessly managed, remain stationary. The parish is very poor, but it appears to me very apathetic also.

27. *St. Melanie d'Aillebout*.—This municipality this year contains a new section, formed by a mission in the mountains (St. Beatrice); I have not yet been able to visit it. Mr. Jerome Robillard, who holds a model school diploma, conducts his school, which is attended by 101 pupils and which might justly be classed as a model school, with zeal and ability. Besides the ordinary branches taught at elementary schools, he instructs his pupils in geometry, the use of the globes, linear drawing, and logical analysis. Unfortunately, I can by no means say as much of the other schools in the municipality; most of them are wretched elementary schools unprovided with everything. In the mountains, where three of these schools are situated, the parents are poor and do not send their children to them.

28. *St. Elizabeth*.—The Côte St. Rose school is very inferior. That at Côte St. Emilie shews pretty good results, although the children are far from diligent and very young; of 53 children who were present at my examination, the eldest was only 12 years of age. This will shew how long the children are allowed to attend school. The girls' academy and boys' school, under the management of the Ladies of La Providence, generally speaking are making progress. The Côte St. Martin school does pretty well considering the youth of the children. Except in writing, no ostensible progress has been made at the St. Pierre school.

29. *Lachenaie*.—I was pretty well satisfied with the progress made in reading at School No. 3. In consequence of difficulties which have arisen between the teacher of No. 1 and the ratepayers,—the origin of which I warned the commissioners to enquire into in order that they might be obviated,—I found at the school only 20 pupils out of 68 who are entered on the books. The examination of those who were present was tolerably satisfactory.

30. *St. Paul l'Ermitte*.—The three schools are well conducted, and the examinations were generally satisfactory. The diligence of the teachers of schools Nos. 1 and 2 is deserving of special mention.

31. *St. Sulpice*.—In section No. 1 the children attend school in a most irregular manner. Although 62 are entered on the books the average attendance rarely exceeds 25. The master is competent. Section No. 2 does well; the teacher is energetic and zealous. I regret that there is no school under control in the *Isles Bouchard*, as a considerable number of children are thereby deprived of instruction. There is, I am told, however, an independent school there, maintained by a farmer.

32. *Lanoraie*.—The commissioners have erected a new section, in which a school has just been opened. There has been no material progress in No. 4; children who have attended the school for five or six years hardly know how to read tolerably. They are not diligent. No greater progress has been made at the girls' school. The examination at the boys' school (No. 1), was satisfactory. The lower Grande Côte school is passable, as is also that in the Bois-d'Autray range.

33. *Isle St. Ignace*.—Mlle. Carrier keeps the only school in this little municipality, and is successful. As I did not succeed in seeing the Secretary at my late visits, the table of amounts levied in this municipality is necessarily a repetition of that of last year.

34. *Isle du Pads*.—I was tolerably well satisfied with the progress made by the children and their assiduity at school. As in the case of Isle St. Ignace and for the same reasons, the table of amounts paid by the ratepayers is taken from the statistics of last year.

35. *Chertsey*.—The teachers, especially of No. 1, are very competent; both appear to be diligent and to have obtained the esteem of the ratepayers; in this their predecessors signally failed. I have nothing further to add to what I have already stated respecting this municipality. Apparently every thing possible is done.

Extract from the Report of Mr. Inspector C. GERMAIN.

COUNTIES OF LAVAL, TERREHONNE, TWO MOUNTAINS, AND PART OF ARGENTEUIL.

I have the satisfaction to report to you a continuation of progress during the past year; the number of municipalities has increased, together with the number of schools and of children attending them.

I am happy to be able to state that all the difficulties which have arisen in the management and administration of the schools in my district have been arranged so as to satisfy all parties; this has cost me, indeed, many a step, but the result makes up for all.

As in preceding years, I have had to arrange financial affairs; the accounts are often kept without any rule or system; the discharge of this part of my duty always entails much care and labor, and the examination of the accounts has again this year led to considerable reimbursements.

In several of the municipalities the school commissio. .s have availed themselves of the liberty allowed them by law, of doubling the assessments in order to meet their engagements with view of diminishing the monthly contributions; this arrangement has met the approbation of the majority.

Should a special grant for the building and repair of school-houses not be made, the municipalities will, before many years, be placed in a truly embarrassing position; for evidently an increase of expense will entail greater difficulty, and at the same time greater indifference.

In some municipalities the best pupils of each school are brought together to compete for the prizes given at the public examinations, with the view of increasing the zeal of the teachers, and of stimulating the pupils to exert themselves. Although some inconvenience may occasionally arise from this system, I have every reason to think that good results will arise from it. As the inspector is bound to neglect nothing that may tend to the improvement of the schools, I thought fit to assign to each pupil the various subjects upon which he should be examined at a future visit. By adhering to this system, instruction is more methodical, and supervision is more complete. I insist the more on this point from having already seen the advantages which result from it.

The number of municipalities in 1861 was 45, an increase of 1 over the two preceding years. The number of sections was 115; an increase of 6 over 1859, and of 1 over 1860. School-houses, 102; increase, 9 over 1859, and 7 over last year. Schools under control, 128; increase, 8 over 1859 and 3 over 1860. Elementary schools, 109; increase, 7 over 1859, and 4 over 1860. The number of pupils attending the various colleges has also increased 71 over 1859, and 8 over 1860. The total number of all pupils attending the various educational institutions is 7,241, shewing an increase of 483 over 1859, and of 95 over last year. Pupils reading fluently, 2,482; increase over 1859, 90; over 1860, 32. Pupils reading well, 3,035; increase, 525 over 1859 and 292 over last year. Pupils learning the compound rules, 1,759; increase, 167 over 1859, and 47 over 1860. Book-keeping, 263; increase, 99 over 1859, and 78 over last year. Geography, 1,393; an increase of 15 over 1859, and of 49 over 1860.

I again submit to your consideration a list of the teachers who hold model and elementary school diplomas (exclusive of teachers in religious orders, and professors in colleges) together with an average of their ages and salaries. In my inspection district there are 26 men, 9 women, and 84 girls (total 119) engaged in teaching. Nine men hold model school diplomas; 12 men, 8 women, and 81 girls hold diplomas entitling them to teach elementary schools; 10 other male and female teachers, three of whom are attached to dissentient schools, are about to obtain certificates of competency. 1 male and 50 female

teachers are between 18 and 20 years of age; 5 male and 33 female teachers between 20 and 25; 3 male and 7 female between 25 and 30; 8 male and 5 female between 30 and 40; 4 male and 1 female between 40 and 50, and two female teachers between 50 and 60 years of age. In the parish of St. Vincent de Paul the highest salary paid to male teachers is \$300, and the lowest \$200; to female teachers the highest is \$142, and the lowest \$110. In the parish of St. Martin the highest salary to female teachers is \$172, and the lowest \$96. In the parish of St. Rose the highest salary paid to male teachers is \$400, and the lowest \$156; to female teachers, highest salary, \$160, lowest \$100. In the parish of St. François de Sales, the highest salary to male teachers is \$168, to female teachers \$120, lowest \$56. In the parish of Terrebonne, to female teachers, highest salary \$120, lowest \$104. In the parish of St. Anne, male teachers, salary \$208; female teachers, highest \$120, lowest \$18. In the municipality of New Glasgow, male teachers, highest salary \$200, lowest \$120; female teachers, highest \$120, lowest \$80. In St. Thérèse, male teachers, salary \$184; highest salary to female teachers \$120, lowest \$104. In St. Janvier, male teacher \$200; female teachers \$84 to \$64. In St. Jérôme, male teachers \$500 to \$100; female teachers \$120 to \$100. In St. Adèle, male teacher \$200. In St. Sanyeur, male teacher \$180. In Abercrombie, male teacher \$140. In St. Raphael, female teachers \$160 to \$120. In St. Eustache, female teachers \$160 to \$72. In St. Joseph, female teachers \$160 to \$140. In St. Benoit, male teacher \$200, and female teachers \$120 to \$100. In St. Placide, male teachers \$280, and female teachers \$96 to \$92. In St. Hermas, male teacher \$320, female teacher \$108. In St. Scholastique, male teachers \$380 to \$200, and female teachers \$114 to \$96. In St. Augustin, female teachers \$140 to \$80. In St. Columban, male teachers \$180 to \$160. In St. Canut, male teacher \$180, and female teachers \$120 to \$72. In St. Angélique, a female teacher \$120.

I shall now proceed to make some observations on the various educational institutions which are situated in my inspection district, and also some special remarks respecting the schools.

The parishes in my district though but thinly peopled, contain the largest number of colleges and superior educational establishments. All are prosperous and making progress.

That at Ste. Thérèse de Blainville, the reputation of which is above praise, is one of the best classical institutions of the first class; in the course of the year it was attended by 185 pupils.

That at Terrebonne is acquiring importance daily; it has 272 pupils, including the preparatory class. The course followed is now the same as that of large classical colleges.

The ladies at the head of the convent schools are excellent teachers.

The model schools are generally very well kept, and in the highest state of efficiency. Among the teachers who conduct them there are some of extraordinary merit, who, by their ability and knowledge, have gained the esteem and good-will of all well-disposed persons.

The progress of the elementary schools, although less apparent in consequence of the greater difficulties to be surmounted, has also been satisfactory; several places are making great efforts to build new school-houses, among which may be mentioned the parish of St. Anne, which has built three in the course of the year.

At my instance, six female teachers were dismissed for incompetency, and two more for other causes.

The schools in the parishes of St. Vincent de Paul, St. François-de-Sales, St. Joseph, St. Augustin, St. Jérôme, Abercrombie, St. Scholastique, St. Anne, St. Raphaël, and St. Hermas are, in general, making progress.

The parish of St. Martin is divided into as many municipalities as sections; the schools would be better off under one and the same administration.

The school in the village of St. Rose are very well kept, but those in the concessions are of secondary merit.

The zeal of the inhabitants of the concessions of the parish of Terrebonne for the education of their children has compelled the commissioners to open another school. I have every reason to believe that it will be attended with good results.

The changes which have been made among the teachers of the schools in the parishes of Ste. Thérèse, New Glasgow, St. Benoit, St. Placide, St. Colomban, St. Canut, and St. Angélique, have had the effect of impeding the year's progress and diminishing the zeal of the children.

So long as greater efforts are not made in the parish of St. Janvier to offer better salaries to its teachers it is useless to look for much improvement in the management of its schools. I may say, however, that the village school is worthy of commendation, and entirely suffices for the requirements of the locality.

Extract from the Report of Mr. Inspector ROULEAU.

CATHOLIC POPULATION OF THE COUNTIES OF OTTAWA AND PONTIAC.

In spite of innumerable difficulties I was enabled to visit all the schools in my district with the exception of a few which were closed when I passed through, and some others which were inaccessible on account of the bad state of the roads.

There are in this inspection district, 17 municipalities, 57 sections, 47 school-houses, and 37 schools in operation under the control of the commissioners. There are two academics, three model schools, and 35 elementary schools. All these educational institutions are attended by 2,056 pupils.

There were 33 male and female teachers provided with diplomas and 6 without them; but some of the latter have passed their examination since that time and have obtained them. The salaries of male teachers average \$216, and those of female teachers \$100, including board.

If we take into consideration the large Catholic population of this district, it will easily be perceived that the schools are not yet what they ought to be, but this can be explained in the following manner:—1st. One-eighth of the population of these two counties is migratory. 2nd. The greater number of settlements are still new, and their poverty prevents them from supporting a sufficient number of schools.

3rd. The scarcity of teachers competent to teach English and French is so great that in some townships, where the population is a mixture of Canadians and Irish, they prefer having no schools rather than have their children educated in one language only.

I exerted myself to settle the difficulties which existed between the commissioners and the ratepayers, and to a certain extent, succeeded. I also advised all the commissioners in my district to apply to the Normal Schools for teachers; I believe that some have already followed my advice.

The commissioners generally make great exertions to encourage education in the schools under their control; but it would be desirable that the parents of the pupils should second these noble efforts. I remarked a great deal of indifference among the latter in several parts of my district; nevertheless, in some poor municipalities, such as Sheen, St. André-Avellin, Waltham, Mansfield, and Calumet Island, great sacrifices are made to procure good teachers. I annex a succinct analysis of each municipality.

1. *Sheen*.—Two schools are in operation in this municipality. The teacher of No. 1 is wanting in experience. School No. 2, under the direction of Mr. Frawley, is well conducted. Of 60 children who generally attend these schools, only 25 were present when I visited them.

2. *Chichester*.—This municipality contains two schools; one has only been open a fortnight and is not yet organized, so that of it I can say nothing; the other has been shut for some time on account of certain difficulties which have arisen among the ratepayers on the subject of the site of the school-house; but it will be opened in a few days. Another new school situated in section No. 3, will shortly be in operation.

3. *Allumette Island*.—There are now 4 schools in operation in this municipality. Those of Nos. 3, 4 and 9, are not well conducted; the teachers have no system; but the school at *Chapeau*, under the direction of Mr. Jeremiah Gallivan, is deserving of honorable mention. This school is certainly the best managed and the most advanced in my district. Mr. Gallivan holds a model school diploma.

4. *Waltham and Mansfield*.—The school of section No. 2, the pupils of which are almost all French Canadians, has not made satisfactory progress owing to want of assiduity on the part of the children. The school of No. 4 is well conducted; nevertheless, although the teacher is very attentive he is wanting in system. The children are badly provided with books. School No. 1 is closed; it will be re-opened in a few days. A large amount is due to the teachers, and it is for this reason that the latter school has been closed, because, as the teacher could not obtain payment, he sued the commissioners. The Secretary-Treasurer's accounts are not, by any means, in satisfactory order.

5. *Calumet Island*.—There are only two schools in operation in this municipality. These two schools are well kept, although the attendance of the pupils is irregular. School No. 6 is closed, there being no teacher. The farmers of this locality seem to care little about the education of their children. It seems to me that, although they are poor, they could have a larger number of schools on a better footing if they would make a few sacrifices.

6. *Portage du Fort*.—In this village there is only one Catholic school, which is ably kept by Mr. Ledgwood, a pupil of the Toronto Normal School. The furniture of the school is sufficient for the large number of pupils who attend it; but here as elsewhere, the teacher complains of a completely inadequate supply of geographical maps.

7. *Ouslow*.—The two teachers of this municipality are able and zealous, and their schools are prosperous.

8. *Aylmer*.—The state of the school in this municipality is unexceptionable. Mr. Donnelly, a pupil of the Laval Normal School, who is in charge of the academy, is very zealous. He is a credit to the institution in which he was educated. Miss Lapierre, who conducts the girls' school, also discharges her duty very well. I may also state that the accounts of the Secretary-Treasurer, Mr. Bourgeau, are kept in a systematic and intelligible manner. The school law is well carried out by the commissioners, who neglect nothing which can promote the cause of education in the village.

9. *Wakefield*.—There is but one independent catholic school in this township. The majority of the inhabitants did not appear to me to be disposed to place themselves under the control of commissioners, but I believe that this difficulty will have disappeared, when I next visit the place.

10. *Masham*.—There are two catholic schools in this municipality; one is not in operation, as the commissioners were repairing the school-house in a suitable manner. The other school is tolerably well kept by Mrs. Groux.

11. *Hull*.—Two catholic schools have been established in this municipality. There is only one in operation. This school could be much improved, in respect of good conduct and politeness on the part of the children. The other school is only temporarily closed.

12. *Waterloo*.—This village has only one school, under the direction of Mr. Drouin; but as too large a number of children attend it, their progress is not as great as we could desire. It is to be hoped that a girls' school will soon be established here.

13. *Templeton*.—There are three catholic schools in this municipality. They are all three inferior, and the teachers are not well qualified.

14. *Buckingham*.—This large municipality has 7 schools in operation, including the academy. The two elementary schools of the village have been amalgamated with the academy. The latter, under the direction of Mr. Fitzgerald, does not work as well as could be desired, and the reason is, that the parents are indifferent, and only send their children to school when they feel disposed to do so. The other schools are tolerably well conducted.

15. *Lochaber*.—This municipality contains three schools, which are kept and managed with ability, by three talented teachers.

16. *St. Angélique*.—School No. 2 is well conducted by Mrs. Carvin. This school-house is certainly, of those in my district, the best provided with necessary articles, such as maps, tables, &c. Most of the commissioners of this village are zealous, and the school law is strictly carried out by them and their Secretary-Treasurer, Mr. McCoy. School No. 1 is closed, but will soon be re-opened, as the teacher was daily expected when I last visited the place.

17. *St. André-Avellin*.—In spite of the great poverty of this municipality, the Curé and the commissioners have succeeded in organizing four schools in full operation, which are well conducted. Mr. Piché, a pupil of the Jacques-Cartier Normal School, teaches the model school; and, although he has only been in charge a few weeks, he has already distinguished himself by his excellent method of teaching and the order which he maintains among his pupils.

18. *Notre Dame de Bonsecours*.—The two schools of this municipality are ably conducted by two female teachers. It can easily be perceived that the inhabitants of this parish fully understand the importance of educating their children, as the latter are very regular in their attendance at school. The accounts of the Secretary-Treasurer, Mr. Taillefer, are kept with much system and intelligence.

Extract from the Report of Mr. Inspector HAMILTON.

PROTESTANT POPULATION OF THE COUNTIES OF OTTAWA AND PONTIAC.

Mr. Hamilton, who was only appointed an inspector towards the end of the first six months of 1861, has been unable to transmit a com-

plete report on the schools under his supervision. Illness and the unfavorable state of the roads in that part of the province, permitted of his seeing only a part of the municipalities in his inspection district. He says:

"My attention has been almost exclusively occupied with an examination into the affairs of the several boards of commissioners with the object of remedying as far as possible the many glaringly illegal proceedings of those bodies. In many places I found no regular system. I have reason to think that my suggestions on this point will be attended to."

Mr. Hamilton proposes shortly to visit all the municipalities in his inspection district.

Notices of Books and Recent Publications.

MANUSCRIPTS relating to the Early History of Canada. Published under the auspices of the Literary and Historical Society of Quebec. Pamphlet, 8vo, 55 pp.

The contents of this pamphlet are 1st., a Letter on the *Invasion of Canada in 1773*, which Mr. LeMoine ascribes to Col. Henry Caldwell, father of the late Sir John Caldwell; and 2nd., a *Dialogue in Hades, or a Parallel of Military Errors of which the French and English Armies were guilty during the Campaign of 1759 in Canada*, supposed to have been written by the Chevalier Johnston, a Scotch Jacobite who was present with the French army at the defence of Quebec.

The following extract will give the reader an idea of this curious Manuscript:

"MONTREAL:—Nothing is more incomprehensible to me, in all your conduct in Canada, than your landing at *Ance des Mères* on the 13th September (the fatal day which deprived us both of our existence, but freed us from mortal folly), at the foot of a steep hill, where a few men at the top of it with sticks and stones only, must have easily beaten you back on your attempt to climb it, and where we had three posts of one hundred men each: one of them commanded by Douglas, captain in the regiment of Languedoc; another by Rimini, captain in the regiment of La Sarre; and the third by De Vergor, captain in the Colony troops, at whose post (1) you made your descent. These three hundred men, had they done their duty, should have been more than sufficient to have repulsed you ignominiously at this steep hill; and you never would have got to the top had you met with the smallest resistance. I own that your daring surpasses my conception..

WOLFE:—I do not pretend to justify my project by its success, but by my combinations, which answered exactly as I had foreseen, and which demonstrate my scheme to have been well concerted. In giving you this account of it, I am persuaded that you will not blame me for undertaking an attempt so absurd in appearance, and yet most reasonable when examined impartially. In all expeditions composed of sea and land forces, it seldom fails that disputes, animosities, jealousies and quarrels arise between the different commanders equal in authority; and it is a miracle if you see the Admiral and the General unanimously of the same opinion with regard to operations. The sea and the land service are sciences whose principles are entirely different; as certainly there can be no analogy between the working of a ship and the drill of a regiment. Nevertheless, the Admiral meddles continually with the land operations, and the General will have the fleets do things that are impossible—both of them equally ignorant of each other's service; from whence results a clashing discord in their operations when sent out with equal power. If each of them would confine himself to that part of the art of war which he has studied, and have only in his soul the good and welfare of his King and Country, these mixed expeditions of land and sea would succeed much better than they generally do. The naval officers tormented me a great deal, and were still more troublesome as the season advanced. They held a council of war on board the flagship on the 10th September, when it was determined to set sail immediately for Europe, seeing the imminent dangers to which His Majesty's fleet would be exposed in those tempestuous seas by remaining any longer before Quebec; and, in consequence of this decision, orders were given to some men-of-war to take up their anchors and fall down the river, while orders were issued at the same time to begin the general preparations for the immediate departure of all the fleet. The 12th, there came two deserters

(1) De Vergor's post apparently stood about a 100 yards to the east of the spot on which Wolfe's-Field cottage has since been built. The ruins still exist.—J. M. L.

to me from one of your three posts you just now mentioned, who belonged to the French regiments, and were well informed. Upon examining them, I discovered that your posts were guarded very negligently; that de Bougainville, who was at Cap Rouge, proposed to send down, the night following, some boats loaded with provisions, and that your three posts had their orders to let these boats pass unmolested. The idea instantly occurred to me to profit by this discovery; and I ran to the Admiral, communicated to him what I had learned from the French deserters, begged him most earnestly to suffer me to make a last attempt before the embarkation of my army. I promised him that if there were twenty muskets fired from your posts, I would then desist immediately without further thought than to embark speedily in order to return to England. The council consented to my demand, and I began my landing at eleven at night. When my boats approached the two posts of Douglas and Rimini, upon their sentinels calling "Qui vive!" my soldiers answered them in French, "*Bataille des vivres*," upon which they suffered them to go on without stopping them, as they might have done, in order to receive the password. Not finding a sentry at your third post, commanded by De Vergor, I landed there with diligence, and all my army was ashore before this post perceived our men, without firing but one musket, which wounded De Vergor in the heel, who was immediately taken prisoner without finding any man of his detachment with him. (2) I began my operation by landing there a Sergeant with ten Grenadiers, ordering him to advance always straight before him briskly, with long steps, and not to halt unless he was discovered by the enemy. A Lieutenant, with a detachment of Grenadiers, followed him, having the same orders, to halt instantly if they fired at him. The silence continuing, I then landed all my Grenadiers, who followed the Sergeant and the Lieutenant; and by degrees all my army landed without the least noise, disorder or confusion. The silence soon convinced me that they were not discovered, dissipated my fears, and assured me of the success of my enterprise."

LE FOYER CANADIEN.—Some changes have been made in the publication of this periodical. The *Foyer* is at present divided into two parts, one part being devoted to European, the other to Canadian matter; in future, each number will contain a political review, a miscellany, literary news, and book notices under the direction of Mr. E. Gérin. The price of subscription is now Two Dollars, instead of One Dollar as formerly. The three numbers at hand contain a romance by Viscount Walsh; an article on the literary movement in Canada, by Rev. Mr. Casgrain; a lecture by Dr. Larue, and an address by the Very Rev. Grand Vicar Raymond on classical studies.

McGEE.—The Irish Position in British and in Republican North America. A Letter to the Editors of the Irish Press irrespective of Party; By the Hon. Thomas D'Arcy McGee.

We have to thank the author for a copy of this pamphlet, which has already passed through two editions.

MORGAN.—The Place British Americans have won in History. A Lecture delivered at Aylmer, L. C., on the 22nd Feb. 1866, by Henry J. Morgan. Printed by Hunter, Rose & Co.—12mo, 22 pp.

It was not to be expected that a subject so varied and comprehensive could be fully elucidated within the scope of an hour's lecture, and we find accordingly, that in many cases, Mr. Morgan has done no more than mention the names of his heroes. The sketch he has drawn is nevertheless lively and graphic, and will be perused with interest. Numerous foot notes are appended.

ATKINSON.—DYNAMIC AND MECHANIC TEACHING. A Lecture read before the American Institute of Instruction, on the 9th August 1865. By W. P. Atkinson.—Sever and Francis, Publishers; Cambridge; 1866.—Pamphlet, 12mo. 57 pp.

Without formally accepting or rejecting the propositions advanced in the lecture of which the above is the title, we would commend it to the attention of practical teachers. As regards what the lecturer styles Dynamic Teaching, he says:

"I have no fear of making learning too interesting. Two things are here apt to be confounded,—that sugar-candy style of teaching which attempts to make study attractive by shirking all difficulties, and which has been wittily compared to a ship of war with all her

guns thrown overboard; and that teaching which strives to overcome difficulties by earnestness and intensity of interest. This latter kind we cannot have too much of. I am aware of the snares and difficulties of oral teaching. The teacher is tempted to be satisfied with hearing himself talk, careless of his failure to make an impression; and the pupil, relieved of the necessity of active thinking, is too glad to become a passive listener.

"No oral teaching is good—this should be a cardinal maxim of the teacher—that is not carefully and thoroughly reproduced by the learner; but between the dead instruction of a book, and the living voice of an earnest teacher, there is all the difference that exists between the living moving landscape, gay with life and color, and the still and lifeless black and white photograph, which is all that mechanic art can produce for us. Dynamic teaching must be the direct action of mind on mind, not weakened and deadened by intervening walls of paper."

CURRIE.—INFANT SCHOOL HYMNS and Songs, with Appropriate Melodies. By James Currie, A. M. Part II.—Songs. Edinburgh: Thomas Laurie, Publisher; 1865.—Pamphlet, 12mo, 66 pp.

PRACTICAL TEXT-BOOK of English Composition. (One of Constable's Educational Series.) Thomas Laurie, Publisher, Edinburgh. 16mo, 92 pp.

The most concise work of the kind we have ever met with. Within a compass of ninety-two pages the learner will find a chapter on sentences, simple, compound and complex; two others on the elements of style, in which the figures and ornaments chiefly employed in prose composition are clearly explained; a fourth and fifth on punctuation and facility of expression; and judicious notes on Descriptive, Narrative, and Didactic composition, and on the Theme or Essay. Numerous examples and exercises are given on each subject.

SCRIBE & LEGOUVÉ.—*Bataille de Dames.* By Scribe & Legouvé. Urbino, Boston; 1866.

One of the many pretty little works of fiction published by Urbino of Boston, and intended to assist in diffusing a knowledge of the French language and of French literature on this continent. Notes in English are appended.

VAPEREAU.—*Dictionnaire universel des Contemporains.* Third Edition. Royal 8vo, double columns. x-1666 pp. By—Vapereau. Hachette, Publisher, Paris; 1865. Price, 25 frs.

MARCOU.—*Le Niagara quinze ans après.* By M. Marcou; Paris. Pamphlet, 18 pp. With a Map and Plate.

The author of this pamphlet gives the results of his later observations, taken after an interval of fifteen years, his first visits having been made in the years 1848-49 and 1850, and his last in 1865. From a careful geological examination of the locality he concludes, (A), That compared with the Canadian Fall, which is receding fast, the American Fall is almost stationary. (B), The volume of water at the American Fall is continually diminishing and will continue to diminish as the Canadian Fall recedes. When the last shall have reached the Island of the Three Sisters, which will happen in eight or ten centuries, no water will pass over the American Fall, and Goat Island will be joined to the mainland. (C), The Canadian Fall is receding very perceptibly, but owing to the variable causes which tend to produce this action, it is not possible to give any fixed annual rate of retrogression.

The water passing over the Canadian Fall increases in volume as it is withdrawn from the American side, while a corresponding movement also takes place from the Canadian shore, whence, the author concludes, (1), That the retrograde motion of the Canadian Fall will go on with accelerated pace as it advances; (2), The valley of denudation of the Niagara River will approach Goat Island and turn to the eastward, describing a rather sharp and angular elbow similar to that which exists at the Whirlpool; (3), That where the Canadian Fall stands now another Whirlpool will be formed, exhibiting similar phenomena.

DE LAVÉYLÉE.—*De l'Instruction du Peuple au 19e Siècle.*

Under this title M. Emile de Lavéylée publishes in *La Revue des Deux Mondes* a series of carefully written articles on education in England and Canada. He says:

"The publication of the annual report for last year is an additional incentive to renewed exertion. This interesting document contains the reports of the different Inspectors, showing the manner in which instruction is imparted in each district, and often in each school. All instances of neglect of duty are openly denounced, and meritorious services acknowledged, so that publicity is at once a severe punishment or an active reward according to the nature of the action. While in Europe the reports are generally published long after the time to which

(2) De Vergor's guard was composed chiefly of Militiamen from Lotrette, who on that day had obtained leave to go and work on their farms, provided they also worked on a farm Captain De Vergor owned—"Mémoires sur les Affaires de la Colonie de 1749-60." Some historians have intimated that De Vergor—a protégé of Bigot's—was a traitor to his King.—J. M. L.

they have reference, in America the public may peruse them with all the fresh *data* annually. It is not the statistician alone who has cause for congratulation at these expeditious returns, but the school authorities and the public generally being informed of the actual condition of their educational system, are able to remedy any evil that may call for redress, and to introduce in good time such improvements as are deemed necessary.

"The progress made since the introduction of the new law, and especially during the last ten years, is astonishing. When we picture to ourselves the inferior position in which Lower Canada stood at the beginning of this movement, and what were the obstacles which the nature of the country opposed to the regular attendance of the children at school, we are surprised at the results obtained in so short a time, and we cannot but admire the activity and perseverance shown under the circumstances."

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE

—We have to thank the authorities of McGill College for a copy of the annual report of that institution addressed to the Governor General in his capacity of Visitor. In addition to the statistical information, which has already appeared in another form in our columns, it contains the following, which may be taken as embodying the views of the governors with reference to educational arrangements in case of the contemplated federal scheme coming into operation:

"The attention of the Corporation was much occupied at the beginning of the year, with the question of the position of the University and its affiliated colleges, and the higher schools on which it depends for its students, in relation to the educational law and to the distribution of public grants, more particularly in the prospect of a union of the Provinces of British North America.

This subject was referred to in the report for last year, and a joint deputation from the Board of Governors and Corporation sought on these subjects to confer with members of the Government. Among the points which the deputation was instructed most strongly to urge, were the following:—

1. The importance of placing the power of regulating all matters relating to University privileges and degrees in the general rather than in the local governments.
2. The necessity of permanent endowments for the University and its affiliated colleges, to some extent corresponding with those enjoyed by the similar institutions of Upper Canada.
3. The claims of the two Royal grammar schools, now the High Schools of Montreal and Quebec, for permanent endowments similar to that of Upper Canada College.
4. The necessity of a more judicious and equitable distribution of the Superior Education Fund, in such a manner as to allow efficient Higher Schools for the English and Protestant population to be maintained, on the plan of the grammar schools of Upper Canada; and the desirableness, to this end, of a separate classification and administration of the Protestant schools."

—At a teachers' meeting in Illinois, Mr. J. L. Pickard, of Chicago, delivered a very instructive and interesting address, in which he made the following points:

- 1st. Never attempt to teach what you do not understand.
- 2nd. Never tell a child what you can make it tell you.
- 3rd. Never give a piece of information without asking for it again.
- 4th. Never use a hard word when an easy one will do as well.
- 5th. Never give a lesson without a clear view of its need.
- 6th. Never give an unnecessary command, nor one that cannot be enforced.
- 7th. Never permit a child to remain without something to do or a motive for doing it.—*Iowa Instructor.*

—It was the earnest hope of the best friends of education in this State that the present Legislature would pass an act for the establishment of a normal school. This course was earnestly advised by the Governor, in his biennial message, and by the Superintendent of Public Instruction. Early in the session a bill was introduced to effect this object. At first it seemed likely to pass, but upon discussion an amount of illiberal parsimony on the part of certain members of the House, was developed, which not only saddened the hearts of the true friends of education, but will doubtless astonish the people throughout the State. The utility of normal schools was generally acknowledged, and the only honest reason advanced for not establishing one or more in this State was that it would cost something and we could not afford it.—We do not like to charge improper

motives upon any member of our Legislature; but we can not help believing that those who have opposed this bill, while acknowledging the utility of its provisions, had greater reference to the votes of their constituents than the welfare of the State at large. At all events, a more contemptible piece of bogus economy could not have been invented.

Economy! Let us see what kind. Last fall a man presented himself to the director of one of the sub-districts of a southern township of this country, and displaying a teacher's Certificate, sought employment as a teacher. It was given him. He commenced his school, and within three weeks his utter incompetence had become so glaringly manifest that nearly all his scholars left the school in disgust. Still he continued to teach and closed his term of three months without having benefited the district to the value of twenty-five cents. On the contrary, he had been such a detriment to the interests of the children of the district as could not be calculated in dollars and cents.—This is not an exceptional case. Half the teachers employed in this State know nothing about the theory and practice of teaching, and as a consequence, tens of thousands of dollars are worse than squandered in employing them.—More money is absolutely lost in this way than would be required for the support of a good normal school for twenty years. And yet the institution whose very aim is to prevent this extravagant waste of the public funds by furnishing teachers who will know something of their profession, and will consequently earn their wages, is opposed by the representatives of the people on the ground of economy? A more groundless, preposterous reason could not be invented. Unless this action of our Legislature be reconsidered, two years must elapse before further steps can be taken toward the establishment of a normal school. Meantime the cause is to be retarded, and the State of Iowa, of which we are so proud, must fall behind her sister States in that great work which ought to be her chief glory, the education of her people.—*Ibid.*

—For the valuable information on the Public Schools of Michigan, contained in the following communication recently sent to this *Journal*, we are indebted to C. B. Stebbins, Esq., Deputy Superintendent of Public Instruction for that State:

"The present population of Michigan is, at the least, 900,000; and of this number, not less than 150,000 have been added since the commencement of the late rebellion. This is shown by the School Census, which is taken under oath every year. In 1860 the number of children between five and twenty years of age, was 246,684. In the same year the General Census was 751,110. By this comparison, as well as in other years when the latter Census was taken, we know that the School Census comprises scarcely one third of the population. In 1865 the children numbered 298,091, a gain in five years, of 51,407. Of this gain, 17,319 was in 1865 alone. This increase has been exceeded in no past year in the history of the State.

"Such has been our increase of population, and the increase of wealth has been still greater, while a million and a half of our countrymen have been in fierce conflict in the field of a gigantic rebellion. And though Michigan furnished eighty thousand men for the federal army, (nearly all volunteers), though our expenses of living increased over fifty per cent, our taxes trebled, and a gloom which no human vision could penetrate, overshadowed the future, we are not advised that a single school has been suspended during the war, in consequence thereof. On the contrary, the number of towns and cities supporting schools, has increased since 1860, from 649 to 711; the number of districts, from 4,087 to 4,471; and the number of teachers, from 7,973 to 8,776. In the same time—five years—the wages paid to teachers increased from \$468,958 per annum, to \$719,214; the total school resources, from \$728,575 per annum, to \$1,239,124; and the value of school-houses, from \$1,618,859, to \$2,223,205. The number attending the common schools in 1860, was 193,107, and in 1865, it was 228,260.

"About one third of the amount paid to teachers the last year, was paid in 150 districts—graded schools—which contained 81,000 children, and possessed full half of the value of school-houses in the State; and raised about forty-five hundredths of all the school resources. Yet, in these schools tuition is the cheapest; the average paid to teachers being but forty-four and a half cents per month for each one attending schools; while in the State, including the graded schools, the average was fifty-one cents. This is because, in the graded schools, each teacher has, in the course of the year, an average of sixty-one pupils; while in the State at large the average is but twenty-six to each teacher. The aggregate expenses per scholar were greatest in the graded schools, because they averaged nine months each, but the average in the State was only six and two-tenths months. The latter was never exceeded, and never equalled, save in 1860 and 1864.

"Some of the graded districts have school buildings that rank among the best public buildings in the country. Detroit has \$200,000 (it should have twice that), invested in school-houses. Ypsilanti, a few years since, with a population of 3,000, built a school-house, which is now about paid for, worth \$60,000. There are twenty-eight districts that have expended, by voluntarily taxing themselves, for school buildings, over \$10,000, twelve, over \$20,000, nine, over \$30,000; six, over \$40,000; and five, over \$50,000.

"Our means for carrying on the schools, are mainly from the following sources :

"1st. The interest on the Primary School Fund. This fund is principally from the sales of one square mile of land in each township of thirty-six square miles, appropriated for the purpose, when the State was admitted into the Union. These lands amount to over one million acres, not one half of which are yet sold, but the fund amounts already, to within a few dollars of two million. It is loaned to the State, and the schools receive seven per cent per annum.

"2nd. A uniform tax of two mills on the dollar of taxable property; amounting, the past year, to \$288,000.

"3rd. Districts can tax themselves annually, not exceeding one dollar per scholar, (and Graded Schools without limit), for payment of teacher's wages. This amounted, the past year, to \$178,140.

"4th. Any deficiency in means for paying teachers, is supplied by rate-bills; which, the past year, reached the sum of \$90,250. All the above means can be used only for paying teachers.

"5th. Districts may vote such sums as they please, within certain limits, according to the number of children, (the Graded Schools without limit,) for building, and other purposes. Raised the past year, \$375,000.

"6th. Tuition of non-resident scholars; amounting, the past year, to about \$16,000.

"7th. The proceeds of fines for breaches of the peace, &c., are appropriated by law, to the school libraries. This law is largely disregarded, and not over \$14,000, was reported, the past year.

"The number of students in the Normal School the past year, was 255. This school can reach but a small portion of our teachers; and the Superintendent of Public Instruction, annually holds ten to twelve Institutes of one week each, in different localities. From 1,000 to 1,500 teachers annually attend, free of tuition.

"The number of male teachers employed the past year, was 1,322; female, 7,462. The proportion of male teachers has been much diminished by the calls of patriotism; and some have feared the schools would suffer in consequence, from the supposed inability of females to govern large scholars. But the fact is, under our school law, the large scholars are more easily governed than the small ones. With the latter, the ultimate governing power is force; but with the former, the teacher has but to appeal to the district board, which has ample power to subdue or remove any refractory pupil. The existence of this power puts "large boys" on their good behavior; and a female can rule as well as a Hercules. As to her ability to teach, we are raising up a class fully competent to instruct in any branches pursued in nearly all the schools. Some of the Graded Schools when the higher branches are taught, have had female Principals whose success has been unquestionable. It is probable that the former proportion of male teachers will never be restored.

"Thus the statistics indicate that our schools have enjoyed undiminished prosperity during the war. All our information corroborates this evidence. The Reports of district Directors have improved in completeness and accuracy; and township Inspectors generally report improvement in discipline, thoroughness in teaching, and general progress. Equal prosperity has attended our University (now having over a thousand students), our Colleges and Academies."

—The Cadets of McGill College, the High School, the Normal School, and the Collegiate School, were inspected on the Champ de Mars on Saturday morning by Major-General Lindsay. The General was accompanied by his staff, consisting of Captain Healy and Lieut. Lindsay, and Lt.-Colonels David and McPherson. The Cadets were formed into a battalion of four companies under command of Captain Barnjum. The other officers were Captains Bridges, Esdaile, Marler, Kerr, and Hamilton, (Acting Adj.) The ground was kept by Cadets detailed for the purpose, and notwithstanding the crowd, the young soldiers, had not the least difficulty in keeping order, every one good-humouredly giving way when requested not to come within the proper distance. They were closely and critically inspected by the Inspector General, their arms and accoutrements being minutely examined. Their marching and counter marching, and various manœuvres were done with great precision, and square was formed to receive cavalry, rifles loaded, volleys fired—at least the motions were gone through—in capital style. The admirable manner in which these boys went through their exercises is deserving of more than a mere formal expression which may mean anything or nothing. Upon these boys, among others, in a year or two may depend the defence of the country, for some of them are at an age when a year or two will make the difference between boyhood and manhood. It is well that our youths should be prepared for military duties as a branch of their education. In many schools drill already forms part of the regular course, not only in town, but also in the French parishes as well as in the Townships, and its adoption by all schools would realise the "cheap defence" we want. We neither need nor wish for a standing army, and if all our youth were trained to the use of arms, there would be no difficulty in calling up a respectable force for the defence of the country if it is ever threatened with invasion. Major-General Lindsay expressed himself as astonished at the proficiency displayed on Saturday, and said he would have much pleasure in bringing the Cadets favourably to the attention of the Adjutant-General.—*Montreal Gazette.*

LITERARY INTELLIGENCE.

—The French Academy recently held two sittings at which M. Camille Doucet (successor to M. Alfred de Vigny) was received by M. Jules Sandeau, and M. Prevost Paradol by the learned Guizot. As the newly admitted members had not acquired a celebrity so wide as that which belongs to the two savans on whom devolved the delegated honors of the house, attention was naturally enough directed chiefly towards the utterances of the latter. The anticipated brilliancy of the second reception would, it had been feared, dim in advance the lustre of the first; but the event dissipated these groundless apprehensions, and when the author of *Eloa*, Chatterton, and Stella discovered, in his allusion to Alfred de Vigny, glimpses of a life portrait of that academicien, or when under the usual conventional compliments, a refined critical examination of M. Doucet's comedies was detected, the admiration of the assembly burst forth in repeated rounds of applause. The reception of M. Prevost Paradol had excited the liveliest interest, and his speech did not disappoint the public expectations. He is the youngest person known to have been elected, being but six-and-thirty.

—The two receptions at the French Academy have been crowded, as usual, by the *élite* of the metropolis. The first "Forbidden Fruit," and other plays of the same calibre of respectable mediocrity was redeemed from flatness by the brilliant eloquence of Jules Sandeau, (of whose name George Sand has borrowed, and kept the first syllable) who, having to respond to the eulogies pronounced by the new member on the genius of his predecessor, Alfred de Vigny evoked the memory of the author of "Destiny" with such masterly touches, and such wealth of poetic colouring, as to merit comparison with Rubens, transfiguring with his pencil of fire, and his palette of gold, the sketches of Jordans. The second reception, that of Prevost Paradol, had excited public curiosity to an unusual pitch. Every inch of space in the hall of the Academy had been secured three weeks ago by the happy mortals who are on begging terms with the Immortals. The *queue* was formed early at ten o'clock, and when, at one, the doors were opened, the rush was terrific. Little attention was paid to rights, those who squeezed and fought their way in first, taking the best places, and generally keeping them, despite the excited complaints of those who found themselves thus unceremoniously dispossessed. The new member's eulogium on his predecessor, M. Ampere, was warmly applauded and M. Guizot, on whom devolved the task of replying was received with great cordiality. The affair was, on the whole, the most brilliant that has taken place for some years, in the narrow regions of the Paris Olympus. But the fact cannot be disguised, that personal and social influence play too active a part in the elections to the vacant arm chairs of Richelieu's providing, and Amedee Thierry who has failed three times in his candidature for a place in the Academy, is not only one of the solid glories of French literature who is set aside while writers not worthy "to loose the latch of their shoes," are welcomed with acclamations to a seat among "the Immortal Forty." *Paris Cor. of Montreal Herald.*

SCIENTIFIC INTELLIGENCE.

—The Entomological Society of Quebec recently held a meeting under the presidency of Rev. Mr. Brunet, Professor of Botany and Entomology at the Laval University. Several papers of interest were read, and during the evening a very fine collection of Canadian insects and butterflies was exhibited to the assembled guests.

—Many modes of regulating temperature have been adopted, with more or less success. Electricity is now applied to this purpose, and the results obtained, by means of it appear to be everything that can be desired. The apparatus used consists of a thermometer, into the bulb of which is hermetically sealed a fine platinum wire. Another platinum wire, which is movable, passes down the stem, and may be set so that the mercury shall come into contact with it at any given temperature. These platinum wires are connected respectively with the poles of a galvanic battery, an electro-magnet forming part of the circuit. When the temperature of the apartment becomes so high that any increase would be objectionable, the mercury in the stem of the thermometer will have come into contact with the movable platinum wire. This completes the circuit, the battery begins to act, the electro-magnet is excited, and attracts a keeper, which is connected by simple machinery with something that cuts off or diminishes the evolved heat—lessens, for examples, the supply of hot air, or of air to the furnace, or turns a cock, which diminishes the quantity of hot water or steam employed as the heating agent. The instant the temperature attains its normal state, the platinum wire ceases to be in contact with the mercury in the stem; battery connection is interrupted; the electro-magnet being no longer excited, the keeper separates from it, and the valve, or the regulating cock, returns to its ordinary position. In practice there may be a constant opening or closing of the valve, or regulating cock; but the action of the thermometer being very delicate, there will be no sensible variation of the temperature. To avoid the necessity of a wire movable in the stem of the thermometer, the second wire may be hermetically sealed at the point beyond which it is not intended the tem-

perature should rise. The oxidation of the mercury by the electric sparks, and the consequent deterioration of conducting contact, is a difficulty to be feared, but one which is not, perhaps, irremediable.

NECROLOGICAL INTELLIGENCE.

—Many of our readers will, ere this, have heard of the death of the Honourable Edward Bowen, Chief Justice of the Superior Court for Lower Canada, which took place at Quebec on the 10th instant. The *Gazette* says:

We learn from Notman's sketches, that the Honourable Edward Bowen was born on the first of December, 1770, at the town of Kinsale, situated on the south-west coast of Ireland. He was one of three brothers, the eldest of whom, Lieut. Bowen, C. B., of the Madras army, was killed at Seringapatam, and the youngest is a Post Captain (now on half pay) of the Royal Navy, who earned no little distinction for gallant conduct in H. M. frigate *Apollo*. The father of the deceased was a doctor of medicine and a surgeon in H. M. forces, and died, while very young, in the West Indies, whither he had accompanied his regiment. Having completed his education in Ireland, Mr. Bowen accepted an invitation from his great-uncle, Mrs. Caldwell, the wife of Colonel the Honourable Henry Caldwell, Receiver General of Lower Canada, then a resident of Quebec, and arrived in this country on the 12th of October, 1797. In the summer of the following year he was articled to their son, Mr. John Caldwell; but afterwards, in consequence of Mr. Caldwell retiring from the bar, he transferred his articles of indenture to the then Attorney General, the Honourable Jonathan Sewell, and, while yet a student, was appointed Deputy Clerk of the Crown for Lower Canada. In May, 1803, Mr. Bowen was called to the bar, and was the first who received a patent of precedence as King's Counsel in Lower Canada. In 1807, he married Eliza, daughter of Dr. James Davidson, Surgeon of the Royal Canadian Volunteers. Their married life continued unbroken for the long period of 52 years, for Mrs. Bowen died in the year 1859. The issue of this marriage was sixteen children—eight sons and eight daughters. On the preference of Mr. Sewell, in 1808, to the office of Chief Justice, Mr. Bowen became Attorney General, without passing through the earlier degree of Solicitor General. He sat for the two following years as member of the Assembly for Soré. On the 3rd of May, 1812, he was appointed a judge of the King's Bench, and in 1849 he was promoted to the office of Chief Justice of the Superior Court of Lower Canada. For nearly forty years, says our authority, this Methuselah of the Bench did not feel it necessary to absent himself from his duties, or even apply for the customary three months' leave of absence. Regarding his political life, we learn that he was summoned by Royal Mandamus, in 1823, to a seat in the Legislative Council of Lower Canada, and in 1837 was appointed Speaker of that body. During the fourteen years in which he sat in the Legislative Council, we believe, he took his part in the discussions of the time; and, from his own view of duty, he sought to influence public affairs with wisdom and patriotism. After the reunion of the Provinces, he withdrew altogether from political as well as parliamentary life, and gave his undivided attention to the more exact duties of his judicial office. He was, it may be added, one of the members of that important court which was specially appointed for the consideration of the vexed Seigneurial Tenure question.

—We have to record the death of the Superior of the Quebec Seminary, Rev. Louis Gingras, which occurred recently in that city. The Rev. gentleman, who had only attained his sixty-ninth year when he expired, was born at St. Marie de Ramsay, in the Diocese of Montreal, and educated under the care of Mgr. Signay, the *curé* of St. Marie at that time. Having been ordained a priest on the 3d. November, 1820, he was appointed *Vicaire*, and attached to the clergy of the Cathedral at Quebec; and he successively acted as missionary to Memramcook, and *curé* of Ste. Foye, St. Pierre d'Orléans, and Cap St. Ignace. In 1833 he entered the Seminary of Quebec, and after discharging the duties of many important offices, became at length the Superior of that institution.

—Her Majesty Queen Marie Amélie, widow of Louis Philippe d'Orléans, King of the French, was the second daughter of Ferdinand I., King of the Two Sicilies, by his consort, Caroline, daughter of Francis, Emperor of Germany and of his consort, the Empress Maria Theresa, being thus niece of Marie-Antoinette, the murdered Queen of France; and great-aunt of the present Emperor of Austria, of the Queen of Spain, and of Francis II., ex-King of the Two Sicilies. Queen Marie Amélie was born April 26, 1782, and her marriage occurred thus:—Louis Philippe, Duke of Orleans, after various adventures and wanderings in different parts of the world, came to reside, in 1800, at Twickenham, in Middlesex. In 1808, the Duke accompanied to Malta his invalid brother, the Count de Beaujolais, who died there; and after his death the Duke crossed to Messina, and was hospitably received by King Ferdinand at Palermo, his only capital—King Joachim Murat then ruling at Naples. The Duke of Orleans during his visit gained the affections of the Princess Marie Amélie, and married her, Nov. 25, 1809. After the nuptials, they continued to reside at Palermo in quiet domesticity. They, at the Restoration of 1814, went to Paris, where the Duke's honours and estates were restored to him. His second son, Louis, Duke de Nemours, being born at Paris, Oct. 25, 1814, was honoured by having as his sponsors Louis XVIII, and the Duchesse

d'Angoulême. On Napoleon's removal to Elba the Duke of Orleans was made a Lieutenant of France for the north by King Louis XVIII. He did not, however, hold the post long, and, on resigning it, came again to live at Twickenham. After Waterloo, and on the second Restoration, he went to take his seat in the Chamber of Peers; but, his course of policy not being agreeable to the then Government, he once more retreated to Twickenham, and remained there till 1817, when he settled in France, not to leave it till his high and adverse destinies were accomplished. Of his accession to the throne in 1830, of his abdication in 1848, and of his death, an exile at Claremont, Aug. 26, 1850, it is needless to here give the details. They are the events of a history universally known. Suffice it to say, that his devoted and admirable consort Queen Marie Amélie shared with grace his elevation, and never ceased to cling to him and to comfort him in his misfortunes and his exile. Reverenced in France, she acquired for herself and her family reverence in England. The protection and attention constantly shown to this Royal lady by the present Sovereign of Great Britain may remind us of the kindness of Louis the Great to the exiled James II. and his Queen, though there were political reasons, while here all was from the noblest and the purest motives. Queen Marie Amélie and her Consort, King Louis Philippe, had issue.—

1. Ferdinand Philippe Louis Charles Henry Joseph, Duke of Orleans, who was born Sept. 3, 1810, and died July 13, 1842, having married, May 20, 1839, Hélène Louisa, daughter of the Grand Duke of Mecklenburg-Schwerin, by whom (who died May 18, 1858) he left two sons.—1. Louis Philippe Albert d'Orléans, Count of Paris, born Aug. 24, 1838, who married, May 30, 1864, his cousin, the Infanta Isabella, daughter of the Duke of Montpensier, and has a daughter, Marie Amélie; and, 2. Robert Philippe Louis Eugène Ferdinand d'Orléans, Duke of Chartres, born Nov. 9, 1849, who married, June 11, 1863, his cousin, Frances, daughter of the Prince de Joinville, and has a daughter Marie Amélie.

2. Louis Charles Philippe Raphael d'Orléans, Duke of Nemours, who was born Aug. 25, 1814, and married April 27, 1840, the Duchess Victoire Auguste Antoinette, daughter of Ferdinand, Duke of Saxe-Coburg-Gotha, who died Nov. 10, 1857, leaving behind her two sons, the Comte d'Eu (married to Isabel, Princess Imperial of Brazil,) and the Duc d'Alençon, and two daughters, Marguerite and Blanche d'Orléans.

3. François Ferdinand Philippe Louis Marie d'Orléans, Prince de Joinville, who was born Aug. 14, 1818, and married, May 1, 1843, Donna Francesca, daughter of the late Emperor of Brazil, and has issue a daughter Frances, married to the Duke of Chartres, and a son, Peter Philippe, D'xo of Penthièvre.

4. Charles, Duke of Penthièvre, born July 1, 1820, died young.

5. Henry Eugène Philippe Louis d'Orléans, Duke of Aumale, who was born Jan. 16, 1822, and married, Nov. 25, 1844, Marie Caroline Augusto de Bourbon, daughter of Leopold, Prince of Salerno (Queen Marie Amélie's brother), by whom he has issue the Prince de Condé and the Duke of Guise.

6. Antoine Marie Philippe Louis d'Orléans, Duke of Montpensier, Infant of Spain, who was born July 21, 1824, and married, Oct. 10, 1846, Maria Louisa Ferdinanda, Infanta of Spain, by whom he has issue—Ferdinand, Infant of Spain, and four daughters, of whom the eldest, the Infanta Isabelle, is married to the Count de Paris.

1. Louisa Maria Theresa Charlotte Isabella d'Orléans, born April 3, 1812; married, Aug. 9, 1832, to Leopold, the late illustrious King of the Belgians; and died, Oct. 11, 1850, leaving issue two sons, the Duke of Brabant, at present King of the Belgians, and the Count de Flandre, and one daughter, Princess Charlotte, married to Ferdinand Maximilian, Archduke of Austria, brother of the Emperor Francis Joseph, and now himself Emperor of Mexico.

2. Marie Christina Caroline d'Orléans, born April 12, 1813, the gifted sculptor, who was married, Oct. 17, 1837, to Duke Alexander of Wirtemberg, and died Jan. 2, 1839.

3. Marie Clementine Caroline Leopoldine Clotilde d'Orléans, born June 3, 1817; married April 20, 1843, to Prince Auguste of Saxe-Coburg-Gotha.

Her Majesty, Queen Marie Amélie, died on the morning of the 24th inst., at Claremont.

MISCELLANEOUS INTELLIGENCE.

—The following is an extract from the speech of Mr. Pope, M. P. P. for Compton. It contains valuable advice and teaches us how to make the most of the present position of affairs. The hon. gentleman alluded to the interests of the farmers of Lower Canada, in so far as they may be affected by the repeal of the Reciprocity Treaty, as follows:

"Many of our small farmers are greatly exercised in regard to these questions. Now I tell you as a practical farmer of many years' experience, you have no more business to sell your coarse grain than a carpenter would have to sell his tools. (Cheers.) Every bushel you sell has been so much robbed from your land, and the country has been impoverished so much. If you raise more than you can feed out sell it at home to your neighbours who feed more largely than you do. I never sell a bushel, nay, I buy every year, and every one of your neighbours who have grown rich by farming have been careful to feed out to the fullest extent of their capacity. Like myself they have been purchasers rather than sellers, and

my advice to you is emphatically to feed it out, and in this way return to the generous land something of the riches you take from it. You cannot both raise stock and sell grain to any great extent, and it seems to me like a providential occurrence that this market should thus be cut off from you before you irretrievably ruin your lands by absolute starvation. (Loud cheers) How long do you think you could have continued to crop and crop and crop—taking every thing away and putting nothing back into the soil. We shall be obliged now to consume all our coarse grain on the farm, and what will be the consequence? Why we shall make a better quality of beef, such as it would be desirable to send to the European market, and at the same time our farms will yearly become more and more productive, and more capable of raising increased quantities of beef to meet the increased demand, which for some years it is quite certain will prevail in Europe. We shall find also the West India fleet, which used to be a large purchaser of our products, will again return to Quebec, and the opening of foreign markets, heretofore closed to us so long as we continued the one-customer policy, will more than make up for our lost trade." (Cheers.)

— An official return gives an account of the expenses incurred on the iron clad ships in the British navy. The expenses of building and fitting hulls have been as follows.—Warrior, £385,285; Black Prince, £289,911; Defence, £206,783; Resistance, £213,889; Hector, £242,395; and Achilles, £388,218. In addition, however, to these sums there have been incurred up to the latest date the following expenses in repairs, maintenance, and alterations: Warrior, £22,517; Black Prince, £11,107; Defence, £11,061; Resistance, £11,426; Hector, £2,215; Achilles, £1,549. The large sum expended on the Warrior since she was built includes part of an extensive refit commenced since she was paid off. Forty-five months have elapsed since her building was completed, and only thirty-three since the finishing of the Black Prince. The following ships are not yet completed, but the expenses are given up to the latest date in office. The Valiant, £263,258; Minotaur, £345,873; Agincourt, £346,445, the Northumberland, £260,865; Prince Albert, £144,489; Bellerophon, £345,509; Viper, £31,790; Vixen, £36,485; Water Witch, £18,667. The Penelope, Hercules and Monarch are on the stocks or building, but no return is made of their cost. The Prince Albert is a turret ship. The Valiant, Minotaur, and Agincourt have been tried, and the Viper and Vixen have been launched. The Water Witch and Northumberland are building. Those now in commission are the Warrior, Black Prince, Achilles, Defence, Resistance, Hector and Prince Albert.

— Mr. Peabody promises to be the greatest benefactor, in a social sense that London has ever enjoyed. He has not only made a magnificent commencement towards providing the labouring classes of the metropolis with decent lodgings, but he has forcibly, if indirectly, stimulated the Government into assisting the good work by loans on the same terms that they have previously been granted for the drainage of land, and the building of churches and schools. Scarcely have we had time to master the full amount of advantage in use and example from the American gentleman's first gift of the £150,000—so judiciously employed by the committee over which Lord Stanley presides—than our breath is taken away by a second boon to the same quarter on an equally magnificent scale. Mr. Peabody presents £100,000, which he has invested in 5,000 fully paid-up shares in the Hudson's Bay Company, "representing one-twentieth part of that vast territory," to the trustees of the first fund, with directions that the dividends be invested in shares of the same company until £120,000 has been raised, or in certain events until July, 1869. The two gifts, amounting as a minimum to £250,000, will form a fund of progressive usefulness in providing lodgings for the labouring classes of London. As in the course of a few years it may be difficult to find desirable sites within the limits of the metropolis, the trustees are authorized to purchase sites within ten miles of the Royal Exchange, which they may consider eligible as regards health and convenience of railway accommodation. It is further suggested that contracts shall be made with railway companies for the conveyance of the tenants at reasonable fares at convenient times. The trustees are also to be at liberty to establish schools near these suburban lodging-houses, of an exclusively elementary and literary character, and to use these school-rooms in the evening as reading-rooms and lecture-rooms. Mr. Peabody also suggests that where markets and shops are distant, co-operative stores be encouraged. Looking at the services rendered by Mr. Peabody to this country, the question of what acknowledgment has been made to him naturally occurs. Ribands and grand crosses are bestowed on princes of no remarkable distinction. We do not know whether an American citizen can accept the honor of K. C. B., but it certainly ought to be tried. He can but refuse.

— It was a wise law of the ancient Jews, that the sons of even their wealthiest men should be obliged to serve an apprenticeship to some useful occupation, so that in case of reverse of fortune they might have something to "fall back upon." The same still exists in Turkey, where every man, rich or poor, even the Sultan himself, must learn a trade. How fortunate would it be now had it been a law in this country. "Would to God I had a trade!" is the cry of thousands of our returned soldiers, North and South, who find themselves ruined in pocket, with no immediate prospect

of gaining a livelihood. It should teach parents that whatever else they may give their sons they should give them a good trade. One of our contemporaries most truthfully remarks that a popular idea among our people is that all their sons should adopt a clerkship, and the adoption of the business of book-keeping as a means of obtaining their livelihood, and every effort is made to give them an education to that end. So far as the education of their children in the science of keeping proper accounts is concerned, the idea is a good one, as every young man should have a sufficient knowledge to properly manage his own books, should he ever embark in business; but to make book keepers and clerks of all our boys is a grand mistake. Better place them in a workshop, mill, or foundry, where they can learn independent trades, which at all times will secure for them employment, and the pecuniary compensation for which will be at least as much, if not more, than the business of accounts. We earnestly advise all parents to teach their sons trades, no matter what, so that it is an industrious pursuit; and let us in the future be spared the pain of seeing so many stout, able-bodied young men out of employment, and seeking situations where the pen can only be used. There is a dignity in labour; an honest trade is the best legacy a parent can bestow upon his child, for it will secure his bread where all else may fail. We base our remarks upon the fact that nearly one hundred applications from young men were received by a firm in our city who recently advertised in our columns only twice for an assistant book-keeper. This fact alone, taken in connection with the well-known scarcity in labour in the mechanical branches of industry, speaks volumes in condemnation of the popular error of making book-keepers of all our boys.—*Albany (N. Y.) Journal.*

— The port of Sorel contains in vessels a value of \$800,000, and more than 140, decked out in their neatest and most sparkling toilettes, are preparing to spring forth like eager steeds towards all parts of Canada. Twenty-nine steamers figure in the first rank of this magnificent fleet. The value of these vessels is estimated as under. Richelieu Company's vessels \$420,000, the items in which are divided as follows:—Steamer Quebec, \$165,000,—the Montreal, Columbia, Victoria, Napoleon, Chambly, Terrebonne, Etoile, Firefly, Europa, and two large barges making up the difference. The Sincennes-McNaughton Company own the steamers Whitehall, Rose, Montreal, Lincoln, Rover, Cygne, and Sorel, and 30 barges; the whole of which are valued at \$135,000. The steamboats belonging to other companies are estimated at \$170,000—the Rocket, the Topsy, and two larger vessels being valued at \$90,000, and the Canada, Champlain, Hopr, Richelieu, St. Lawrence, St. Paul, Plover, Bell, Echo, Berthier, and Ste. Anne, at \$85,000. Fifty lighters, barges, scows, and a brigantine owned by Mr. Marchildon of St. Pierre les Becquets, may also be estimated at \$60,000, the four dredges, \$10,000, and three floating lights, \$3,000.—*La Gazette de Sorel.*

OFFICIAL DOCUMENTS.

TABLE of the Apportionment of the Superior Education Grant for the year 1865, under the Act 18 Vic., cap. 54.

LIST No. 1.—UNIVERSITIES.

NAME OF INSTITUTION.	Number of pupils.	Grant for 1864.	Grant for 1865.
McGill College.....	292	2359 00	2336 00
To the same for one year's salary of the Secretary to the Royal Institution and the Messenger's salary; also for contingent expenses.....			271 00
Bishop's College.....	15	1687 00	1670 00
Total.....			4277 00

LIST No. 2.—CLASSICAL COLLEGES.

NAMES OF INSTITUTIONS.	Number of pupils.	Grant for 1864.	Grant for 1865.
Nicolet	219	1687 00	1670 00
St. Hyacinthe.....	236	1687 00	1670 00
Ste. Thérèse.....	210	1350 00	1337 00
Ste. Anne Lapocatière.....	228	1687 00	1670 00
L'Assomption.....	180	1350 00	1337 00
Ste. Marie, (Montreal).....	264	1350 00	1337 00
High School of McGill College, for the instruction of 30 pupils named by the Government.....	264	1128 00	1128 00
High School of Quebec, do do.....	125	1128 00	1128 00
St. Francis, Richmond.....	124	1012 00	1002 00
Three Rivers.....	94	588 00	582 00
Morrin.....	23	392 00	388 00
Total.....			13249 00

LIST No. 3.—INDUSTRIAL COLLEGES.

NAMES OF INSTITUTIONS.	Number of pupils.	Grant for 1864.	Grant for 1865.
Joliette.....	120	829 00	821 00
Masson.....	208	900 00	891 00
Notre-Dame de Lévis.....	180	829 00	821 00
St. Michel de Bellechasse.....	110	829 00	621 00
Laval.....	91	332 00	329 00
Rigaud.....	142	829 00	821 00
Ste. Marie de Monnoir.....	153	580 00	574 00
Ste. Marie de Beauce.....	117	332 00	329 00
Rimouski.....	115	490 00	485 00
Lachute.....	140	225 00	223 00
Verchères.....	145	332 00	329 00
Varennes.....	110	248 00	246 00
Sherbrooke.....	63	248 00	246 00
Longueuil.....	300	336 00	333 00
St. Laurent.....	255	490 00	485 00
Total.....			7554 00

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

NAMES OF INSTITUTIONS.	Number of pupils.	Grant for 1864.	Grant for 1865.
Aylmer, (Catholic).....	65	222 00	220 00
Aylmer, (Protestant).....	42	222 00	220 00
Beauharnais, St. Clément.....	216	222 00	220 00
Bonin, St. Andrews, Argenteuil.....	105	222 00	220 00
Baie du Fevre.....	154	148 00	147 00
Baie St. Paul.....	80	164 00	162 00
Barnston.....	72	148 00	147 00
Berthier.....	150	330 00	327 00
Belœil.....	68	330 00	327 00
Bedford.....	81	100 00	100 00
Chambly.....	115	173 00	171 00
Cap Santé.....	22	148 00	147 00
Clarendon.....	55	148 00	147 00
Cassville.....	35	148 00	147 00
Compton.....	40	148 00	147 00
Cookshire.....	44	148 00	147 00
St. Cyprien.....	110	148 00	147 00
Charleston.....	70	300 00	297 00
Danville.....	120	222 00	220 00
Dudswell.....	38	148 00	147 00
Dunham.....	60	295 00	292 00
Durham.....	75	131 00	130 00
St. Eustache.....	120	222 00	220 00
Farnham, (Catholic).....	259	197 00	195 00
Farnham, (Protestant).....	72	222 00	220 00
Freleighsburg.....	54	197 00	195 00
St. Coloman de Sillery.....	164	148 00	147 00
Ste. Foye.....	52	148 00	147 00
Gentilly.....	104	148 00	147 00
Granby.....	126	295 00	292 00
Georgeville.....	45	148 00	147 00
St. Grégoire.....	120	148 00	147 00
Académie Girouard, St. Hyacinthe.....	250	150 00	149 00
Huntingdon.....	91	328 00	325 00
St. Jean Dorchester, (Catholic).....	360	295 00	291 00
St. Jean Dorchester, (Protestant).....	102	295 00	292 00
Knowlton.....	65	295 00	292 00
Kamouraska.....	77	328 00	325 00
Laprairie.....	220	197 00	195 00
Lotbinière.....	22	131 00	130 00
L'Islet.....	125	222 00	220 00
Académie Commerciale Cath., Montreal.....	130	222 00	299 00
Montmagny.....	207	246 00	244 00
Ste. Marthe.....	100	148 00	147 00
Missisquoi.....	80	226 00	224 00
Pointe-aux-Trembles, Hochelaga.....	72	295 00	292 00
Philipsburg.....	70	148 00	147 00
Sherbrooke.....	59	328 00	325 00
Sorel, (Catholic).....	350	328 00	384 00
Sorel, (Protestant).....	22	131 00	130 00
Stanbridge.....	80	222 00	220 00
Sutton.....	67	187 00	185 00
Shefford.....	76	340 00	337 00
Stanstead.....	170	526 00	521 00
St. Timothée.....	125	131 00	130 00
Vaudreuil.....	99	148 00	147 00
Yamachiche.....	130	222 00	220 00
Académie Commerciale et Litt., Quebec.....	100	148 00	147 00
Roxton.....	57	129 00	128 00
St. Andrews, Argenteuil.....	105	93 00	93 00
Iberville.....	56		150 00
Dufresne, St. Thomas, Montmagny.....			200 00
Total.....			13075 00

LIST No. 5.—ACADEMIES FOR GIRLS.

NAMES OF INSTITUTIONS.	Number of pupils.	Grant for 1864.	Grant for 1865.
St. Anne de Lapérade.....	160	133 00	132 00
St. Ambroise de Kildare.....	100	93 00	93 00
L'Assomption	170	133 00	132 00
St. Aimé.....	144	112 00	111 00
Baie St. Paul.....	108	112 00	111 00
Belœil	85	93 00	93 00
Boucherville	119	93 00	93 00
Berthier	138	100 00	100 00
Les Cèdres.....	69	93 00	93 00
Chambly	144	149 00	148 00
St. Césaire	163	125 00	124 00
St. Croix	65	149 00	148 00
Cowansville	30	149 00	148 00
St. Charles, Industry.....	309	199 00	197 00
Châteauguay	116	93 00	93 00
St. Clément.....	255	149 00	148 00
St. Cyprien.....	164	93 00	93 00
St. Denis	130	93 00	93 00
St. Elizabeth.....	102	199 00	197 00
St. Eustache.....	145	96 00	96 00
St. Famille.....	54	191 00	189 00
St. Grégoire.....	202	224 00	222 00
St. Geneviève	84	93 00	93 00
St. Henri de Mascouche.....	102	93 00	93 00
St. Hilaire	90	93 00	93 00
St. Hugues	100	298 06	295 00
St. Hyacinthe, Sœurs de la Charité.....	250	133 00	132 00
St. Hyacinthe, Sœurs de la Présentation.....	228	133 00	132 00
L'Islet	80	133 00	132 00
Ile Verte	93	131 00	130 00
St. Jean, Dorchester	480	224 00	222 00
St. Jacques de l'Acadian.....	198	199 00	197 00
St. Joseph de Lévis.....	290	298 00	295 00
Kakouna	95	166 00	164 00
Kamouraska.....	100	149 00	148 00
Laprairie	136	93 00	93 00
Longueuil.....	378	298 00	295 00
St. Lin.....	125	93 00	93 00
St. Laurent, Jacques-Cartier	144	199 00	197 00
Long Point	40	149 00	148 00
Montreal, Sœurs de la Providence.....	.....	.....	.....
Montreal, Board for 12 deaf and dumb females.....	68	440 00	440 00
St. Marie de Monnoir	150	149 00	148 00
St. Marie de Beauco	136	166 00	164 00
St. Martin.....	103	93 00	93 00
St. Michel de Bellechasse.....	96	224 00	222 00
St. Nicolas.....	86	93 00	93 00
St. Paul de l'Industrie	52	93 00	93 00
Pointe-Claire	95	93 00	93 00
Pointe-aux-Trembles, Portneuf.....	110	199 00	197 00
Rivière Ouelle.....	80	171 00	169 00
Rimouski.....	133	224 00	222 00
St. Scholastique.....	140	99 00	99 00
Sherbrooke.....	200	298 00	295 00
Sorel	418	343 00	340 00
St. Thérèse.....	151	93 00	93 00
St. Thomas de Pierreville	71	149 00	148 00
St. Timothée.....	104	133 00	131 00
St. Thomas de Montmagny.....	193	224 00	222 00
Three Rivers	296	224 00	222 00
Terrebonne.....	130	93 00	93 00
Trois-Pistoles No. 1.....	40	131 00	130 00
Varenes.....	97	166 00	164 00
Vaudreuil.....	114	93 00	93 00
Yamachiche.....	144	149 00	148 00
Youville and St. Benoit	94	149 00	148 00
Académie de la rue St. Denis, Montreal.....	.....	.....	.....
Sœurs de la Congrégation de Montréal.....	142	186 00	184 00
Total.....	.....	.....	10250 00

LIST No. 6. -MODEL SCHOOLS.

NAMES OF INSTITUTIONS.	Number of pupil.	Grant for 1864.	Grant for 1865.
St. Andrew's School, Quebec	39	501 00	496 00
British and Canadian School Society, Montreal.....	304	663 00	656 00
Col. Church and School Society, Sherbrooke.....	75	166 00	164 00
British and Canadian School Society, Quebec.....	146	726 00	719 00
National School, Quebec .....	.....	368 00	364 00
Point St. Charles, Montreal	158	245 00	243 00
Société d'Education, Quebec	194	927 00	918 00
" " Three Rivers	305	499 00	494 00
Free School in connection with the American Presbyterian School Society, Montreal.....	142	332 00	329 00
Colonial Church and School Society, Montreal.....	1158	663 00	656 00
Lorette, Girls' School .....	.....	133 00	133 00
" " Boy' School .....	.....	133 00	133 00
St. Francis, Indian School.....	32	166 00	164 00
Quebec, Lower Town, Infant School.....	.....	166 00	164 00
Quebec, Upper Town, Infant School.....	.....	201 00	199 00
St. Jacques, Montreal.....	738	828 00	820 00
Catholic Commissioners of Quebec	631	.....	.....
Same, for their Model Schools .....	.....	332 00	329 00
Arthabaskaville	75	56 00	56 00
Beaumont	87	74 00	74 00
Béancour.....	160	56 00	56 00
Berthier, Dissentients.....	30	56 00	56 00
Boucherville.....	106	74 00	74 00
Bury	63	74 00	74 00
Châteauguay.....	72	74 00	74 00
Châteauguay-Richer	63	74 00	74 00
Château-Richer, (Girls' School).....	70	56 00	56 00
Cap St. Ignace.....	93	74 00	74 00
Carleton	75	109 00	108 00
Chicoutimi	80	138 00	137 00
Côte des Neiges	87	74 00	74 00
Côteau St. Louis	130	74 00	74 00
Côteau du Lac	51	74 00	74 00
Deschambault.....	50	149 00	148 00
Deschambault, (Convent).....	102	74 00	74 00
Eboulements	78	74 00	74 00
Écureuils.....	125	56 00	56 00
Escoumains.....	33	74 00	74 00
Farnham, West.....	77	56 00	56 00
Grande-Baie.....	44	74 00	74 00
Henriville, Iberville.....	110	56 00	56 00
Henriville, (Convent).....	185	56 00	56 00
Huntingdon, (Convent)	67	74 00	74 00
Iberville.....	118	74 00	74 00
Lachine	266	74 00	74 00
Lachine, Dissentients.....	53	74 00	74 00
L'Acadie.....	113	74 00	74 00
Lacolle	126	74 00	74 00
Lacolle, Dissentients	120	74 00	74 00
Leeds	52	74 00	74 00
Lotbinière	30	74 00	74 00
Magog	22	74 00	74 00
Malbaie.....	64	74 00	74 00
Matane	77	56 00	56 00
Melbourne, (Girls' School)	82	74 00	74 00
Montreal, Panet Street Protestant School.....	130	74 00	74 00
" " German Protestant School	64	56 00	56 00
" " Visitation Street School	113	56 00	56 00
" " St. Patrick School, Point St. Charles.....	112	74 00	74 00
Nicolet	94	56 00	56 00
Notre-Dame de la Victoire	190	74 00	74 00
Point Claire	60	149 00	148 00
Pointe-aux-Trembles, Portneuf.....	63	74 00	74 00
Pointe du Lac.....	99	74 00	74 00
Quebec, St. John's Suburb	87	74 00	74 00
Rigaud, (Convent).....	108	74 00	74 00
Rivière des Prairies.....	30	56 00	56 00
Rivière du Loup, Maskinongé.....	70	74 00	74 00
Rivière-Ouelle.....	47	74 00	74 00
Sault au Récollet.....	73	74 00	74 00

