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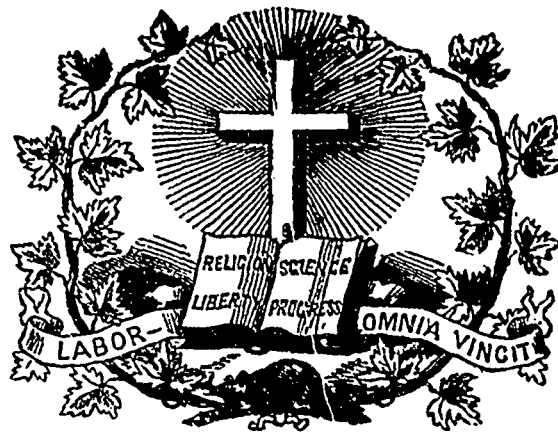
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JOURNAL OF EDUCATION.

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No. 7.

SUMMARY.—Education: The Colleges of Canada—The University of Toronto, by Hon. P. Chauveau, (concluded).—Conducting recitation, by John Bruce, Esq., Inspector of Schools.—School days of eminent men in Great Britain, by J. F. Timbs, (continued).—Suggestive hints towards improved secular instruction, by Rev. R. Dawes.—11th Natural Philosophy, (continued).—Geography in Rhyme. Thoughts on education, from various authors.—**OFFICIAL NOTICES:** Notice to Secretaries-Treasurers.—Diplomas granted by the Normal Schools and by the Boards of examiners.—Situations and teachers wanted.—**EDITORIAL:** Our Journal.—Distribution of prizes and Diplomas at the Normal Schools.—Public examinations and distribution of prizes at the Colleges, Academies and Schools in Lower Canada.—Speeches delivered at the public examination of the McGill Normal School.—Report of the Chief Superintendent of Public Instruction for Lower Canada for 1859.—Extracts from the Reports of the Inspectors of Schools, (continued).—**MONTHLY SUMMARY:** Miscellaneous Intelligence.—**ADVERTISEMENTS.**

But as we have already said, it appears to be settled from the beginning that the 'rarest incidents should mark every phasis of the history of this institution.

The originators of the new warfare are not, therefore, the members of the Church of England, nor those of the Roman Catholic Church, as, on religious grounds, one might suppose; they are not on the other hand the political opponents of the government of the day, a fact which could be accounted for by political motives; but they are composed of precisely the same body of men who had fought so hard to obtain a non-sectarian University—the Wesleyan Methodists of Upper Canada.

From a memorial presented to the Legislative Assembly by the Conference of that religious body, and from a pamphlet containing the views of its members, the grounds of the new agitation may be thus gathered. (1)

While the objects of the University Act are: *first*, the erection of a University for examining candidates and conferring degrees in the Faculties of Arts, Law and Medicine; *secondly*, the establishment of a high curriculum of University Education conformable to that of the London University, and, *thirdly*, the Association with the Provincial University of the several Colleges already established or which might hereafter be established in Upper Canada; it is complained of that the measures adopted by the Senate of the new University are better calculated to frustrate than to promote these ends. The Senate, it is asserted, has determined to identify the University with one College alone, and has rendered the association of other colleges difficult by giving the monopoly of the examination to the professors of their own favoured institution. It is also urged that the curriculum of the University has been revised and changed three times since 1853 and reduced by options and otherwise below what it formerly was, and below what it is in the British Universities and

EDUCATION.

THE COLLEGES OF CANADA.

III.

The University of Toronto.

(Continued from our last.)

It appears by the Calendar of the University that apart from honorary degrees and degrees *ad eundem*, the University has conferred on three individuals, the degree of LL. D., that of M. D. on 9, that of M. A. on 34, of B. C. L. on 5, of B. A. on 71. There were, in 1859, 63 undergraduates; 32 students, and 71 occasional students.

After the long protracted agitation which the University question had undergone, after the many parliamentary debates, after the numerous bills brought in and rejected; it would have been natural to suppose that when the new measure, the result of so much discussion and inquiry, and the cause of such political turmoil was carried out and so large an amount (nearly seventy thousand pounds) spent in the building of a *non-sectarian* University, the subject might be allowed to remain at rest—at least for a few years—especially when the Church of England, the party against which the whole contest had been carried on had left the field and taken refuge within a new stronghold of its own, perfectly independent of any State interference.

(1) Wesleyan Conference memorial on the question of liberal education in Upper Canada explained and defended. Toronto 1860. 72 pages.

the best colleges in the United States. We must at once confess that some of those options, especially that which concerns the French language deemed indispensable in all other countries to a complete classical education, and which is moreover that of nearly one half of the population of Canada, appear objectionable. Last though not least the memorial complains of the large amount expended on buildings far beyond the wants of several generations to come and with, it is said, the hardly disguised object of preventing the accumulation of any surplus for the general promotion of academical education as contemplated and specifically directed by the Statute.

The following is the conclusion :

" We therefore pray your Honorable House, to cause an investigation to be instituted into the manner in which the University Act has been administered, and the funds of the University and Upper Canada College have been expended, the immense advantage and benefits to the country of several composing colleges over the deadening and wasteful monopoly of one College ; and cause an act to be passed by which all the Colleges now established, or which may be established in Upper Canada, may be placed upon equal footing in regard to public aid, either as so many co-ordinate University Colleges, or (which we think the best system), as so many Colleges of one University."

It was obvious that such a move on the part of the Wesleyan Conference would subject them to a reproach of inconsistency in so far as they had always been the greatest supporters of the National or Common school system and of what is termed in this country *non-sectarian* education.

The *Globe* of Toronto and the *Montreal Witness*, who on such matters represent the views of the extreme anti catholic party chiefly composed of members of the Free church of Scotland, Baptists, &c., have not failed to seize on that formidable weapon and have even accused the Wesleyan scheme of being favorable to Catholicity and to the endowment of clerical institutions. The charge is met as follows by the Conference :

" We also disclaim any sympathy with the motives and objects which have been attributed by the advocates of Toronto College monopoly, in relation to our National School system. The fact that a member of our own body has been permitted by the annual approbation of the Conference to devote himself to the establishment and extension of our school system, is ample proof of our approval of that system: in addition to which we have from time to time expressed our cordial support of it by formal resolutions, and by the testimony and example of our more than four hundred ministers throughout the Province. No religious community in Upper Canada has, therefore, given so direct and effective support to the National School system as the Wesleyan community. But we have ever maintained, and we submit, that the same interests of general education for all classes which require the maintenance of the elementary school system require a reform in our University system in order to place it upon a foundation equally comprehensive and impartial, and not to be the patron and mouthpiece of one college alone ; and the same consideration of fitness, economy, and patriotism which justify the State in co-operating with each school municipality to support a day school, require it to co-operate with each religious persuasion, according to its own educational works, to support a college. The experience of all Protestant countries shows that it is, and has been, as much the province of a religious persuasion

to establish a college, as it is for a school municipality to establish a day school ; and the same experience shows that, while pastoral and parental care can be exercised for the religious instruction of children residing at home and attending a day school, that care cannot be exercised over youth residing away from home and pursuing their higher education except in a college where the pastoral and parental care can be daily combined. We hold that the highest interests of the country, as of an individual, are its religious and moral interests ; and we believe there can be no heavier blow dealt out against those religious and moral interests, than for the youth of a country destined to receive the best literary education, to be placed, during the most eventful years of that educational course, without the pale of daily parental and pastoral instruction and oversight. The results of such a system must, sooner or later, sap the religious and moral foundation of society. For such is the tendency of our nature, that with all the appliances of religious instructions and ceaseless care by the parent and pastor, they are not always successful in counteracting evil propensities and temptations ; and therefore from a system which involves the withdrawal or absence of all such influences for years at a period when youthful passions are strongest and youthful temptations most powerful, we cannot but entertain painful apprehensions. Many a parent would deem it his duty to leave his son without the advantages of a liberal education, rather than thus expose him to the danger of moral shipwreck in its acquirement."

We also direct the attention of our readers to the following extract from the pamphlet published in support of the *Memorial*.

" It is also objected that the system we advocate endows Roman Catholic Seminaries. The objectors who urge this objection omit two things. They omit to say that the principle they advocate involves the equity, and no doubt in short time the necessity of employing Roman Catholic Professors, as well as Protestant, in their College, which is avowedly founded upon the principle of equal justice to all parties. Have not the Roman Catholic as good a right to a representation in the professorships and teachings of the University College as the Protestants? And will they not claim it? And can they be refused it? The objectors likewise omit to say that under the present system—and notwithstanding all that certain parties have said or pretended to say, it has increased the last ten years, and will doubtless continue to increase—the Roman Catholics have already grants to three Colleges in Upper Canada. Now we ask the objectors themselves whether it is not better to place such institutions upon the same footing with others—upon the ground of *work*—and not upon that of Church interference ; and of work, too, in subjects common to both Protestants and Roman Catholics? And can they deny that the Roman Catholic is a man and a British subject, and has rights as such as well as themselves, whatever may be his errors? We cannot omit adding, how oddly this objection comes from those who are known to have courted alliance with that very section of the Roman Catholics who are the most ultra and exacting in regard to education as well as public offices."

An inquiry was instituted during the last session of Parliament in conformity with the request of the petitioners ; the Hon. Malcolm Cameron took, in the Legislative Assembly, the lead in the matter and the Superintendent of public instruction for Upper Canada, the Rev. Dr. Ryerson ; J. Langton, Esquire, Vice-Chancellor of the University, and other competent persons were examined before the Committee. The subjects at issue remain yet

undecided, and will probably be brought again before Parliament.

Whatever may be the results of this new warfare it proves that non-sectarianism as well as sectarianism will have its troubles and its difficulties and gives additional weight to that truism so often lost sight of by popular agitators, and so quaintly illustrated by the great French fabulist: *On ne saurait contenter tout le monde et son père...*

PIERRE J. O. CHAUVEAU.

Conducting Recitations.

Conducting recitations, or class-teaching, is perhaps the most difficult part of school-work. Without the power of exciting an interest in the recitations of his school, no teacher can be long successful. Want of skill in addressing and wakening up a class is a serious want. To make a class go through its work intelligently and profitably, the mind must be set in motion and kept awake, its wanderings must be prevented, teaching made so plain as to be level with the scholar's capacity, and a halo of light and interest thrown around the whole work of recitation. Aptness to teach is not a faculty by nature which all men have in an equal degree. Some may talk long and loud upon a topic, in itself interesting, in the presence of children, without commanding their attention; while there are others, whose command of language and engaging manner, will at once secure attention and make every word interesting. This difference is nowhere so observable as among teachers.—Enter one school, and we observe its scholars dull and listless, though the teacher is laboriously and perhaps learnedly explaining some fact or principle of much importance in instructing them.—Pass to another school. A breathless silence pervades the room: the countenance of the children, upturned towards the teacher, beam with delight. As he kindles into earnestness they kindle into responsive attention. As he explains with the eloquence of simplicity, they catch each expressed thought with beaming eyes—showing how clearly they understand him, and how prepared, from his illustrations, to meet his sifting questions. And as the work proceeds his own fervour gathers life from their enthusiasm.—Such a man has aptness to teach.—It is a gift which, rightly used, carries its possessor in triumph over every difficulty. The ability to tell well and in language level with the capacity of his pupils, is of more consequence and value to the educator than high attainments without the power of successfully using them.—Combine superior attainments with ability to tell in a way, clear, interesting, and full of meaning, and you have the accomplished successful teacher.

To acquire this rare qualification, which is not necessarily a *natural gift*, should be the constant aim and special study of the teacher. To this end he should recall, as far as possible, the operations of his own mind in his early school-days:—what difficulties then presented themselves to his mind; the dark points of his studies; what caused him most labour and discouragement; the points which his teacher failed to explain, and why, &c. Questions, such as these, will frequently suggest the very difficulties which perplex less or more every mind when under training. Again, let him inquire, what, in studying any thing, was the first point that appeared clear to him and how was it made plain? After this, what was the second, the third step, &c., of intelligent advance? Right answers to such questions, cannot but be highly suggestive in the work of education.—But class-training supposes previous intelligent preparation; and to direct the scholar in this, is as much the duty of the teacher, as class instruction. A large proportion of our scholars study merely for the sake of preparing to recite the lesson. They seem to have no idea of any object beyond recitation. The consequence is, they study mechanically. They study phraseology, not principles—books, not subjects—words, not ideas. Let any one enter many of our schools, and attentively watch the scholars engaged in preparing their lessons. Scarcely one will be observed, who is not repeating over and over again the words of the text, as if there was a *charm in the repetition*. Observe the same scholars at recitation, and it is a struggle of the memory to recall the *form of words*. The vacant countenance too often indicates that the struggle is for words without meaning. This difficulty is very much increased, if the teacher is too much confined to the text book during recitation; and particularly if he

has to rely mainly upon the printed questions so often found at the bottom of the page.

The right class-trainer will encourage and direct the scholar how intelligently and profitably to study his subject. The better this is done the more advantageously, and with less labour, will the reciting work be gone through. The young scholar needs, especially in the commencement of his studies, much assistance and encouragement.

In conducting school recitations, we offer the following brief suggestions. To the young and less experienced teacher, they will, perhaps, be of value.

1. Consider well the natural order of presenting a given subject.

The ability to determine this constitutes in a great measure the science of teaching. In every part of education we should proceed from the simple to the complex. The mind grows: like all things that grow, it progresses from the homogenous to the heterogenous, from the empirical to the rational, from the concrete to the abstract.

2. Thoroughly understand it before you attempt to teach.

Who does not know that a teacher who is perfectly familiar with what is to be taught has ten times the vivacity of one who is obliged to follow the very letter of the book? His own enthusiasm glows in his countenance, sparkles in his eyes, and leaps from his tongue. He watches the halting of his pupil, perceives his difficulty, illustrates the dark point in some new way, and at the proper moment; renders just the amount of assistance the pupil needs. Not confined to the text, he has the use of his eyes, and when he speaks or explains, he can accompany his remark with a quickening look of intelligence. In this way his class is enlivened. They respect him for his ready attainment, and they are fired with a desire to be his equal.

The very opposite of all this is the case with him who knows nothing of the subject, but what is contained in the text before him, and who knows *that* only as he reads it during the intervals occasioned by the hesitations of the class. The tendency of such teaching is to discourage thought and set a bounty on mechanical study.

3. Neglect not self-preparation.

The preceding remarks suggest this duty. The true teacher's aim and effort is to be, what he wishes his pupil to be—ever growing in intelligence. For he well knows that this is what gives life and freshness to his teaching—authority to his words—and attractive power to his class-addresses. Let a teacher go to his class with a mind full of the subject to be taught, and master of all its parts, how high is his standing and how commanding his position, before his class! He has little difficulty to secure the attention of his pupils, and as little to keep it up. As he speaks, his eye accompanies his words, and as his scholars answer he sees and reads the expression of their countenances, which to him is full of meaning. For it tells better than words can do, the clearness or obscurity of the mind's perception, as truth is presented and unfolded. Very different is the beaming of the eye when the soul apprehends, from the vacuous stare when words without import are used, or a truth presented, which the understanding cannot reach.

4. Study your teaching-language, that you may be able to use it fluently and correctly.

In this, how many are deficient?—In addressing their classes they hesitate and stammer, express their ideas in vague terms, and often in inaccurate and inelegant language. Can a teacher so effectually give instruction in grammar, as by his own fluent and correct use of the language he teaches? Is there any sight so mortifying, so discordant, as that of a teacher labouring to fix in the minds of his class some rule of syntax, and by examples to unfold its principle, when his own language betrays his disregard for the very rule he is expounding?—Inaccuracies in the language of the teacher—daily repeated—are sure to be reproduced in the school, and become habitual. In no place should becoming and correct language be more and more guardedly used than in schools. Our schools should be places *noted for accuracy in every thing*. And in this the teacher himself should be the head model.

5. Endeavour to make your instruction attractive and interesting.

Instruction has these characteristics when it is so presented as to rivet the attention of the pupils, render them willing and even

desires to listen to, and understand it. A loss of interest is sure to follow inattention; and a habit of inattention, is a great calamity to any person who falls into it during life. I would say to every teacher—never proceed without the attention of your class; and be sure that the understanding of every scholar accompanies your instruction. Whenever a class becomes inattentive, or your instruction reaches not the understanding, you cease to instruct, and they, to receive any benefit from your teaching.

The educator's manner has a great effect upon children. They are imitative beings; and it is astonishing to observe how very soon they catch the manner of the teacher. If, in his movements, he is heavy and plodding, they will very soon, in theirs, become dull and drowsy; then if he speaks in a sprightly animated tone, and moves about with an elastic step, they almost realize a resurrection from the dead. If he appears absent minded, taking but little interest in the lesson which is recited, they will be as inattentive at least, as he; while, if all his looks and actions indicate that the subject is important, he will gain their attention and keep their minds awake.

6. Avoid a formal monotonous routine in teaching.

Children are very apt to imbibe the notion that they study in order to recite. They have but little idea of any purpose of acquirement beyond recitation: hence they study their text book as mere words. But the teacher should as soon as possible, lead them to study the subject, using the book simply as an instrument. "Books are but helps"—should become their motto. In order to bring this about, the instructor would do well occasionally to leave entirely the order of the book, and question them on the topic they have studied. If they are pursuing arithmetic, for instance, and they have carefully prepared a definite number of problems, it might be well to test their ability by giving them at the recitation others of the teacher's own preparing, involving an application of what they have learned of the business of life. This will tend to make them study intelligently, and give them an insight into the business-application of arithmetic, which will become to them a new motive to exertion. It were easy to illustrate this point farther, but the hints given may suffice.

7. Be careful to use language which is intelligible to children, when an explanation is given.

The object of an explanation is to elucidate, to make clearer. Can this be done when the explanation is less intelligible than the thing explained? Is it possible to rouse the dormant faculties of children when instruction is mystified by words little understood? So long as the language of the books and the language of the teacher are ill understood, little progress can be made by children in any school. Teachers may go over the ground again and again—vexed because of their unsuccess—and ascribing their failure—not to any defect in their own teaching—but to inattention, slowness of mind, feebleness of memory or an indolent disposition, while in reality the fault was theirs, not the children's. They could not comprehend what was told them; it could not stay in their minds, for it never gained a place there. This, perhaps, is the reason why education is far less influential in after life than we might have hoped to find it. How different it is with teachers who contrive to gain and to keep the thorough attention of their classes, by the use of clear and impressive language—engaging manners, wakening ideas, and spreading out before the mind's eye the subject of recitation in its full dimensions!

To them, lessons are full of life, pleasure and profit, they are glad to have them lengthened, and anxious to hear more.

N. B.—Teachers study plainness of speech; and fear to use a single word not well understood, in any part of your teaching.

8. Require prompt and accurate recitation.

Dull, dragging, spiritless recitation is productive of much evil. Nothing abates the interest of a class sooner. Instead of quickening the mind, and fostering active habits, its tendency is to render it obtuse and enervate, discourage effort and create in the mind of the scholar a low idea of school work. Such recitation should not be tolerated in our schools. And whenever it exists, we must attribute it to a defective method of teaching children to recite when they begin to read. They are not taught the systematic use of the vocal organs. Yet this is among the very first things in which beginners should be exercised. The common course of education is much at fault in this respect. If some small part of the time devoted to crowding facts on the mind, not yet well prepared to receive or retain them, were employed in fashioning and improving the organs of speech, under good tuition, and with

suitable subjects of recitation, both body and mind would often gain materially by such preparatory exercises: and I am certain we would then have far less indistinct articulation, and imperfect vocalization in our schools than we now have; recitations would be gone through with more life and accuracy, children would take more interest in them, and they would certainly be productive of more beneficial results.

9. In conducting recitations, the twofold object of instructing and educating should be steadily kept in view.

Education has a higher and more comprehensive meaning than the acquisition of mere learning. We regard it as involving the discipline of the mind, the formation of the character, as including morals as well as intellects, habits and tendencies, feelings and principles, as well as mental acquirements. The objects of the teacher's efforts in training his classes—carrying on mental improvement, are, therefore, as various as the capacities of human nature; embracing every faculty, and every susceptibility, every energy of thought and feeling and volition with which the mind is endowed.

With this broad view of education, can we be too particular as to how it should be carried on? how to build up the soul in mental strength, and store it with choice knowledge? Surely not.

In the suggestions here given we have thus viewed the teacher's work in training his scholars. To one other suggestion would we beg to direct attention:

10. What you teach, teach thoroughly.

Whatever the subject or study be, resolve that it be well understood before passed, that their conceptions of it shall be a distinct and settled form. Never rest satisfied with those crude, indefinite half-formed notions, which are caught up after a hasty and superficial skimming of a lesson or subject—learning words and nothing else,—or, perhaps, not even these well. Whatever the subject of recitation is, bring all the powers of your mind and those of your class to bear upon it. Dive into the very heart of it; and in presenting it to your class go round its entire circumference. But be sure that your class—heart and soul—is going along with you. Acting in this spirit, and with energy and skill, the intellectual superstructure you are engaged in rearing will be no fragile fabric; liable to be shaken by every wind that blows. Its foundation will be wide and deep, and its columns will grow up in massive magnificence. And surely the end is worth all the labour. Half the mental effort which is often expended to attain something useless—it may be sinful—if put forth to some purpose worthy of our nature and our destinies, would, in many cases, suffice to lay the foundation of a mind which might, hereafter, vie in glory with the mighty dead!

JOHN BRUCE,
Inspector of Schools.

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

CXIV.

THE GREAT DUKE OF MARLBOROUGH AT ST. PAUL'S.

Among the celebrated Paulines stands prominently the name of John Churchill, Duke of Marlborough, the ablest general and most consummate statesman of his time. He was the second son of Winston Churchill, and was born at Ashe House, in the parish of Musbury, adjoining Axminster, Devonshire, in 1650. Part of the "antient and gentile" seat remains; and the bedstead upon which Marlborough was born is preserved in the neighbourhood. "Of the education of a person afterwards so illustrious," says Cox, "we only know that he was brought up under the care of his father, who was himself a man of letters, and author of a political history of England, entitled *Divi Britannici*. He was also instructed in the rudiments of knowledge by a neighbouring clergyman of great learning and piety; and from him, doubtless, imbibed that due sense of religion, and zealous attachment to the Church of England, which were never obliterated amidst the dissipation of a court, the cares of political business, or the din of arms."

He was next removed to the metropolis, and placed in the school of St. Paul's, but for a short period. This fact is thrice

mentioned in the Life of Dean Colet, the founder of the school, by Dr. Knight, who had been himself a scholar, and published his work soon after the death of Marlborough. He is said to have imbibed his passion for a military life from the reading of *Vegetius de re Militari*, which was then in the school library. The anecdote is thus recorded by the Rev. George North, rector of Colyton, in his copy of *Vegetius*, presented to the Bodleian Library by the late Mr. Gough:—

"From this very book, John Churchill, scholar of this school, afterwards the celebrated Duke of Marlborough, first learnt the elements of the art of war, as was told to me, George North, on St. Paul's Day, 1724-25, by an old clergyman, who said he was a contemporary scholar, was then well acquainted with him, and frequently saw him read it. This I testify to be true.

"G. NORTH."

This tradition is, however, not thought very probable, *Vegetius* being a difficult book for a boy to read at so early an age, particularly as we can trace no indication that Marlborough possessed such an intimate acquaintance with the Latin tongue as the study of this author must have required. The restless curiosity of youth might, however, have prompted him to look into this book, which contains some amusing prints, not unlikely to attract his attention.

Notwithstanding he remained but a short time at St. Paul's, he gave early indications of spirit and intelligence. He was appointed page of honour to the Duke of York, who asking Churchill what profession he preferred, and in what manner he should provide for him, the youth threw himself upon his knees, and warmly petitioned that he might be appointed to a pair of colours in one of those fine regiments whose discipline he had admired. The request was graciously received: the youth was gratified with the colours, and thus was opened to "the handsome young Englishman," a career of military renown, which may almost be said to have commenced with his first campaign.

CXV.

ADDISON AT LICHFIELD, CHARTER-HOUSE, AND OXFORD.

Joseph Addison, one of our greatest writers in prose, was educated with great care. He was born at Milston, Wilts, May 1, 1672, of which place his father was rector, and a man of considerable learning. He sent young Joseph to the school of the Rev. Mr. Naish, at Ambresbury; but he was soon removed to Salisbury, under the care of Mr. Taylor; and thence to the grammar-school at Lichfield, in his 12th year. Dr. Johnson relates a story of Addison being here a ringleader in a *barring out*; which was told to Johnson, when he was a boy, by Andrew Corbett, of Shropshire, who had it from Mr. Pigot, his uncle, Addison's school-fellow. There is also a tradition that Addison ran away from school, and hid himself in a wood, where he fed on berries, and slept in a hollow tree, till after a long search he was discovered and brought home. From Lichfield, Addison was removed to the Charter-house, under Dr. Ellis, where he first became acquainted with his afterwards celebrated friend, Steele. At 15, he was not only fit for the university, but carried thither a classical taste and a stock of learning which would have done honour to a Master of Arts. He was entered at Queen's College, Oxford; but, in a few months, some of his Latin verses falling by accident into the hands of Dr. Lancaster, Dean of Magdalen College, he was so pleased with their diction and versification, that he procured for young Addison admittance to Magdalen, where he resided during ten years. A warm admirer says: "There is no passing through the cloisters of Magdalen College, Oxford, without casting an eye up to the study-window of Mr. Addison, from whence his genius first displayed itself."

"Addison was, at first, one of those scholars who are called Demies, but was subsequently elected a fellow. His college is still proud of his name: his portrait hangs in the hall; and strangers are still told that his favourite walk was under the elms which fringe the meadow on the banks of the Cherwell. It is said, and is highly probable, that he was distinguished among his fellow-students by the delicacy of his feelings, by the dryness of his manners, and by the assiduity with which he often prolonged his studies far into the night. It is certain that his reputation for ability and learning stood high. Many years later, the ancient Doctors of Magdalen continued to talk in the common room of his boyish compositions, and expressed their sorrow that no copy of exercises so remarkable had been preserved."

Lord Macaulay, from whose review of Addison's *Life and Writings* we quote the above passage, considers his knowledge of the Latin poets, from Lucretius and Catullus down to Claudius and Prudentius, to have been singularly exact and profound, but his

knowledge of other provinces of ancient literature slight. "He does not appear to have attained more than an ordinary acquaintance with the political and moral writers of Rome, nor was his own Latin prose by any means equal to his Latin verse. His knowledge of Greek, though doubtless such as was, in his time, thought respectable at Oxford, was evidently less than that which many lads now carry away every year from Eton and Rugby." Yet he was an accomplished scholar, and a master of pure English eloquence; and a consummate painter of life and manners; and in his *Tattlers*, *Spectators*, and *Guardians*, he laid the foundation of a new school of popular writing.

CXVI.

POPE'S SCHOOLS AND SELF-TUITION.

Alexander Pope has been ably characterized by his latest biographer to have followed closely and reverently in the footsteps of Dryden, "copying his subjects, his manner and versification, and adding to them original powers of wit, fancy, and tenderness, and a brilliancy, condensation, and correctness, which even his master did not reach, and which still remain unsurpassed."

Pope was born in London, in the memorable year of the Revolution, 1688. His father carried on the business of a linen-merchant in Lombard-street: he was "an honest merchant, and dealt in Holands wholesale," as his widow informed Mr. Spence. The elder Pope was a Roman Catholic, and having been successful in business, when the Revolution endangered the lives and property of the sect to which he belonged, he withdrew from trade and the city, first to Kensington, and afterwards to Binfield, a skirt of Windsor Forest. The Pope dwelling, a little low house, has been transformed into a villa; but the poet's study has been preserved, with a cypress-tree on the lawn, said to have been planted by him.

"From his infancy, Pope was considered a prodigy," says Mr. Carruthers. "He had inherited from his father a crooked body, and from his mother a sickly constitution, perpetually subject to severe headaches; hence great care and tenderness were required in his nurture. His faithful nurse, Mary Beach, lived to see him a great man; and when she died, in 1725, the poet erected a stone over her grave at Twickenham, to tell that Alexander Pope, whom she nursed in infancy, and affectionately attended for twenty-eight years, was grateful for her services. He had nearly lost his life when a child, from a wild cow, that threw him down, and with her horns wounded him in the throat. He charmed all the household by his gentleness and sensibility, and in consequence of the sweetness of his voice was called 'the Little Nightingale.' He was taught his letters by an old aunt, and he taught himself to write by copying from printed books. This art he retained through life, and often practised with singular neatness and proficiency. . . . His letters to Henry Cromwell, (the originals of which still exist,) his letters to ladies, and his inscriptions in books presented to his friends, are specimens of fine, clear, and scholarlike penmanship."

In his eight year Pope was put under the tuition of the family priest, who taught him the accidence and first parts of grammar, by adopting the measure followed in the Jesuits' schools of teaching the rudiments of Latin and Greek together. He then attended two little schools, at which he learned nothing. The first of these, Mr. Carruthers considers to have been the Roman Catholic seminary, at Twyford, on the river Loddon, near Binfield: here "he wrote a lampoon upon his master for some faults he had discovered in him, so early had he assumed the characters of critic and satirist!" He was flogged for the offence, and his indulgent father removed him to a school kept by a Roman Catholic convent named Deane, who had a school, first, in Marylebone, and afterwards at Hyde Park Corner, at both which places Pope was under his charge.

"I began writing verses of my own invention," he says, "farther back than I can well remember." Ogilby's translation of *Homer* was one of the first large poems he read, and, in after-life, he spoke of the rapture it afforded him. "I was then about eight years old. This led me to Sandys's *Ovid*, which I liked extremely, and so I did a translation of a part of Statius by some very bad hand. When I was about twelve I wrote a kind of play, which I got to be acted by my schoolfellows. It was a number of speeches from the *Iliad*, tacked together with verses of my own." Ruffhead says, the part of Ajax was performed by the master's gardener.

Deane had been a Fellow of University College, Oxford, deprived, declared "*non socius*," after the Revolution. Wood says: "Deane was a good tutor in the College;" Pope that he was a bad tutor out of it, for he nearly forgot under him what he had learnt before;

since, on leaving school, he was only able, he says, to construe a little of Tully's Offices.

Pope was better acquainted with Dryden than with Cicero, and his boyish admiration and curiosity led him to obtain a sight of the living poet. "I saw Mr. Dryden when I was twelve years of age. (This must have been in the last year of Dryden's life.) I remember his face well, for I looked upon him even then with veneration, and observed him very particularly." Dr. Johnson finely remarks: "Who does not wish that Dryden could have known the value of the homage that was paid him, and foreseen the greatness of his young admirer?"

"My next period," says Pope, "was in Windsor Forest, where I sat down with an earnest desire of reading, and applied as constantly as I could to it for some years. I was between twelve and thirteen when I went thither, and I continued in close pursuit of pleasure and languages till nineteen or twenty. Considering how very little I had when I came from school, I think I may be said to have taught myself Latin as well as French or Greek, and in all these my chief way of getting them was by translation." He afterwards said of himself,

Bred up at home, full early I begun
To read in Greek the wrath of Pœuss' son.

This scheme of self-instruction in the language of Homer did not, however, perfectly succeed; and we agree with Mr. Carruthers, that Pope's "case may be held to support the argument in favour of public schools; but at the same time it affords an animating example to the young student who has been denied the inestimable advantage of early academical training and discipline."

To vary the studies, Pope's father used to set him to make verses, and he often sent him back to "new turn" them, as they were not "good rhymes." The pupil, however, soon shot ahead of his master. His Ode on Solitude was written before the age of twelve, his satirical piece on Elkanah Settle at the age of fourteen; and so too of his translations, of nearly the same period, are skilfully polished in versification. "Pope as a versifier was never a boy," says Mr. Carruthers: "he was born to refine our numbers, and to add the charm of finished elegance to our poetical literature, and he was ready for his mission at an age when most embryo poets are labouring at syntax, or struggling for expression."

Walter, Spenser, and Dryden were Pope's favourite poets, and when a boy, he said he could distinguish the difference between softness and sweetness in their versification. The Eclogues of Virgil he thought the sweetest poems in the world. Pope tells us that a little after he was twelve he began an epic poem, Alexander, Prince of Rhodes, which occupied him two years: the aim was to collect all the beauties of the great epic poets in one piece: he wrote four books toward it, of about a thousand verses each, and had the copy by him till he burnt it. His next work was his Pastorals; and about this time he translated above a quarter of the Metamorphoses, part of Statius, and Tully's piece *De Senectute*. Such were the early tastes and indefatigable application of Pope. None of his juvenile poems, however, were published before he was in his twentieth year; and they are thought to have been first carefully corrected.

Pope has himself told us that he "lisped in numbers." The Ode to Solitude, he said, in a letter to Cromwell, was written when he was not twelve years old. Dodsley, however, who was intimate with and indebted to Pope, mentioned that he had seen several pieces of an earlier date,—and it is possible that the following may have been one of them, although, according to the literal interpretation of the words of the poet prefixed, it must rank the second of his known works. The copy before us is in that beautiful print hand, with copying which Pope all his life occasionally amused himself."

PARAPHRASE ON

Thomas à Kempis; L. 3, C. 2.

Done by the Author at 12 years old.

Speak, Gracious Lord, oh speak: thy Servant hears:
For I'm thy Servant, and I'll still be so:
Speak words of Comfort in my willing Ears;
And since my Tongue is in thy praises slow,
And since that thine all Rhetorick exceeds;
Speak thou in words, but let me speak in deeds!

Nor speak alone, but give me grace to hear
What thy celestial sweetness does impart;

Let it not stop when entered at the Ear
But sink, and take deep rooting in my heart.
As the parch'd Earth drinks Rain (but grace afford)
With such a Gust will I receive thy word.

Nor with the Israelites shall I desire
Thy heav'nly word by Moses to receive,
Lest I should die; but Thou who didst inspire
Moses himself, speak thou, that I may live.
Rather with Samuel I beseech with tears
Speak, gracious Lord, oh speak; thy Servant hears.

Moses indeed may say the words, but thou
Must give the Spirit, and the Life inspire
Our Love to thee his fervent Breath may blow,
But 'tis thyself alone can give the fire;
Thou without them may'st speak and profit too;
But without thee, what could the Prophets do?

They preach the Doctrine, but thou mak'st us do 't;
They teach the mysteries thou dost open lay;
The trees they water, but thou giv'st the fruit;
They to Salvation show the arduous way,
But none but you can give us Strength to walk;
You give the Practise, they but give the Talk.

Let them be Silent then: and thou alone
(My God) speak comfort to my ravish'd ears;
Light of my eyes, my Consolation,
Speak when thou wilt, for still thy Servant hears.
What-ere thou speak'st, let this be understood:
Thy greater Glory, and my greater Good!

CXVII.

JOHN GAY AT BARNSTABLE.

This lively poet, whose charming Fables are the best we possess, was descended from an old Devonshire family, and was born at Barnstable, in 1658, as proved by some MS. found in the secret drawer of an arm-chair which once belonged to the poet. He was educated at the grammar-school of his native town, and had for his master one Mr. Luck, who probably fostered, though he could not create in his pupil a taste for poetry, by a volume of Latin and English poems, which he published before he retired from the mastership of the school. When Gay quitted it, his father being in reduced circumstances, the young poet was bound apprentice to a silk-mercant in the Strand, London; but he disliked this employment, and obtained his discharge from his master. His joy at this change may be traced in the following passage from his *Rural Sports*, which he, in 1711, dedicated to Mr. Pope, and thus established an acquaintance which ripened into a lasting friendship:

But I, who ne'er was blessed by Fortune's hand,
Nor brightened ploughshares in paternal land;
Long in the noisy town have been immured,
Respired its smoke, and all its cares endured.
Fatigued at last, a calm retreat I chose,
And soothed my harassed mind with sweet repose,
Where fields, and shades, and the refreshing clime,
Inspire the sylvan song, and prompt my rhyme.

Gay's Fables, written in 1726, were designed for the special improvement of the young Duke of Cumberland; but the poet was meanly rewarded, and his fable of *The Hare with many Friends* is, doubtless, drawn from Gay's own experience. He was equally beloved by Swift and Pope: the former called Gay his "dear friend;" and the latter characterised him as—

Of manners gentle, of affections mild,
In wit a man, simplicity a child.

(To be continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

XI.

NATURAL PHILOSOPHY.

(Continued from our last.)

On the subject of light there are many simple things easy of explanation, connected with experiments of so simple a kind, that the teacher may with advantage turn them to account in his teaching.

That some bodies, such as the sun—the stars—flame of all kinds—bodies heated to a red heat, are self-luminous, possessing in themselves the power of throwing off light; others again, not being themselves the source of light, reflect that which they receive from self-luminous bodies. The flame of a candle is seen by the light which proceeds directly from it; the things in the room are seen by the light thrown upon them from the candle, and reflected back to the eye.

Why do's the light passing through a window light the whole room, and not appear a mere column of light, the base of which is equal to the size and figure of the window, and why any light on each side of this column? Or, rather why is it not a set of separate columns, as many in number as the panes of glass, and having circular, or square bases, etc., according as the panes may be circles, squares, diamonds, etc., with dark spaces of the thickness of the bars of the window between each column of light; so that a person walking from one side of the room to another would pass through alternate sections of light and darkness—the same, also, vertically, from the bottom to the top, caused by the cross bars: each column of light, supposing the floor to be horizontal, and the window at right angles to it, would be inclined to the plane of the room, at an angle equal to the angle of incidence on the glass.

In bringing candles into a room during twilight, whether would there be more or less light in the room by closing the window-shutters?

Light is sent off from luminous bodies in every direction, and proceeds in straight lines.

Instance a ray of light admitted or finding its way through a small hole into a dark room—if there is dust or smoke in the room its progress will be distinctly observed proceeding in a straight line—if it is received on a dark surface, at the opposite side of the room in which it enters, most of the light is absorbed, and the room scarcely lighted at all by it—if on a white surface, such as a sheet of paper, much more light is reflected on the objects around.

Also beams of light from the sun, passing through the opening in a cloud, darting in straight lines to the ground—the outline of a shadow, being always that of the object seen from the luminous point, shows the same.

Hold a flat object between the candle and the wall, the image is of the exact form of the outline of the object—the image of a globe—of a flat circle of the same diameter, held parallel to the wall, and to the flame of the candle—of a cylinder, with its end towards the centre of light, is the same, and these different bodies would not be distinguished from each other by their shadows.

The shadow of a flat circle, when held slantingly, would differ, etc. How? what would it be when the circle is held with its plane perpendicular to the surface on which the shadow is cast? The darkness of a shadow will not be in proportion to the real darkness, but in proportion to the quantity of light on the surrounding objects; try the shadow of a hand on the wall, as made by one candle, then place another so that the shadows from the two candles coincide; it will be seen that this appears much darker than the former one, and why? Vary the position of the candles so that part of one shadow rests on the other—the comparative darkness will be very visible.

When the body from which light comes is less than that which causes the shadow, the shadow will be greater than the body—the shadow of a hand on the wall (luminous body—flame of a candle), of a small paper figure of a man, may be made of any size greater than itself, by varying the distance of the candle and object from the wall.

When the body from which light comes is greater than the body causing the shadow, the latter will always be less than the object; this is the case with the shadows of all the planets and of the earth, because less than the sun—the nearer to the body causing the shadow, the greater the shadowed surface.

When light falls upon any body whatever, part of it is reflected, part of it absorbed, and either lost in it, or proceeds through it; when on a brightly polished surface, most of it is reflected, and the remainder lost,—when on glass or water, very little is reflected, and the greater part transmitted through it.

“The quantity of light which is reflected by a substance of any kind, depends not only on the nature of the substance, but also on the obliquity of its incidence; and it sometimes happens that a surface which reflects a smaller portion of direct light than another, reflects a greater portion when the light falls very obliquely on its surface. It has been found that the surface of waters reflected only one fifty-fifth part of the light falling perpendicularly upon it—that of glass one-fortieth, and that of quicksilver more than two-thirds: but when the obliquity was as great as possible, the water

reflected nearly three-fourths of the incident light, and the glass about two-thirds only.”—*Young's Lectures.*

A given quantity of light or heat, such as that from a candle or from the sun, will be less intense the greater the space it is spread over—the intensity of both diminishes as the square of the distance increases; a person standing near a fire (the heat given out remaining constant), if he remove to twice the distance, will only receive $\frac{1}{4}$ of the warmth, at three times only $\frac{1}{9}$, at four times $\frac{1}{16}$; the same of light.

Light falling on polished metals, or any polished surface, is reflected at an angle made between the reflected ray, and a perpendicular to the reflecting surface, which is equal to the angle which the incident ray makes with the same perpendicular.

A glass mirror reflects the light while the heat is absorbed; but a metallic mirror reflects both light and heat, so that it is not quickly warmed, unless its surface is blackened.

When a ray of light falls perpendicularly, it is sent back in the same line.

The image of an object, placed before a plane mirror, appears to be at an equal distance from the glass with the object, but on the opposite of it. Place a boy or hold an object in such a position that the rays fall obliquely on the mirror; a person, in order to see it, must stand in a direction making the same angle with the other side.

Place two looking-glasses parallel to each other, and a lighted candle between them, and observe an infinite number of images, each in succession dimmer than the one before it, and why. Explain also the distances from each other and from the glass.

Light passes through some substances, as glass, water, ice, rock-crystal, etc., but, on entering, is bent at the surface; and in going out, if it passes through, is again bent at the other surface.

A ray of light entering from air into water is bent downwards—in passing from water into air, it is bent from the perpendicular to the surface of the water; so that a body in the water, as a fish, or the bottom of the river appears elevated, and the fish higher, or the water less deep than it really is—people not knowing this, mistake the depth of water; if looking perpendicularly downwards, the object appears in its true place.

Exp. Put a shilling into an empty basin, place it on a table, and recede until the eye entirely loses sight of the shilling, or in fact of any particular point in the bottom of the basin, keep the head in that position, and let some one pour water into the basin, and the shilling will gradually appear—parts of the bottom surface of the basin will come in sight which before were not visible. If spirits of wine were used for this experiment, the shilling will appear more raised, and if oil still more; but in none of these cases will it be thrown aside to the right or to the left of its true place, however the eye be situated.

The ray having once entered one of these transparent substances, passes on in a straight line, and, when coming out on the other side, its direction is parallel to that in which it first entered. The different refractive powers of transparent liquids vary, but so constant is it in the same substance, that the purity of oils can be tested as a matter of commerce by their refractive powers, and that this mode of examination is had recourse to, in order to test whether an oil has been adulterated or not.

A ray of light from the sun, when it enters the atmosphere, which increases in density the nearer the earth, moves in a curve which is concave towards the earth, this causes the sun to appear to us in the horizon before he is actually above it.

Light proceeding from the sun, as well as heat, the more of the atmosphere they have to pass before they reach us, the less intense they will be—much of both being lost in the passage. The stratum of air, also, in the horizon is so much more dense than that in the vertical, that the sun's light is diminished 1000 times in passing through it, which enables us to look at him when setting without being dazzled. The loss of light and of heat by the absorbing power of the atmosphere increases with the obliquity of incidence. There is no known substance which is perfectly pervious to light; all transparent substances absorb in different degrees the light falling upon them. The clearest crystal, the purest air or water, stop some of the rays of light on its passage through them, and of course the thicker the medium the greater the quantity of light absorbed; on this account objects cannot be seen at the bottom of very deep water, and there are more stars visible to the naked eye from the tops of mountains than from the valleys: the quantity of light incident on any transparent substance is always greater than the sum of the reflected and refracted rays. Bodies which reflect all the rays appear white, those which absorb them all seem black; but most substances, after decomposing the light which falls upon them, reflect some colours and absorb the rest,

and appear of that colour the rays of which they reflect, for they all receive their colour from their power of stopping or absorbing some of the colours of white light and transmitting others.

From the quantity of watery vapour in the atmosphere varying, objects at the same distance at one time appear more distinct and larger than at another.

(To be continued.)

GEOGRAPHY IN RHYME.

This world on which we live is round,
As any apple ever found,
And as the flies o'er apples crawl,
So men pass round this earthly ball.
But 'tis a task and takes a year
To go quite round this earthly sphere.
Its surface is in part of land,
Where hills and mountains ever stand,
Where cities rise and forests swell
And men and other creatures dwell.
In short, the earth is covered o'er
With water spread from shore to shore,
And the great ocean, all in one,
Is still by different titles known.
Of gulfs, bays, straits I need not tell,
You know those parts of ocean well.
Now, if you wish to take a trip
Around the world, get in a ship,
From Quebec forth to China bound,
A place you know that's half way round
O'er the Atlantic she will steer,
Around Good Hope she'll take you clear
O'er the Indian ocean's tide,
She'll bear you safe to Canton's side.
Now, there awhile your troubles o'er,
With silks and teas your ship you'll store;
Then you may take another track,
O'er the Pacific to come back,
Stormy Cape Horn with caution clearing,
O'er the Atlantic once more steering,
You'll reach the home that gave you birth.
Having been round this great, big earth.

Thoughts on Education from various Authors. (1)

I.

VALUE AND ESSENCE OF A GOOD EDUCATION.

(Continued from our last.)

Training is, developing according to an idea. Nature trains, because she develops. Art trains the material which it derives from nature.

The training of a faculty takes place, so far as man can perfect that faculty; but this is possible only in proportion as it is strengthened.

To cause a faculty to need an increasing amount of stimulus to activity, is to weaken or to blunt it. The common induration of the faculties is nothing else.

The faculties are strengthened, as they are made more capable of stimulation; they are weakened, in like manner, when their activity is not sufficiently excited. This is pampering or weakening them.

The perfection of a faculty as to its original nature, in the progress of its existence, consists in its elevation; as to its development, in its strength.

Since the mind of man is destined to endless development, it must in like manner develop its individuality also.

Human development appears as a progress from an undistinguished condition; as the gradual assumption of more and more distinctness of character and form, and movement from chaos into self-consciousness.

The more virtue there is in man, from childhood upwards, the more does he long after development and cultivation.

The training of every man therefore presupposes faculties and virtue; and endeavors to develop them as far as possible.

Not to train a child is, to permit the noblest plant in the garden of God to languish.

The training of men must elevate their minds.

Training makes men free, and universalizes them, for it requires a complete development.

Lack of training is ignorance; the activity of the faculties without training, is savageness.

If the training leads to variations from the original pattern, that is, from nature, it becomes mis-education.

If the course of training outruns the development, so that the powers are overasked, this is over-education.

The same term is applicable when the training transcends the appropriate sphere of the man.

Education which is imperfect, and without any plan, is nearly related to the same.

SCHWANZ.

But few persons have the talent and good fortune to be able to become, like Pascal's father, the teacher of their children.

But the child should not too easily be dismissed from his home; for there is best developed his own proper family individuality, which he cannot lose without injury to his moral character; and his removal from the midst of his family circle at an early age often estranges him from father, mother, brothers and sisters, for life.

But although public instruction is usually to be preferred to private as being better by its nature, still, as each has its peculiar disadvantages, the change from the latter to the former must be prepared for; and every educated father should retain the right of protecting his child against pedagogical injustice, and of watching over and directing his progress.

VON AMMON.

One of the most destructive errors in education is the idle vanity, that looks for everything before its time, and will have fruit before flowers; in order to enjoy the astonishment of the guests at seeing the table adorned with the evidences of summer, when the earth without is covered with snow and ice.

Such things always are pleasing to the eye, even when their growth is not natural. A precocious child, however, seldom grows up into a valuable man.

It is true that nature, who leaves nothing unattempted, sometimes forms men in whom, as in the gardens of Alcinous, buds, blossoms and leaves grow together on the same branches, outstripping the year and the seasons; but to endeavor to imitate by art what happens as by a miracle, sometimes, and seldom enough, is not only folly, but a sin against the laws of nature.

The appearance of universal attainments can in our times be had very cheaply.

Wisdom stands in the market place, with all her wares; and even from what she drops out of her lap, can a right beautiful child's garden be adorned.

This is as pleasant as it is easy; and it may perhaps be forgiven to the vanity of a mother, that she takes so much pride in her little angel adorned with learned spangles, without reflecting that the jeweled ornaments which the morning flings on the grass in the meadow glitter ill more brightly, and yet disappear so soon.

The father, who ought better to know this, can not so easily be forgiven.

Fathers may also be met on every street who, because the laurel wreaths do not early fall on the brows of their sons, torture them with a thorny crown of bitter reproaches.

This is not love; it is the vanity of the carver who ascribes the bending of the knee before the image which he has well or ill carved and painted, to himself and his art.

But this is a serious matter. Knowledge is no doubt good, always useful, and in a thousand ways necessary. It is not however the first thing in education, but the second and third.

The first thing is the capacity of the pupil, in all its relations; and all knowing and learning, whatever its design, must in education be first referred to this capacity.

Any one who has been educated much in appearance, and lacks capacity, however good his other qualities, can not be on good terms with himself.

The most modest persons are found among those who possess thorough knowledge; the vanity among those who, being unacquainted with the extent of their department of learning, believe themselves as it were, sovereigns of all of it, because, like the ancient navigators, they have set up their arms upon the shore.

FR. JACOBS.

If education had always proposed to itself the noblest task, it would find none nobler than to assist in so developing all the powers of man, that they shall be most useful in the service of virtue, or most capable of moral uses.

NISSEYER.

I term an education ignoble, in proportion as it interferes with the dignity of man.

Instead of training men for themselves, they are too often educated only for others, for the state, or even for some particular design, profitable to their family.

Instead of guiding them to wisdom, they are taught in the school of shrewdness.

Instead of training them in a moral prudence adapted to practical life, more concern is often shown to secure them skill in pursuits often superfluous, and which can be of service only for accidental purposes and in certain relations.

G. C. F. SCHMIDT.

Man is not clay, which the educator or the moralist can model at his pleasure, but a plant, having its individual nature and form, and capable only of being cared for by him as by a gardener, raised up to its full growth, and brought to its greatest possible perfection.

The educator will never try to make a wild apple-tree bear a peach, but will try to make it bear sweet apples.

GAYNE.

I have always thought that a man improves the human race, by improving the young.

LEIBNITZ.

Heaven be thanked that it is a point of honor to care for schools!

For men without schools are men without humanity; like birds who can not fly, or fish who can not swim.

If each faculty needs training, although it must develop and ripen itself, in what other place must the intellectual powers be exercised?

But as much as a dollar is worth more than a penny, so much are the intellectual powers more valuable than the bodily.

The child must observe, and think, and learn to retain his thoughts in his memory; and this the school teaches.

He must continually be mindful of God and his duty; and must cultivate his sense of the beautiful and lofty; and this the school causes.

He must accumulate and arrange human knowledge, express his thoughts by words, and make himself understood by others; which the school makes practicable.

It is the planting time for the whole life.

He who cares for the school, cares for the most important planting-time, not only for earth, but also for heaven.

TISCHER.

There are three kinds of bad schools: the antique-dogmatic, which merely teach to read the catechism, arithmetic, and writing; the merely instructive, which overload with undigested knowledge; and those which cultivate only the power of thought, and which thus cause ignorant disputatiousness.

GRASER.

The purpose of instruction and education is not a mere pretended enlightenment, but the illumination of the understanding; and not this alone, but also the utmost possible development, at the same time, of all the powers of the soul.

Mere enlightenment—which was, and not very long ago, the only object of education—is a training of the understanding at the expense of all the mind; and results in nothing except a chilly *aurora borealis*, without any real life.

The training of the whole intellectual man establishes over him and in him a sun which dispenses light, warmth and fruitfulness to all.

In the most prosperous period of Greece, almost every Greek was familiar with Homer.

We have Schiller, Goethe, Claudius, Uhland, Ruckert, and many other singers of the noblest grade.

Let us strive to make our people at least partly similar to the Greeks in their acquaintance with their poets.

The common school may be made to do much for this purpose. Time can not be wanting, when we can spend it in stuffing the heads of the children with the names of Asiatic mountains and Brazilian apes.

HARNISCH.

(To be continued.)

OFFICIAL NOTICES



Notice to the Secretaries-Treasurers of the Boards of School Commissioners and of Trustees of Dissident Schools.

The Secretaries-Treasurers are particularly requested, when preparing the semi-annual reports of their respective Boards, to mention the full yearly salary of the Teacher, including therein the value of the house rent, of the firewood, of the board, or of any other perquisites, if such be granted to him.

The Secretaries-Treasurers will also be pleased to calculate in dollars and cents, and to make all the necessary additions in the columns in which they are required. Thus, instead of merely stating that so many children pay so much a month in monthly fees, state the total of the amount, etc.

By order,

LOUIS GIARD,
Secretary.

DIPLOMAS GRANTED.

JACQUES-CARTIER NORMAL SCHOOL.

Messrs. Jean Schmouth, Ovide Goutu, Joseph Cardinal, George Lamarque, Alfred Enault, Onésime Tessier and O. N. Lachambre, have obtained diplomas authorizing them to teach in Model-Schools.

Messrs. Damaso Olivier, Trofé Picard, Benjamin Beauchamp, Cyprien Gélinas, Pierre Lamy, Adolphe Butcau, Emile Papin, Paul Carpentier, Théophile Picard, Joseph Laferrère, Napoléon Paquin and Alexandre Boudraut, have obtained diplomas authorizing them to teach in Elementary schools.

M'GILL NORMAL SCHOOL.

Misses Margaret Gill, Helen McOwat, Maria Jane Rose, Caroline Arnold, Caroline Trenholme, Margaret McDonald, Jane Anne Peddie, Margery G. McEwon, Agnes O'Grady; Mr. Edwin R. Johnson; Misses Mary Kerr, Janet Grant, Susanna McLaurin, Isabella Delgleish, Louisa Costigan; Messrs. John R. McLaurin and Frederick Locke, have obtained diplomas authorizing them to teach in Model-Schools.

Misses Mary McGinn, Florence L. Merry, Leston A. Merry, Annie C. Geggie, Mary O. Bury, Elizabeth Fletcher, Jane Middlemiss, Amanda Knowlton, Jane McMartin; Mr. John Ramsay; Misses Margaret Ross; Mr. Isaac Rowell; Misses Clarissa G. Trenholme, Ellen M. Thornber; Mr. John R. Lloyd; Misses Ann Owler, Alice Jacques, Nannie E. Greene, Caroline H. Pelton, Susan Brock, Isabella McCallum, Mary Ann McOleary, Annie Cockburn, Christiana McMartin, Janet Patterson; Mr. Robert Bell; Misses Frances Clarke, and Susannah McLonglan; Mr. James L. Biscoo; Misses Christina McDonald, Jessina S. Connell, Sarah Gamble, Catherine Miller, Mary McMillan, Jane Condon and Isabella Mack, have obtained diplomas authorizing them to teach in Elementary schools.

LAVAL NORMAL SCHOOL.

Messrs. Norbert Thibault, Joseph Balthazar Deguise, Charles Borroméo Rouleau and Amateur Demers, have obtained diplomas authorizing them to teach in Academies.

Messrs. Leonidas Dick, Louis Fortin, David Plante, Alphonse Dumais, Hercule Huot, Eugène Couture, Samuel Côté; Misses Dulice Pérusse, Henriette Gosselin, Elizabeth Cameron, Emilie Tapin, Céline Stuart, Caroline Vallée, Extré Languedoc, Joséphine Mercier, Marie-Anne Lachaine dite Jolicœur, Angéline Ohouinard, Félicité Laroche and Ellen Snnott, have obtained diplomas authorizing them to teach in Model-Schools.

Mr. Pierre Bourassa; Misses Marie-Joseph Audry, Eugénie Talbot, Marie-Pepplesse Bélanger, Marie-Oamilla Pairey, Delphine Dubé, Ag. Lebel, Clarence Legendre, Eugénie Goulet, Rose Lachance; Mrs. Julie Trudel, widow Dusault; Misses Wilhelmine Lemieux, Emilie Marticotte, Caroline Walters and Philomène Turgeon, have obtained diplomas authorizing them to teach in Elementary schools.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. Robert Currie Geggie has obtained a diploma authorizing him to teach in Model-Schools.

Messrs. John Himsworth, and James Lloyd; Mrs. Eliza Henry; Misses Margaret Geggie, Eleonor Henry; Mrs. McLean, Mary Sutherland and Mrs. McCord, have obtained diplomas authorizing them to teach in Elementary schools.

D. WILKIE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF OTTAWA.

Messrs. John Baird and James Rutherford, and Miss Egilda Lapierre, have obtained diplomas authorizing them to teach in Elementary schools.

JOHN R. WOODS,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF STANSTEAD.

Misses Margaret A. Bodwell, Harriet Wilson, Martha E. Sweeney, Hannah L. Mansur, Annette A. Foss, Lucretia C. Foss, and Clara P. Embury, have obtained diplomas authorizing them to teach in Elementary schools.

C. A. RICH,
Secretary.

SITUATIONS WANTED.

Mr. J. Paradis, St. Philippe; teaches French and English.

Mr. Charles Nabasés, Montreal; has a diploma for elementary schools.

Mr Henry Edward Doherty, provided with a diploma for elementary schools—teaches English and the elements of French. Apply at No. 2, Prince street, or at Mr. Dalton's, Bookstore, St. Lawrence Main street, or at the Education Office.

Mr Laurent Giguère, Rivière du Loup, en-haut, has a diploma for Model schools.

Mr. Timothy O'Donohoe. Apply at No. 295, St. Mary's street.

Mr. L. M. Plante, provided with a diploma for Model schools. Address: Arthabaskaville.

A young lady, provided with a diploma from the McGill Normal School for teaching in elementary schools,—a Catholic,—would undertake to teach English in a French Canadian school municipality. Apply at the Education Office.

Mr. P. A. Parent, Rimouski, has a diploma for Model-schools. Apply at the Education Office.

Mr. John Lloyd, a native of England, unmarried; has a diploma from the McGill Normal School for teaching in Elementary Schools, and can be well recommended. Address. Mr. John Lloyd, Mariners Chapel, Quebec.

TEACHERS WANTED.

A teacher is wanted for a school in the municipality of St. Angelique de l'Ottawa. He must be able to teach both languages. Salary \$180. Apply at this Office.

Two Teachers—Protestant Ladies—possessing diplomas for Elementary Schools. Salary £20 per annum, each. Address, post-paid:—P. Jones, Sec.-Treas., Métis, County of Rimouski.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) JULY, 1860.

OUR JOURNAL.

Our best thanks are due to the learned editors of the *Canadian Journal of Science*, of Toronto, for the following very flattering notice of the two Journals of Education for Lower Canada. Such encouragement from so high an authority, is to us ample compensation for the trouble and discomforts which sometimes attend our task.

We put it also to the Lower Canadian public, whether while such an appreciation of our journals is so frequently made in Upper Canada, and in other countries, a more general and liberal patronage ought not to be extended to these publications. We again repeat that we have no personal object in their success. The Editors have neither remuneration nor any share in the undertaking, and any profits which could be realized, would be immediately applied towards improving the journals.

The receipt of the completed volumes of the French and English Journals of Education for Lower Canada at an early period of the present year, would have induced us to notice them with the commendations they are so well entitled to, had not an unusual pressure on our very limited space prevented our overtaking this, as well as other intended references to Canadian publications. The primary purpose of both Journals is, we presume, to furnish a vehicle for official and semi-official communications to Trustees, Teachers, and others connected with the various local branches of the educational department. The active and intelligent Superintendent of Education for Lower Canada has, however, availed himself of the existence of such periodicals to render them the mediums of a great deal of interesting and instructive information for both the French and English speaking population of the Lower Province. Along with a judicious selection from French and English periodicals, both Journals are also characterised by original articles and reviews of a very creditable character.

We can conceive of such a Journal materially contributing to popular education in many ways. Standard poems re-appear here, with novel claims to attention and interest. We find such an old and familiar favourite as Gray's *Elegy*, for example; but it assu-

mes for us new Canadian attractions when read here, accompanied by the anecdote of Wolfe repeating it the night before his death-victory, as he rowed along the St. Lawrence, to visit some of the out-posts; and exclaiming to a companion officer—who heard the beautiful, and then recent poem, for the first time,—that he would rather be the author of that poem, than win the glory of the morrow's victory! What an added charm is thus given, for us, to that beautiful elegy, as we picture to ourselves the youthful general gliding along under the wooded heights of the St. Lawrence, the night before that memorable 13th of September, 1759, on which he fell in the crisis of his triumph, and repeating:—

"The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await alike the inevitable hour:—
The paths of glory lead but to the grave."

In like manner the Centenary Burns Celebration at Montreal, gives occasion for other quotations equally familiar and welcome. Among other fruits of that remarkable recognition of the Scottish peasant bard, are translations of some of his popular verses. His "*Caledonia*" is thus paraphrased by a native Canadian, M. Joseph Lenoir, the Assistant Editor of the Journal:—

"O myrtes embaumés, laissez les autres terres
Nous vanter à l'enri leurs bosquets solitaires,
Dont l'été fait jaillir d'enivrantes odeurs.
J'aime mieux ce vallon, frais et riant asile,
Où, sur un lit d'argent, coule une onde tranquille,
Sous la fougère jaune et les genêts en fleurs."

The reader will not estimate the less, this offering from the Canadian to the Scottish muse, from having placed alongside of it, the corresponding stanza in its original homely Scottish guise:—

"Their groves o'sweet myrtle let foreign lands reckon,
Where bright-beaming summers exalt the perfume;
Far dearer to me yon lone glen o' green breckan,
Wi' the burn stealing under the lang yellow broom."

Properly speaking this quatrain is but half of the true stanza, but it is so rendered in our French Canadian version. Although presenting occasional counterparts such as this, and embracing a good deal of educational information in common, the French and English journals are quite distinct, though each characterized by the same commendable effort to adapt it to the special tastes and sympathies of its readers. Indeed a local interest and a Canadian feeling of a healthful kind pervade both Journals. Bishop Laval, the Hon. James McGill, Generals Brock, Wolfe, and Montcalm; Jacques Cartier, Champlain, and other notable names interestingly associated with the early history of the province, are introduced to the reader in connexion with historical narratives of discoveries made, Colleges founded, or victories won on Canadian soil. The illustrative wood-cuts are also appropriate, and well executed; including views of the most important public buildings of Lower Canada, of its monuments, and some of its most striking city scenes. The Editors also merit the high commendation of aiming at the very difficult achievement of dealing in an impartial and unsectarian spirit with the questions of education, which in the Lower Province are affected by elements of language, race, and creed, very partially felt in Upper Canada.

Feeling as we do, how greatly some means is required for getting hold of the whole population of Lower Canada, and developing among the people feelings of a common sympathy and interest in the spirit of intelligent progress which is at work in the great centres of our public provincial life, we cordially wish success to both Educational Journals, and shall welcome new evidences of improvement, such as we have good reason for anticipating, with each succeeding volume.

D. W.

Distribution of Diplomas and of Prizes, in the Laval, McGill, and Jacques-Cartier Normal Schools.

The examination of the pupil-teachers of the Laval Normal school took place on the 2nd of July, that of the female-pupil teachers on the 4th of July at the convent of the Ursulines. The Honorable the Superintendent of Education presided. His Worship the Mayor of Quebec, with a large number of the clergy and the principal citizens assisted. The answers of the pupils were remarkable for their precision and their readiness, and the rapidity and accuracy with which the map of any requested place was drawn on the black-board was worthy of much praise. A drama was performed

with grace and simplicity by the pupils. The Superintendent in reply to Miss Pôrusse's farewell address, congratulated the pupils and their professors on the progress made, and thanked the Ladies of the Sisterhood, for the pains they had bestowed on the pupils, and the success with which they had taught them several of the necessary branches. The excellent dispositions and the refined manners which the future teachers have just shown are, he added, no doubt own to the good examples and the lessons of the worthy successors of Madame de la Pellerier.

On Thursday, the 27th June, prizes and diplomas were distributed to the pupil-teachers of the McGill Normal school, under the presidency of the Superintendent of Education. Amongst those present were His Lordship the Anglican Bishop of Montreal, the Rector of the High School, the Secretary of McGill College, and many other educationists. The walls were decorated with skilfully executed drawings by the pupils. The Superintendent opened the proceedings, and expressed the pleasure he felt in acquitting himself of the agreeable duty of conferring diplomas and giving prizes to the pupils whom he saw before him, then, addressing them in French, he spoke of the happy results which their studies would produce and expressed his satisfaction in the progress made by the Normal Schools. Mr. Principal Dawson, Mr. Edwin R. Johnson a pupil distinguished by his proficiency, Professors Hicks, Robins, and Mr. Alexander Morris, one of the Governors of the McGill University, successively addressed the audience.

In closing the proceedings, the Superintendent drew the attention of the teachers to the Pension fund, endowed by Government, and expressed the hope that the teachers from the Normal school would not fail in contributing to a fund of which the advantages were manifold.

The teaching of instrumental and vocal music, which forms a part of the programme of the studies in this institution, is under the direction of Professor Fowler, and the ably executed pieces performed at intervals during the examination testified to the capacity of the Professor.

On the 9th July, after a preliminary examination, the pupils of the Jacques-Cartier Normal school received their diplomas and prizes. The Superintendent presided. Amongst the numerous and distinguished assembly, we remarked His Lordship Bishop Larocque, the Hon. T. J. J. Loranger, C. S. Cherrier, Esq., Q. C., members of the Council of Public Instruction, and several of the heads of the principal educational establishments of the country. After the distribution of the prizes, the Superintendent of Education spoke at length on the efficacy of the Normal schools. "The number of masters, he said, who have attended these schools during the year 1858-59, amounts to 219. Since their opening up to the end of last year, 208 diplomas for model and elementary schools have been conferred, 140 of the teachers so provided are now discharging their duties; and the others are awaiting what places may offer.

The number of diplomas granted are as follows: 7 by the Jacques-Cartier Normal School, for model school, and 13 for elementary school, all these to male teachers. At the McGill School 16 female teachers and one male pupil-teacher have obtained diplomas for model schools, 31 female teachers and one male teacher for elementary schools. At the Laval Normal School, 7 diplomas for academy, 7 for model school and 1 for elementary school were granted to male pupil teachers; 12 model school and 14 elementary school diplomas to the female pupil-teachers of the same institution. Forming a total of 328 diplomas granted up to the present date. The school authorities who require teachers for the institutions under their control, may obtain such by applying without delay to this Department, or to the Principals of the Normal schools. We should also inform the school Commissioners of the District of Montreal, that several female teachers provided with diplomas from the Laval Normal School would willingly at a sufficient remuneration, undertake the direction of their schools.

Public Examinations and Distribution of Prizes

AT THE COLLEGES, ACADEMIES AND SCHOOLS IN LOWER CANADA.—CLOSE OF THE SUMMER SESSION OF THE LAVAL UNIVERSITY.

In addition to the details above on the distribution of diplomas and prizes at the Normal Schools, we now have to record the doings at other educational institutions.

This series of scholastic examinations and prize distributions commenced at the *Congregation de Notre-Dame*, Montreal, on the 6th instant, in the church which the ladies of this Convent

have lately caused to be erected. Admittance to the interesting ceremony was eagerly sought by a numerous assembly. Mgr. the Coadjutor of the R. C. Bishop of Montreal was present, surrounded by a large circle of the *élite* of the Montreal population. The pupils—all young ladies—read compositions which exhibited to great advantage their literary proficiency, and their advanced musical accomplishments, vocal and instrumental, were likewise conspicuous. The execution of performers on the harp and piano was found delightful. In a word the fair competitors for the honors of the day went through their exercises in the most creditable manner. Thus inaugurated, the holidays which restored each to her home and to her friends, must have been doubly welcome.

At the Montreal College, or *Petit Séminaire*, the public examination took place on the 10th instant. The hall used for the purpose was crowded. The reputation which this excellent institution, one of the oldest in the colony, has so deservedly won for itself, was on this as on former occasions well sustained. The students showed themselves fully equal to the tasks which had been allotted to them. The literary exercises were enlivened by music, one piece in particular produced an outburst of enthusiasm among the audience. *O Canada! mon pays! mes amours!*—a song which has become popular in this country, —set to music by Mr. E. Beaubien—was next given in honor of its author, the Hon. Mr. Cartier, who being present, acknowledged the compliment in an appropriate speech. The Premier, in the course of his remarks, said that since he had left the College, after going through his course of studies, this was the first time he enjoyed the pleasure of finding himself within its walls. He could not refrain from expressing all the emotion which he felt on again beholding the place where he had received his education, where the precepts of morality and religion had been imparted to him. There were those present among the audience who would recollect him: to them on such an occasion he should be permitted to recall the past to mind, and to pay a just tribute of praise to the venerable ecclesiastic whom he saw in that assembly, and under whose direction he had first been initiated in his knowledge of letters and above all in the principles of morality and religion. In the course of his career those teachings had remained firmly rooted in his mind and he could say fearlessly, that even at a time of life when he might be supposed to have been swayed by the follies of youth he had never forgotten the religious maxims taught him by the venerable Mr. Bailé. Those who had been his fellow students could all bear witness to the merits of the reverend gentleman, and he felt happy in having the opportunity of publicly expressing his gratitude to him. He was sure that all who heard him would sympathize with this sentiment. The only exception would be Mr. Bailé himself, whose sense of modesty and humility had, no doubt, been shocked by the allusion. On parting with his fellow students he found they were, as himself, full of hopes. The youth whom he now addressed should never forget that on them devolved a great responsibility. Their country expected to see them one day enlisted in her cause. The sciences were imparted to them that they might hereafter serve their country, according to the sphere which divine Providence would allot to each. They would then be called upon to put in practice the moral and religious lessons which they had received here. Perhaps one of the youth present would, on some future day, be called upon to occupy the post which he (Mr. Cartier) now held. He had no doubt it would be more ably filled, yet though he had done little, he hoped that whoever that one might be, he would strive to keep always present to his mind those great principles. He would return thanks, particularly to the gentleman who had been so kind as to dedicate to him the fine music which had given such a charm to the modest lays of his song. He would thank the Superior and the Director for their goodness in allowing him to address a few words to all present within these precincts which were to him the object of so many reminiscences.

The hon. gentleman showed a high appreciation of the merit of the teacher and of the blessings conferred by education. He was listened to with marked attention throughout, and resumed his seat amid the cheers of the whole assembly.

The examination at the St. Mary's College, Montreal, came off with usual success. Though its foundation is quite recent, its influence on education is already felt. A great number of talented young men are ready to maintain its credit and to do honor to the country which has the privilege of reckoning them among her citizens. Vocal music of the highest order, accompanied by an orchestra in part composed of the professors and of former pupils, had a share in the proceedings of the day. In a succession of discourses delivered by pupils, historical sketches were given, and the foundation of the principal charitable and religious institutions

of the country were reviewed. The discourse of Mr. de Lorimier was unusually interesting, and the validictory address, pronounced by Mr. Génand, enlisted the sympathy of his hearers.

The Bishop of Cydonia, accompanied by many clergymen, attended the examination at the Collego of Ste. Thérèse. His Lordship complimented the Professors on their system of teaching and the students on the entire success with which they had acquitted themselves.

Our exchanges from the Quebec district contain many eulogistic notices of the successful school examinations which took place there. The examinations at the Industrial Collego of St. Michel de Bellechasse, and at the Female Academy of the same place, were held on the 13th and 14th instant. The Superintendent of Public Instruction, the Principal of the Laval Normal School and the worthy *Curé* of the parish were present. The college is under the direction of Principal Candide Dufresne, assisted by four lay teachers. Miss Vallée and Miss Sweeney, who are in possession of diplomas for Model Schools, granted by the Laval Normal School, conduct the academy, aided by an assistant teacher. The course of study adopted at this Collego is strictly confined to commercial and industrial branches. The number of pupils admitted during the year has been 160. Those of the more advanced course answered with remarkable firmness and precision on all the points of an examination which, at first sight, appeared to be rather over comprehensive and diversified. Notwithstanding the severity of the test which they underwent they generally came off in the most satisfactory manner. Trigonometry, mensuration, mapping, linear drawing, rudiments of moral philosophy, of architecture, of hygiene, of history and of literature formed the subjects upon which the younger pupils successfully stood an examination which might well try their mettle. At the Academy, a like result attended the impromptu examination, if we may call it so, since the illness of one of the teachers had for a time interrupted the usual preparations. The Superintendent of Education, in an address which he delivered to both institutions, at the close of the distribution of prizes, rendered due homage to the zeal and merit of the School Commissioners of the *Bord de l'Eau de St. Michel* who, in difficult times and when none in the parish wished for education in any form, had founded and upheld alone these two institutions, so useful and so important. Every one profited by such examples, and to-day the parish appreciated the advantages of instruction. He spoke also with the most touching pathos, of the memory of the good and courageous man who had distinguished himself the most in this cause, the late Reverend *Curé Fortier*, whose portrait, copied by one of the pupils, formed the most conspicuous object in the collection due to their industry. Called away as he saw his efforts crowned with success in the prime of vigor and energy, this gentleman whose biography we published at the time, has left in his cherished parish many touching reminiscences. The speaker, Hon. Mr. Chauveau, also offered a just tribute of praise to the merit of Mr. Toussaint, the Principal of the Collego, now Professor at the Normal School, and to his worthy successor. The Reverend *Curé* and the Principal of the Normal School then spoke. The last gentleman remarking that the Normal School and the institutions of St. Michel were connected together by gentle though strong bonds of union, since an exchange of Professors and pupils had taken place, which as it appeared would still continue. In the evening a dramatic entertainment was given under the patronage of the Canadian Institute, presided over by Dr. Belleau. After the performance, Dr. Barty, President of the St. Jean Baptiste Society of Quebec, delivered a warm and interesting allocution. The proceeds of the soirée were devoted to the fund for the Monument of 1760.

The colleges of Nicolet, St. Hyacinthe, Terrebonne, l'Assomption, St. Anne Lapocatière, the divors Schools of the Christian Brothers, the Convents of the *Sacré Cœur*, at Sault des Recolets, and of the Sisters of the Order of Mary and Jesus, at Longueuil, of Maria-villa, a great number of Academies for boys and for girls, and Model Schools have all had brilliant public examinations. The praise bestowed on all sides is a sure sign of the attention with which these institutions are regarded. The interesting ceremony which took place at the closing of the session of the Laval University drew together a large assembly. Doctors and Professors; men of letters, and of science, crowded the platform. The secretary announced the names, as follow, of the successful candidates for the degree of Bachelor:—Messrs. N. Cinq-Mars, A. Lachaine, G. Bourdages, J. Langelier, B. Routhier and A. Blais. Mr. Cosmo Morissette took a degree in Law and Mr. Romuald Garépy in Medicine. The Rector having made a few appropriate remarks, Professor Aubry addressed those present in a forcible and happy harangue, in which he urged upon his young hearers the necessity of diligent study. His discourse, enriched as it was by many appropriate

quotations, evinced a fertile memory, sound principles, and an easy and graceful diction. The University and its staff of Professors well maintained their high reputation.

We cannot close this incomplete sketch without alluding to the examinations which took place at the schools of the Christian Brothers, in the city of Montreal. These schools are frequented by 3872 children of the poorer classes, who receive at little or no charge sound moral, religious and practical instruction. It was announced that provision had been made to admit many children who for want of space, had been unable to gain admittance before. These examinations extended over two days. The French classes were examined Monday, the 23rd July, and the English classes the following day. The distribution of prizes was attended with exercises in mental arithmetic, dialogues, and vocal and instrumental music. Addresses pronounced by the Superior of the Seminary of St. Sulpice, by the Superintendent of Education, and by Mr. Chénier, closed the interesting proceedings.

Distribution of Prizes and Diplomas at the McGill Normal School.

The meeting was opened by an address from the Hon. the Chief Superintendent of Public Instruction for Lower Canada. After a few words in English he said that inasmuch as the French language was part of the course of studies and as the pupil-teachers had to master that language before they could obtain their diplomas he would address them in French. Having dwelt on every branch of study and on all the requirements of teachers and the several duties they have to perform he called on the Principal to address the meeting. Principal Dawson then said:

Mr. Chairman,—Before announcing the diplomas to be conferred by you to-day, I may be permitted very shortly to review the work of this school since its origin. It has now been in operation four sessions, though owing to many inevitable delays, the first of these was of short duration. In the first session, diplomas for Elementary Schools were given to 16 persons. In the second session there were given 15 Model School diplomas and 25 for Elementary Schools. In the third session, 18 Model School and 28 Elementary diplomas. In the present session, I have to recommend 17 for the Model School diploma, and no less than 37 for the Elementary diploma, in all 54, the largest number yet sent forth in any one session. I can recommend this large number, not that we have grown more careless, but that our classes have become better. I attribute this to our greater care in the entrance examination, to the better appreciation of our objects, and the consequent better preparation of students, and to the improvements introduced into our course by the experience of past sessions. Allow me to add, that I know we are sending forth these trained teachers to do an important work for education in this Province. Compare the advantages they have enjoyed with those of the great majority of teachers heretofore. Imagine a young man or woman trained only in the elementary knowledge of some ordinary common school, knowing nothing of the art or science of teaching, passing an examination like that required by our law, in name not higher, and practically often much lower than that required for entrance here. Suppose this same person not sent into a school house to try experiments in teaching at the public expense, but sent here to go through a careful course of study and training, in which all the powers of the mind are stimulated and exercised, stores of knowledge accumulated, the principles as well as the practice of the subjects of elementary education mastered, attention directed to all the most valuable methods of school management and discipline, and then the results of the who's tested by an elaborate series of examination in writing, extending through the two last weeks of the session. How vast must be the difference; how greatly superior the work which such a teacher can do in that priceless labour of training those young minds, which are everything to the progress and welfare of our country. We know too that this work is actually done. Of 86 persons who have in past sessions received diplomas from this school, at least 60 have been or are to my certain knowledge engaged in teaching, most of them in public schools, and many of them under circumstances of great trial and difficulty. Of the remainder 14 have been with us students for the higher diploma. Since the origin of this school upwards of 3,000 children must have experienced its benefits through the teachers sent from it; and in this respect the Normal School differs from all other schools; in that its benefits extend themselves directly to thousands beyond its walls and in the most remote districts. Several teachers also

have resorted to the school to improve themselves without entering on the examination for the diploma. Some of them are usefully employed as teachers, and one has gone as a missionary teacher to the coast of Labrador. Thus from the extreme east of Lower Canada to places far beyond its western limits, and from this City and Quebec, to the remotest districts of the country, the influence of the school is felt. No one has a right to accuse our teachers of avoiding the difficulties of their profession, but there is reason to deprecate their exposure to unnecessary evils. I know perfectly that it is impossible, especially in poor and thinly settled districts, to avoid many inconveniences; but I know, too, that they are unnecessarily multiplied. A teacher laboring for a salary scarcely sufficient to provide food and raiment, in an uncomfortable and poorly-furnished school-room, without the most useful appliances for the work, and deprived of all opportunity of quiet study by the pernicious and useless practice of boarding from house to house, requires no small fund of patience and enthusiasm to prevent weariness and disgust. Since the establishment of this school I have often had occasion to admire the spirit and energy with which our teachers have struggled on amid such difficulties and discouragements. I could point to many young women from this school who, in battling for the mental and moral elevation of the districts in which they have been placed, have displayed a heroism that in more conspicuous fields of exertion would have earned the applause of the world, and have patiently struggled on, sometimes entirely changing the character of their schools, in other cases obliged to retire after sowing some seeds of future good. They have their reward, if only in the noble qualities developed within themselves; but parents should consider that it is well for them, and well for the children to smooth the path of the teacher, and encourage and facilitate the work of the school. Before leaving this subject, I desire to say not only to the members of the class now departing, but to those who have preceded them, that I earnestly desire that they would keep up their connection with the school by informing me of all their changes of fortune, of all their successes and of all their failures. I have only now further to express my satisfaction with the exertions of all the officers of the school, and my gratitude to those ministers of the city who have maintained as heretofore, the classes for religious instruction. It is proper also to mention the continued harmonious co-operation of the Model School of the Colonial Church and School Society.

He concluded by announcing the following list of diplomas and prizes. With regard to Miss Gill, the first in the list, he remarked that she was one of the best pupils they had ever had in the school.

With reference to the answers, in Geometry, he said they had been all marked by a much greater than usual excellence.

The progress made in drawing was also worthy of great praise, especially in consideration of the short time devoted to it.

There was no prize in music. Music they held to be its own reward to the learner, and the assiduity of the pupils in studying it, shewed they thought so.

TEACHERS IN TRAINING IN MCGILL NORMAL SCHOOL WHO HAVE PASSED THE EXAMINATION FOR DIPLOMAS AND SENIOR STANDING, ARRANGED IN ORDER OF MERIT.

I.—MODEL SCHOOL DIPLOMA.

Margaret Gill, Montreal, prizes in History, Arithmetic, Mensuration, Algebra, Geometry, Chemistry, Natural Philosophy, Botany, Drawing, honorable mention in Grammar, English Literature, Geography, Art of teaching.

Helen McOwat, Lachute, prize in Art of teaching, honorable mention in Natural Philosophy and Drawing.

Maria Jane Ross, Lachine, honorable mention in Art of teaching, Arithmetic, Algebra.

Caroline Arnold, Montreal, prize in Art of teaching, honorable mention in Mensuration.

Caroline Trenholme, Kingsey, prize in Drawing, honorable mention in Mensuration.

John R. McLaurin, Riverville, C. W., honorable mention in Mensuration and Natural Philosophy.

Margaret McDonald, Montreal, prize in Geography and Drawing.

Jane Anne Peddie, Montreal, honorable mention in History.

Margery G. McEwen, St. Andrews.

Agnes O'Grady, Montreal, prize in French.

Edwin R. Johnson, Stanstead, honorable mention in History.

Mary Kerr, Clarence, C. W., prize in Grammar and English Literature.

Janet Grant, Montreal.

Susanna McLaurin, Riverville, C. W.
Isabella Dalgleish, Montreal.
Frederick Locke, Stanstead.
Louisa Costigan, Montreal.

2.—ELEMENTARY DIPLOMA.

Mary McGinn, Montreal, prize in Grammar, hon. mention in Geometry, Geography, and History.

Florence L. Merry, Magog, prize in Arithmetic, hon. mention in Algebra and Geometry.

Leston A. Merry, Magog, 1st prize in Art of Teaching, hon. mention in Algebra and Geometry.

Annie C. Geggie, Quebec, 1st prize in Art of Teaching, hon. mention in Geometry.

Mary A. Bury, Montreal, non. mention in Geometry, Zoology and Agricultural Chemistry.

Elizabeth Fletcher, Montreal, prize in Zoology, honourable mention in Geometry, Art of Teaching and Drawing.

Jane Middlemiss, Montreal, 2nd prize in Art of Teaching, honourable mention in Grammar and Geometry.

Amanda Knowlton, Magog, honourable mention in Arithmetic, Geometry, and Art of Teaching.

Jane M^rMartin, Beauharnois, prize in Agricultural Chemistry, French, honourable mention in Zoology and Geometry.

John Ramsay, Bristol, prize in Geography, honourable mention in Algebra and Geometry.

Margaret Ross, Montreal, honourable mention in Geometry and Agricultural Chemistry.

Isaac Rowell, Montreal, prize in Algebra, Geometry, honourable mention in Arithmetic.

Clarissa G. Trenholme, Kingsey, honourable mention in Geometry.

Ellen M. Thornber, Montreal.

John R. Lloyd, Quebec, prize in History, and honourable mention in Geometry and Drawing.

Adelaide Hewick, Montreal, hon. mention in Geometry.

Mary Ann Owler, Montreal, honourable mention in Drawing.

Alice Jaques, Montreal.

Nannie E. Greene, Montreal, honourable mention in Geometry.

Caroline H. Pelton, Montreal, prize in Drawing.

Susan Brock, New Glasgow.

Isabella McCallum, Lochiel, honourable mention in Geometry.

Marianne M^rClery, Montreal, honourable mention in Agricultural Chemistry, and the art of Teaching.

Annie Cockburn, Montreal.

Christina McMartin, Ormstown, C. W.

Janet Patterson, Lachute.

Robert Bell, Abercrombie.

Frances Clarke, Montreal.

Susannah M^rLouglan, Montreal, honourable mention in Geometry.

James L. Biscoe, Lachine.

Christina M^rDonald, N. Lancaster.

Jessina S. Connell, Collingwood, C. W.

Sarah Gamble, Montreal.

Catherine Miltar, Montreal.

Mary M^rMillan, Montreal.

Jane Condon, Montreal.

Isabella Mack, Montreal.

3.—PROMOTED TO SENIOR CLASS.

Sarah Webster, Montreal.

Harriet Schutt, Ellenburgh, N. Y., honourable mention in Geometry.

Barbara Muirhead, Montreal.

Matilda Drum, Montreal.

Mary Mathieson, Montreal.

Annie Robertson, La Tortue.

Catherino Craig, Montreal.

Martha M^rMartin, St. Andrews.

Sarah Burns, Montreal.

Mr. Johnson then delivered a very excellent, short, farewell address to his fellow students and the teachers of the school.

Professor Hicks then said that the first and last days of the sessions of the Normal Schools were always days full of difficulty to the Professors. At the beginning they had to make choice of those to be admitted to the school to prepare themselves for the duties of a teacher. It was a very grave responsibility—this selection. None knew so well as they how much mischief might be done by one person improperly selected and admitted to the

school. He argued at some length that the best means of furnishing a supply of pupil teachers and making a proper selection of fit persons was that adopted in England, where teachers in the primary schools selected those pupils they thought best fitted for the work and induced their parents to apprentice them to the teachers. Then after satisfactory service as apprentice teachers, they were sent up to the training schools to take their diplomas and become teachers themselves. They had been so far very lucky in the choice of parties admitted to the McGill Normal School. They had no complaint to make of any of those in the classes during the past year. At the end of the term again, as he had said, the professors felt a new anxiety and difficulty, in the decision with regard to those who should be held qualified to be sent out to teach. They were sending out a very large class this year, no less than fifty-four, but in so far as they could judge they were all well fitted for the work. Another matter frequently alluded to was the number of female teachers sent out in proportion to the male. He held this, after long experience, a blessing to be thankful for, not a thing to be lamented. Young men as a rule were not to be depended on as teachers. Very few chose to make it a profession. They made it a mere stepping stone to something else. Female teachers as a rule were more to be depended upon. It was said boys taught by a female teacher lost some of the manliness of character; they would learn from a master. If this manliness was of the sort with descriptions of which the papers in Britain and America had lately teemed it were well they should not acquire it. There was a danger to be guarded against here as well as in England, though in a less degree—that this education intended for the poorest should be diverted to the benefit of the middle classes. This should not be overlooked. He had during the past session devoted a good deal of the time of his classes to a study of the different methods of teaching, a subject which he believed would be of the greatest use to the pupil teachers in their future labors.

After some music by Prof. Fowler and some of his pupils:—

Professor Robins said he had never in this or any other educational institution worked with more attentive and energetic classes. They were giving, it was true, a large number of diplomas; but he believed they had never been better deserved. His only fear was lest the great success in the school of the teachers now going forth might lead them to rest satisfied with their present acquirements, thinking now the labor of learning was terminated. This was a fallacy they should specially guard against. They must not rest satisfied with their present attainments. They could not, indeed, hope to pursue the studies of books with the same assiduity and close attention as they had done at school, but they must now begin to study more and more—he could not strongly enough impress on them the necessity of studying men and things. It was too much the fashion to regard the teacher as very excellent in the school room or among his books, but utterly unfitted for active outside life. This was the fault of teachers themselves. They had only need of proper self-reliance to succeed in anything. They could have plenty of help and applause from others when they had helped themselves. With regard to the question of female teachers, he heartily congratulated the public that so many were being sent out. They were the best teachers. And for the argument of manliness—it was the true womanliness of woman that brought out the manliness of man. He was much struck by the use of the word womanliness by a lady pupil in an essay, as signifying those attributes of sincerity and earnestness which men were wont to call manliness. He had now to say farewell to the students about to leave the school. Many of them would probably never meet again. It was a matter of deep grief to part with them after so happily formed an acquaintance and friendship. Nothing could enable one to support the pain of so many such partings as they who taught there had to endure, but the thought that this life, in which they might never meet, was but fleeting and that when it was over they might hope to meet again. Then he hoped they might all have so lived, so discharged their duties in this world as to meet happily in the other.

Mr. A. Morris, A. M. and governor of the University then said—It is a very pleasant duty to appear here to-day, for the purpose of giving expression to the interest with which the Normal School is regarded by the Corporation of McGill College. That body exercises a joint supervision with you, sir, over the institution, and justly regard it as eminently deserving of the confidence of the community. They will be prepared on all occasions and by every means in their power to advance its interests. They trust that it will continue steadily to advance, will be proved increasingly efficient as a teaching Institute, will be attended by large numbers

of pupil teachers and will be found to exercise a widely diffused influence over the English speaking population of Lower Canada. Viewed relatively to this part of the population, this Institution is one of no slight importance. It stands in fact alone, the solitary institution of its kind, for their exclusive benefit. It is to be trusted then, that it will continue to receive the cordial countenance and the liberal support of the community. Nay is it too much to hope, that some liberal citizen may yet emulate the liberality of McGill, and by an enduring endowment, transmit his name to posterity as that of a benefactor and a wise friend of popular education? The cause of education has of late years made decided advances. In Canada the office of the teacher once despised, is now beginning to be more highly favored, as indeed it ought to be. It is beginning to take its true position. The necessity too of the teacher being thoroughly trained and highly equipped in order to the right discharge of his reposable duties is, at length, now clearly understood. But much yet remains to be done. I would remind you, the pupils who have completed your course, and those also who are going forward towards that end, that you have your responsibilities in connection with this Institution. You are to stamp upon this Institution its character. The fame of the School is intrusted to you. If you prove yourselves to be diligent, faithful teachers, apt to teach and in earnest in your work, your conduct will reflect credit upon the School. But if you discharge your duties in a careless, perfunctory manner, your remissness and your inefficiency will reflect discredit upon your training. But you have personal responsibilities as well. The office of teacher involves these. See to it then, that you take a right view of the importance of the duties you are about to enter upon. Recollect, that if anything is worth doing it is worth doing well, and if this be true of the every day incidents of our common life, it is surely yet more true of your duties. Brought, as you will be, in contact with the young mind when most plastic and easily impressed, you will leave traces upon your pupils that will be read in the characters of their after lives. Apart from your mere teaching, the unconscious influence, exerted by your own daily actions and the tenor of your lives, will tell upon your pupils—aye and will be reproduced on other generations. See to it then, that you appreciate the high responsibilities of the duties you are called to assume. And you will then find in the hearty discharge of these, in the thorough faithful training of the young minds committed to your care, in the communication of secular knowledge, in the inculcation of pure morality and in the leading of the expanding mind to a contemplation of the Great Creator, a real pleasure and a life long delight. And after your day is spent, and you lie down to rest from your labours, your work will follow you: and you will live, even then upon the earth you have left, in the transmitted influence of your teachings and of your life, upon generations yet unborn—an immortality of a kind and degree which the proud warrior who writes his name in letters of blood, upon the fair face of nature will fail to attain—an immortality surely worth the striving earnestly after.

The Hon. Chairman in concluding the proceedings wished to add all the weight which his official position might give to the very judicious remarks already made about the duties and position of the teacher. He hoped those going forth that day would still keep up their connection with the Institution. It was that such a connection might be perpetuated that he had encouraged and aided the formation of teachers' associations in connection with the several Normal Schools, and he was happy to say that those trained in these schools were becoming the most active and prominent members of the associations. We hoped those who had then received their diplomas would not neglect to avail themselves of the value of the association open to them. He also trusted they would keep up their connection with the department. The government does a great deal to help the teacher. It is only fair that it should expect their aid to help themselves and each other in the work of education. And in this connection he desired to call their attention to the pension fund. They perhaps might feel now as if they would never wear themselves out in the work. But that time had come to others: it would very likely come to them, and then if they had contributed regularly to this fund—and they could perform no nobler or more truly philanthropic act—they could claim an allowance from it, not as an act of mendicancy, but proudly as a right, as something due them. He also called their attention to the benefits to be derived from the Journal of Education. He tendered his thanks to those present for the interest they manifested in the cause of education. Many of their faces had become familiar to him by their attendance year after year upon the like occasions. And to the teachers he would say, they

had been told when they founded the schools they must be a failure: they could get no pupils; but numbers flocked in. Then they were told that after being educated there they would not teach; but 145 of them were now engaged in teaching, 124 of them in schools under the department. The only remaining thing the grumblers could say was that they turned out bad teachers—the would trust to them to refute that by their future conduct. (Applause.)

The proceedings were closed with the benediction, pronounced by the Rev. Mr. Bonar.

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1858.

Translated from the French by the translators to the Legislative Assembly.

Extracts from the Reports of the Inspectors of Schools.

Extract from a Report of Mr. Inspector TANGUAY.

St. Simon.—Here also there are more schools than can be properly supported. There are seven schools, three of them pretty good. The other four are in the worst possible condition. The whole five of them will certainly not do as much good as one good school, well conducted and provided with suitable requisites. This theory will be objected to on account of the difficulties arising from a distance, the roads, &c. I acknowledge that the obstacles are formidable, and that here as elsewhere the question is calculated to produce great embarrassment. Not less than 500 children attended these schools during a portion at least of the first half year. The secretary-treasurer is a retired teacher, who is still anxious to be of service to the cause. He cannot fail to render important service.

St. Fabien.—There are only two schools in operation in this parish, and even they are inferior and badly attended; there were 53 children attending them at the time of my visit. Last year two schools were closed because they were not attended by a sufficient number of pupils. The results of the year are unsatisfactory. The assessments are paid in slowly, and there are arrears due; but I hope the secretary-treasurer's good-will will enable him to re-establish order during the course of the year.

Bic.—Progress is slow in this municipality. There were three schools in operation during the first part of the year; two of them were pretty good, and the third, which was inferior, was discontinued after a few months. In place of three schools, however, there should be five; but here also want of money is the difficulty. These schools were attended by 138 children at the period of my visit. The accounts of the corporation are well kept.

Rimouski.—In this parish there are twelve schools in operation under the control of the commissioners, besides the industrial college and the girls' academy. The total number of pupils attending these different educational institutions is 583. Of the schools under control, five are good and meet the wants of the parish; the others are very inferior, and two of them, in particular, must be closed unless the parties take a greater interest in them, and profit better by them during the rest of the year.

Some of the rate-payers are also very dilatory in paying their assessments. Large sums remain due from year to year, which is a great obstacle to regularity in the payments. The academy for girls is in a flourishing condition. I regret my inability to say as much for the industrial college, notwithstanding the skill and efforts of the two professors, Messrs. Bégin and Ouellet. The success of the small number of pupils who have attended their classes must, however, help to increase the prosperity of this institution.

Lessard or Ste. Luce.—This municipality has five schools, three of them good and two middling. They are attended by 162 children. Two more schools are required; but the corporation has not at present the means of establishing them. The assessments are very irregularly paid, more through neglect than poverty on the part of the rate-payers.

Lepage or Ste. Flavie.—This municipality had seven schools, attended by a total of 170 pupils. Four of these schools are good; but unfortunately the parents do not send their children to them with punctuality. The other three are very inferior. The authorities do their duty manfully; but they meet many obstacles, arising

from the impossibility of establishing schools, in such a manner as to satisfy all the rate-payers. The parish is very extensive, thinly settled, and poor. The present condition of this parish indicates a certain amount of progress, as compared with its condition in years past.

Métis.—There has been but one school in operation this year. It is attended by thirty pupils. The other two schools have been closed for the purpose of paying off arrears of salary due to a teacher.

St. Octave de Métis.—This municipality has five schools in operation. They are sufficient to meet the requirements of the children, who are nearly all beginners. 192 pupils have attended these schools, with a tolerably satisfactory result. They are badly provided with school requisites.

Matane.—In this municipality there have been three schools in operation during the first six months. One of them was tolerably well kept, the other two were very inferior. The fourth section has had no school. There should be six schools in this municipality, and yet the means at the disposal of the Commissioners, barely suffice to support four. Progress is slow in this municipality; but the assessments are paid willingly enough. The great difficulty in this municipality, as in some of those mentioned above, is to find good teachers willing to go to such remote localities, and live there, in consideration of the poor salaries which can be afforded.

I have now passed in review all the municipalities constituting the vast district under my inspection. I have pointed out the obstacles still impeding the progress of education. Some of these obstacles are common to every people; thus, it is not alone in our country, that a portion of the teaching class are found to lack the enlightenment and devotedness that constitute a good teacher; that other teachers are insufficiently remunerated; that ignorant or egotistical parents look upon their children as mere machines, from which they should get as much work as they can. It would probably be more just to say that such things are now becoming exceptional, and that they are more rare than in many older countries which are as much admired because they are less known. Besides, it is now established that the proportionate number of children attending school and receiving a certain degree of instruction, in Lower Canada, is greater than in England or in France.

Mr. Tanguay then complains of the limited number of careers open to youth, and particularly to those who have received a classical education, and also of the fact that our primary and secondary courses of instruction are themselves incomplete as regards practical agriculture, industry, and commerce. They should be calculated to inspire at least a taste for these useful pursuits, and their parents would see a real practical object to be attained, and would be more willing to make sacrifices for the education of their children. It is the example of so many who have made great sacrifices for the education of their children, being frustrated in the attempt either by the excess, if it may be so called, or the insufficiency of the education they receive, that gives strength to the prejudices still entertained by the people against education. To provide, on the one hand, a new field from which to select a career in life, for the young man who shall have received a superior education, and, on the other to complete the system of primary instruction by linking it more closely with industry and agriculture, such is the double task which is yet to be accomplished.

The other causes which retard the progress of education are merely the different forms assumed by those which have just been pointed out.

1st. The difficulty of obtaining good teachers, arising from the fact that the salaries are too low to induce those who could do so to advantage, to adopt the profession of teaching.

2nd. Want of assiduity on the part of a great many of the pupils, who only attend the schools during what is commonly called *les mortes-saisons*. They are the pupils who would benefit most by the schools, as they are at the age when the judgment is most susceptible of development.

3rd. Want of school-books and requisites.

I now give a summary of the statistics of my district. I would call attention to the fact that the number of pupils attending the schools during the period embraced by this report, is less by some hundreds than that of the other division of the year. (1) This dis-

(1) We take the opportunity of remarking that the discrepancies between the statistical tables and the Inspectors' reports, arise from the fact that the reports are corrected for the tables by comparing them one with another, and also by information received from other sources.

triot includes three counties:—Kamouraska, Temiscouata, and Rimouski; 29 school municipalities, containing 154 school sections. There are 61 school-houses belonging to the municipalities.

The district contains a classical college attended by 225 pupils, an industrial college attended by 69 pupils, 4 academies for girls, conducted by religious ladies, and attended by 360 pupils, an academy conducted by lay female teachers and attended by 41 pupils, three independent schools attended by 90 pupils; 13 model or primary superior schools, under the control of the Commissioners, attended by 992 pupils, and 133 elementary schools attended by 4724 pupils, being a total of 156 institutions and 6501 pupils. There are 2005 children able to read fluently, 2627 able to read well, 3512 able to write, 2066 learning French grammar, 468 learning English grammar, 1418 learning simple arithmetic, 1306 learning arithmetic to the rule of three, 155 learning book-keeping, 928 geography, 123 the history of Canada, 854 letter-writing, 55 linear drawing, 75 mensuration, 266 vocal music, and 55 instrumental music. The cost of instruction for each child attending the schools under control, with fuel, books, and compasses, is about \$3.50. The average of the male teachers' salaries is \$161—that of the female teachers is \$88.

(To be continued.)

MONTHLY SUMMARY.

MISCELLANEOUS INTELLIGENCE.

— We have to chronicle to-day the death of one of the oldest, most prominent, enterprising and useful citizens of Montreal. The Honorable John Molson died between eleven o'clock and mid-night on Thursday, the 12th. instant. He was born in October, 1787, and was consequently in his 73rd year. Mr. Molson's name was from the first connected with steam-navigation on the St. Lawrence. His father, in the next year, (in 1809) after the first steamer began to ply upon the Hudson, had one, the *Accommodation*, placed on the St. Lawrence, to ply between Quebec and Montreal. This was very soon after followed by the *Swiftsure*. The son embarked in the enterprise from the beginning, first as an employe of his father, then on his own account, and afterwards as his father's partner. He always displayed great practical and untiring energy. It was always a source of legitimate pride to him that he was the first to navigate the river between Quebec and Montreal by night, just as his father was the first to put a steamboat on the river, long before steamboats had come into common use in Europe. From that time till within a very few years (less than ten) Mr. Molson has been one of the principal steamboat owners upon the river. When railways were started, Mr. Molson embarked in them also. He was a large shareholder, and for several years president of the first Canadian Railway—the Champlain & St. Lawrence. Later, he joined his brothers in establishing Molsons' Bank, of which he died the Vice-President. He had been for several years a director of the Bank of Montreal. Thus, for a long half century his name has been linked with the commerce and financial institutions of the City. When the Special Council replaced the Parliament, the functions of which were suspended on the outbreak of the rebellion, he was called to a seat in it. He was also a Lieut. Colonel of Militia. He was for many years a zealous governor of the great Montreal charity, the Montreal General Hospital, only recently resigning his place at its board on account of his failing health. In 1856-7 he joined his two brothers in making a munificent endowment of £5,000 for a chair of English language and literature in the University of McGill College. For several months past his health had been giving way, and his disease—dropsy—had for some time past assumed a character which could only have one termination—a fatal one. So, full of years, having passed the allotted "three score years and ten," with the respect of his fellow citizens earned by so long a life so usefully spent, he has passed away, but he leaves behind a name which must be ever indissolubly linked with the annals of his native City.— (Abridged from the *Montreal Gazette*.)

— Invaluable copper mines have recently been discovered in Acton, a township which is only a few miles distant from Montreal. The following figures give an idea of the value of the ore which is obtained from these mines. The ore of England is valued at £6 13s per ton; of Cuba at £13 3s; of Chili £19 10s, of Australia £26 4s, and of the Acton mines £37 10s. In the very centre of the Acton mineral district stands the village of St. André, inhabited by upwards of 130 families of French Canadian origin. It has a handsome church, a school and several stores and shops. The soil is generally very fertile, and it is also said that silver ore is to be found in many places.

— To the citizens of New York the visit of the *Great Eastern* is the great event of the day. From morn until night the decks are thronged with admiring visitors, spite of the comparatively high fee charged for

admission. This monstrous vessel is the largest and the most compact that the ingenuity of man has ever put together. From stem to stern her length is 694 feet; breadth of beam, inside paddles, 83 feet; breadth including paddles 114 feet; depth of hold 60 feet; diameter of paddle wheels 56. So great is her accommodation that, besides a crew of 400 men, she can carry without inconvenience 4000 passengers, subdivided thus, 800 first class, 2000 second class and 1200 third class. It is affirmed that as a transport she could take 15,000 troops—more than the number sent to China by France and England. The number of rivets used in her construction exceeds 3 millions, the weight of iron used is 120,000 tons, and her tonnage is 24,500. The nominal strength of her engines is of 2601 horse-power, but the effective power to which they will work is of 12,500 horses. She has seven masts upon which can be spread a surface of 8000 square yards of canvas. To the genius of Brunel do we owe this triumph of naval architecture.

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Montreal, March 1860.

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