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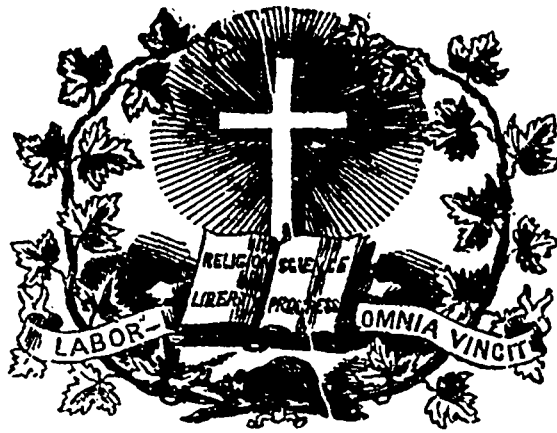
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# JOURNAL OF EDUCATION.

Volume IX.

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Nos. 6 and 7.

**SUMMARY.**—**LITERATURE.**—Poetry: A Child's Treasures, by Mrs. Leprohon.—The Infant's Dream.—**EDUCATION:** The Art of Questioning, by John Bruce, Esquire, (concluded).—Arithmetic, by the same, (continued).—A Talk with my Boys on Meanness.—Never frighten Children.—The Culture of the Observing Faculties, by Warren Burton.—**SCIENCE:** North Polar explorations.—Leaves from Gosse's Romance of Natural History, (continued).—**OFFICIAL NOTICES.**—Notice to School Commissioners and Trustees.—Appointments: School Commissioners.—Trustees of Dissident Schools.—Erections of School Municipalities.—Diplomas granted by McGill Normal School.—Diplomas granted by Boards of Examiners.—**EDITORIAL:** Laying of the Corner Stone of the Quebec High School.—Annual Convention of the Protestant Teachers' Association.—Convention of the Teachers' Association in connexion with the Jacques-Cartier Normal School.—Distribution of Diplomas to the Pupil-Teachers of the McGill Normal School.—Distribution of Prizes to the Model School.—Convocation of Bishops' College.—**NOTICES OF BOOKS AND PUBLICATIONS.**—Smith: A Smaller History of Rome.—Taylor: Portraits of British Americans.—Faillon: *Histoire de la Colonie Française du Canada.*—De Tocqueville: *Œuvres complètes.*—*L'Économiste Français.*—*Le Foyer Canadien.*—*La Revue Canadienne.*—**MONTHLY SUMMARY:** Educational Intelligence.—Literary Intelligence.—Necrological Intelligence.—Miscellaneous Intelligence.

For empty title, ribbon or star,  
For worshipped and much sought gold,  
How men will struggle at home—afar—  
And suffer toils untold;  
Plodding their narrow, earth-bound way  
Mid care and restless strife,  
Wasting, ah! more than one short day,  
Losing an entire life!

And thou, fair child, with to-morrow's dawn  
Wilt rise again, calm—glad—  
To cull wild flowers, mid wood and lawn,  
Untroubled by feeling sad.  
But, alas! the worldly wise of earth,  
When life's last bonds are riven,  
Will find that for things of meanest worth,  
They've lost both Life and Heaven.

## LITERATURE.

### POETRY.

(Written for the Journal of Education).

#### A CHILD'S TREASURES.

BY MRS. LEPROHON.

Thou art home at last, my darling one,  
Flushed and tired with thy play,  
From morning dawn until setting sun  
Hast thou been at sport away;  
And thy steps are weary—hot thy brow,  
Yet thine eyes with joy are bright;  
Ah! I read the riddle, show me now  
The treasures thou graspest tight.

A pretty pebble—a tiny shell,  
A feather by wild bird cast;  
Gay flowers gathered in forest dell,  
Already withering fast;  
Four speckled eggs in a tiny nest,  
Thy last and thy greatest prize,  
Such the things that fill with joy thy breast,  
And laughing light thine eyes.

Well, child, what right have I to smile  
And whisper, too dearly bought  
By wand'ring many a weary mile—  
Dust, heat and toilsome thought;  
For we children of maturer years  
Task aching heart and brain,  
Waste yearning hopes and anxious fears  
Upon baubles just as vain.

#### THE INFANT'S DREAM.

O cradle me on thy knee, mamma,  
And sing me the holy strain  
That soothed me last, as you fondly press'd  
My glowing cheek to your soft white breast;  
For I saw a scene, while I slumbered last,  
That I fain would see again, mamma,  
That I fain would see again.

And smile as you then did smile, mamma,  
And weep as you then did weep;  
Then fix on me thy glistening eye,  
And gaze, and gaze, till the tear be dry;  
Then rock me gently, and sing and sigh,  
Till you lull me fast asleep, mamma;  
Till you lull me fast asleep.

For I dreamed a heavenly dream, mamma,  
While slumbering on thy knee,  
And I lived in a land where forms divine,  
In kingdoms of glory eternally shine,  
And the world I would give, if the world were mine,  
Again that land to see, mamma;  
Again that land to see.

I fancied we roamed in a wood, mamma,  
And we rested under a bough;  
When near me a butterfly flouted in pride,  
And I chased it away through the forest wide;  
But the night came on, I had lost my guide,  
And I knew not what to do, mamma;  
And I knew not what to do.

My heart grew sick with fear, mamma,  
And loudly I wept for thee;  
But a white-robed maiden appeared in the air,  
And she flung back the curls of her golden hair,  
And she kissed me softly ere I was aware,  
Saying, "Come, pretty babe, with me," mamma;  
Saying, "Come, pretty babe, with me,"

My tears and fears she quelled, mamma,  
And she led me far away;  
We entered the door of a dark, dark tomb,  
And passed through a long, long vault of gloom,  
Then opened our eyes in a land of bloom,  
And a sky of endless day, mamma;  
And a sky of endless day.

And heavenly forms were there, mamma,  
And lovely cherubs bright;  
They smiled when they saw me, but I was amazed,  
And, wondering, around me gazed, and gazed,  
While songs were heard, and sunny robes blazed,  
All glorious in the land of light, mamma;  
All glorious in the land of light.

But soon came a shining throng, mamma,  
Of white-winged babes to me;  
Their eyes looked love, and their sweet lips smiled,  
For they marvelled to meet with an earth-born child,  
And they gloried that I from the earth was exiled,  
Saying, "Here ever bless'd shalt thou be, pretty babe;  
Oh! here ever bless'd shalt thou be."

Then I mixed with the heavenly throng, mamma:  
With seraphim and cherubim fair;  
And I saw, as I roamed in the regions of peace,  
The spirits who had gone from this world of distress,  
And their's were the joys no tongue can express;  
For they knew no sorrow there, mamma;  
For they knew no sorrow there.

Do you mind when sister Jane, mamma,  
Lay dead—short time ago;  
And you gazed on the sad but lovely wreck  
With a full flood of woe that you could not check,  
And your heart was so sore that you wished it would break?  
But it lived, and you aye sobbed on, mamma;  
But it lived, and you aye sobbed on.

But oh, had you been with me, mamma,  
In the realms unknown to care,  
And seen what I saw, you ne'er had cried,  
Tho' they buried pretty Jane in the grave when she died;  
For, shining with the blest, and adorned like a bride,  
My sister Jane was there, mamma;  
Sweet sister Jane was there.

Do you mind of the poor old man, mamma,  
Who came lately to our door,  
When the night was dark and the tempest loud?  
Oh! his heart was meek, but his soul was proud,  
And his ragged old mantle served for his shroud  
Ere the midnight watch was o'er, mamma;  
Ere the midnight watch was o'er.

And think what a weight of woe, mamma,  
Made heavy each long drawn sigh;  
As the good man sat on papa's old chair,  
While the rain dripped down from his thin grey hair,  
As fast as the big tear of speechless care,  
Ran down from his glazing eye, mamma;  
Ran down from his glazing eye.

And think what a heavenward look, mamma,  
Flashed through each trembling tear,  
As he told how he went to the Baron's stronghold,  
Saying, "Oh! let me in, for the night is cold."  
But the rich man cried, "Go sleep on the wold,  
For we shield no beggars here, old man,  
For we shield no beggars here."

Well, he was in glory, too, mamma,  
As happy as the blest can be;

He weeded no alms in the mansion of light,  
For he mixed with the patriarchs, clothed in white,  
And there was not a seraph had a crown more bright,  
Or a costlier robe than he, mamma,  
Or a costlier robe than he.

Now sing, for I fain would sleep, mamma,  
And dream as I dreamed before;  
For sound was my slumber, and sweet was my rest,  
While my spirit in the kingdom of life was a guest;  
And the heart that has throbb'd in the climes of the blest  
Can love this world no more, mamma;  
Can love this world no more.

*Exchange Paper.*

## EDUCATION.

### Lecture on the Art of Questioning.

(Concluded.)

You begin by reading before them, and at once, the whole of the first marked off portion. Read slowly, and as distinctly as possible, as a model to them—they immediately, and in concert, marching from clause to clause after your model-reading. Repeat the reading, if required, and question till your object is attained. To test individual attention, call on a few to read, each by himself. Let your eye tell who these should be. Let faults or inaccuracies of any kind be corrected by re-reading, not by merely naming or pointing them out. Neglect not questioning if you have any doubt about anything, or wish to deepen impressions. Go successively over the divisions of the lesson in this way, and you will seldom fail to get the lesson correctly read.—As a finish—go over the ground a third time with them—you dispense with the simultaneous reading this time; nor do you read before them. You have trained—you now test results. Each reads a portion as you direct; and the rest of the class and yourself act the critic—pointing out faults—these to be corrected by re-reading. Never allow a reader to be interrupted when reading; give him every chance to do his best. Make remarks, and name mistakes to be corrected, by again reading, after he has read.—You may make them, in turn, read from the top to the foot, or from the foot to the top of the class; or, to check inattention, let none know his turn to read, or his portion, till called on to read; or, to create emulation and a little rivalry, give the same portion to two, or even more, to see who will give the best reading; or fairly to test individual preparation and skill, on given portions, let each have his portion before beginning to read. This gives each a chance to do his best; or the class may be thrown into two divisions for mastery—to see which division will have the greater number of good readers. But the teacher should be the best judge in this matter. The plan of one day may not be the most suitable the next day.

Let us now direct attention to the next division of the work. This division of the work does not suppose reading. It is understood that the finishing part of the training on reading included, as far as the standing of the class admitted, the qualities of good reading—as purity of utterance; distinctness of utterance; correctness of accent; the relative significance of words; special emphasis; correctness of pitch; voice modulation; fluency, &c., &c.

When, in the routine of work, the same class is again called up, to go through the next laid off division of the lesson, it is for a mind intellectualizing drill; and as it is the most important part of the work, it demands the greatest attention. The teacher himself must be prepared for it. This knowledge of the truths, facts, &c., contained therein, must be adequate. Wanting this knowledge, the time allotted for this part of the work is in danger of being taken up by a certain amount of talk only.

The first thing to be done is to work into their minds a clear, broad outline of the subject of the lesson—setting before the class as much of the subject of the lesson as is useful for them to know, and level to their understanding.—This may be interestingly done by a series of questions—leading them on from one idea to another, to the end of the lesson, and then making them repeat successively the different statements of the lesson, till their minds have connectedly got hold on them. Then, train them to reason on the most suitable and useful statements, and accustom them to methodize the knowledge with which you are storing their minds, and exercise them in expressing their ideas in proper language. The ability to define their thoughts, and to express them in a clear, orderly manner, may be taken as a good test of the results of your training.

The meaning of words and their application must form a special

part of the training. Not only must their meanings, as used in the lesson, be attended to: their varied applications must also receive attention. Exercising scholars on the *application* is far too little attended to in our schools; and yet, this is the most important part of the work—*DRILL*. This part of the drill, to be of interesting and practical value, should be very much extended.—Their meanings in the passage or lesson read, should first be attended to; then, the most marked distinctions in their varied uses; then, their analyzing them—reducing them to their simplest elements, so far as we can; then, showing how the radix, primitive, or base part of words are modified, changed in their meaning, lessened or increased in their significance by prefixes, affixes, or a modifying of the root *itself*; or depart altogether in the history of their uses, from their antecedent uses; and then, fully exercising them on their different applications, making the pupils give both orally, and in writing sentences, their own construction, embodying selected words. And if this exercise were well followed up, its effects on this part of the scholar's education would be much more beneficial, show far more developing power and mastery of words in their multifarious uses, and varied forms, than the dry etymological and mere defining exercise, which I consider as a mere starting point.—This part of the work to be finished by testing the *results* of the whole, by a series of suitable, searching questions.

The third division of the work, to be gone over at a *different* time, should include spelling exercises on slates, recapitulations of lesson, outline exercise, various paraphrasing of words, clauses, sentences, &c. and such other exercises as will fairly test the general results of drill. And, I pray you, never trust to a PUBLIC EXAMINATION to TEST teaching and training effects. Too often these are mere surface exhibitions, got up for a purpose.—The true testing of progress is that kind of questioning which reaches the very heart of your instructions. There must be in it a *microscopic* as well as *telescopic*, searching and exploring—a digging deep and a searching deep, as well as the expansive exploring of far off starry principles.—School hours, and your labours, have something, and many things, in them too precious to suffer any part of either time or labor to be lost or attended with no good result.

I now proceed to say something more special about questioning.—Questioning serves many purposes. Indeed, the subject of questioning opens up—embraces the whole field of educating, training the mind. Its three leading purposes, as I have already said, are to prepare the student's mind for receiving instruction; then, to intelligently communicating—leading on the pupil by question and answer, to work his own mind to educate itself, gather knowledge, test as he gets, and search for more, and, again, to search out results.—To MASTER the art of questioning, no educator can. But like every other teaching and training qualification, it has its degrees.—The language, style and character of questions should be the educator's daily study. Respecting these I give the following hints:

1. First, study a command of words—words the most suitable for scholars in every step of their education.

2. Secondly, cultivate great simplicity of language.

3. Thirdly, study brevity. Use as many words as are sufficient to make the question clear, and no more.

4. Fourthly, in instructive questioning, tell little in your question. Do not lead them too *directly* to the fact, or thing you wish themselves to find out. But make the way, by which with a little effort on their own part, they may find it out, sufficiently plain.

5. Fifthly, questions should be definite and unmistakable—admitting of but *one* answer.

6. Sixthly, avoid vague, wide, ambiguous questioning—so common among teachers.

7. Seventhly, avoid prompting—giving them words, just leading them to the answer wanted.

8. The next thing I wish you to attend to is, never be satisfied with single words—as, yes, no,—it is; it is not, &c., for answers. From such answers, how can you know that the answer comes from an exercised mind—a mind exercised on the thing demanded by the question? Children can and do often give the word which suffices to answer their teacher's enquiry, and are yet ignorant of the whole statement of which that word forms a part.

9. Again test their answers, to satisfy yourself that they are not mere guesses.

10. Vary the form of the question; and come on them from different points, in trying their knowledge on the same thing.

11. In your advanced classes be not satisfied until you get *entire* sentences for answers. It is worth while often to turn round sharply on inattentive pupils, or who have given mechanical answers, with the question:—"What have we just said?"—"Tell me the question, and how the answer agrees with it."

12. When testing their knowledge—but at the same time giving fair play—a chance correctly to answer—to tell what they really know, proceed as follows: put the questions distinctly, and in a clear, brief way; make the class repeat your question *verbatim, simultaneously*. Then, say—*think*—for a moment—*answer*.—Repeating the question after you simultaneously, enables you to ascertain if they have *all* got hold on the question allowing a moment to think; gives them time to collect and arrange their ideas on the thing demanded. You must deal with your pupils, when under a *testing* examination, *fairly and honestly*, and convince them that you wish to take no advantage of any.

13. Be sure that every one in the class understands both question and answer *well* before another question is put. And when there is any doubt about their understanding well, even correct answers, pass it not, till by repetitions and cross questioning, the doubt is removed. Class questioning has this particular: object in view—that it must act upon the whole class together.

14. Question, till you get them to answer individually as readily and correctly as simultaneously.

15. Encourage *mutual questioning*, by setting the children to question one another in turn on the subject of the lesson. This practice tends greatly to strengthen their minds and their intelligence, and sharpen the intellect.

16. Teach them how to convert portions of their lesson into questions and answers. This exercise has an excellent effect upon their minds. It excites and keeps awake attention, it cultivates in them a habit of research—working their own minds on subjects—and also of rivalry and emulation. This exercise and mutual questioning, persevered in, prepare them more than any other I know for the sifting questions of the teacher.

17. Animation should characterize the whole work of questioning. Question and answer become lively and attractive, when they are *extempore* and illustrated by a quick fancy, a well stored mind, a masterly knowledge of the subject, and a good text-book.

18. Lastly, plan well every part of your questioning work, that no part may be done at hazard or by a chance impulse, and that none be out of place—the whole forming a well connected chain, every link of which is in its right place, properly connected.

There is no plan which tends more to clear the understanding of a subject, to work it into the memory and permanently to remember, as questioning well and skillfully employed. It is better than the ablest lecturing; for it implies something more than listening, something more than mere reading. It exercises thought. When we instruct children by conversing with them on a certain topic, we cannot retain their attention. The words which we use may be the fittest and the best chosen, but we cannot be sure that their minds have been reached, or, even that they are giving heed to what we are saying; but by questioning we can secure the former in some measure, and ascertain the latter beyond any doubt. The thoughts are almost of necessity drawn out and set at work; and if an answer is made with any meaning, it must be the result of some consideration, which is an important step gained. If their answers have not much meaning, it is our duty to turn it to the best account; if wide of the mark, still it is useful, for it may prove that our starting point was not sufficiently low. To ascertain this is very important. It tells us to go back to something simpler and easier, till we find what they are capable of comprehending and answering; for we have no power to instruct till we have thus secured firm footing. The question has been a gauge of ignorance, if not a measure of knowledge, and has served the purpose of a preliminary. And to this preliminary special attention should be paid. Succeed well with it, and it gives every chance to bring the pupil upon the right tract, on which you and he can travel on together to his profit.

The whole sum of what may be said about questioning is comprised in this: "It ought to set scholars a thinking, to promote activity and energy on their part, and to rouse the whole mental faculty into action, instead of blindly cultivating the memory at the expense of the higher intellectual powers. That is the best questioning which best stimulates the learner to action; which gives him a habit of thinking and inquiring for himself. All our questioning should aim at this; and the success of our teaching must ever be measured, not by the amount of information we have imparted, but by the degree in which we have strengthened the judgment and enlarged the capacity of our pupils, and imparted into them that searching and inquiring spirit which is a far surer basis for all future acquisitions than any amount of information whatever.

JOHN BRUCE,  
Inspector of Schools,

ARITHMETIC.

(Continued.)

The next series of questions might be on reducing different denominations to some common lower denomination, and lower denominations to one higher denomination. 1st Example. Reduce 49 acres 28 p. 10 yds. 8 ft. and 112 inches to inches, and prove each step of every result.

n.	p.	y.	f.	in.
49	28	10	8	112
4				
-----				
1962				
40				
-----				
7840 + 28				
= 7868 poles.				
30½				
-----				
236040				
1967 = ½				
-----				
238007 + 10				
= 238017 yards.				
9				
-----				
2142153 + 8				
= 2142161 feet.				
144				
-----				
8568644				
8568644				
2142161				
-----				
308471184 + 112 = 308471296 inches.				

Proof.

144)308471296	
9)2142161 re. 112	
30½ 230017 re. 8	
4           4	
-----	
121)952068	
40)7868 re. 10	
4)196 re. 28	
49 re. 0.	

In. 308471296 = 49 a. 28 p. 10 y. 8 f. 112 in.

Otherwise, by reducing each denomination to inches, and multiplying it by the number of inches to which it is equal, thus—

6272640 = inches in 1 acre. 49 acres.	39204 = inches in 1 pole. 28 poles.
56453760	313632
25090560	78408
307359360 = inches in 49 acres.	1097712 = inches in 28 poles.
1296 = inches in 1 yard. 10	144 = inches in 1 foot. 8
12960 = inches in 10 yards.	1152 = inches in 8 feet.

Totals.

307359360 = inches in 49 acres.  
 1097712 = inches in 28 poles.  
 12960 = inches in 10 yards.  
 1152 = inches in 8 feet.  
 112 = inches

---

308471296 = inches in 49 acres. 28 pol. 10 yds. 8 ft. 112 in.  
 2nd. Example. Reduce 13829 yards 5288 poles and 722 rods to successive higher denominations: the highest acres—reducing them first to inches.

13829 × 1296 = 17922384 inches =	a.	r.	p.	yds.
5288 × 39204 = 207920752 "	=	33	0	8 0
722 × 1568160 = 1132211520 "	=	180	2	0 0

---

1357444656 inches = 216 1 25 4½

The illustrations given of the three preceding Tables, with drill-questions, should be quite sufficient to make pupils understand the principles of reduction, and their various applications in processes and calculations. But to make them expert in applying them, they should be subjected to frequent review-drills. In our best schools, some subject, or part of a subject, is *daily under review*. Repetitions and reviews are indispensable in working everything taught into the scholar's mind. Without these, how little of teaching is retained! and of the little retained how lax is its hold on the memory! and how ill-prepared must the scholar be for examinatory drilling! Without these, how greatly is the teacher's labour increased, and small to the pupil must the amount of knowledge of any subject be! I strongly recommend to every teacher systematic reviewing.

Reviewing.

Every lesson has its parts; and these parts have their natural teaching-sequence. The teacher's duty is to consider well which of these should first be taken up—which should be his starting point; and that should be the one with which his pupils are most familiar. On it review till you are satisfied that their ideas on it are clear and correct. Consider, from the nature of the subject, which part should be next presented to them; and for reviewing on which, the *first would best prepare them*. Thus take up each part of the lesson, and each part of a part—passing on from what they *know* to what they know *less*—always taking care that the parts of the lesson have that arrangement which is most suited to the subject.

I have said that every subject has its parts, and sub-parts; and skilfully to teach each the most suitable sequence is supposed, by which the most elementary thing—the easiest for children to comprehend—that which admits of the plainest, the clearest, the most open to the mind, comes first, and first receives attention. And the clearer this elementary part is made to them, and the more it is worked into their understanding, and they, by repetitions and illustrations, master it, the better prepared are they successively to proceed from part to part. And this is much more than passing from the *known* to the *unknown*. It is advancing from the *clearly understood* part of a subject, to the *next well-brought-to-view succeeding part*.

No principle, no part of a subject can be clearly illustrated without bringing to view and partly unfolding the naturally succeeding principle or part. In arithmetic, especially in the fundamental rules, as many principles as possible should, in training, be combined, and in such a way as to make the one throw light on the other. All arithmetical principles have a depending connection which should be preserved in teaching. Adding involves the principle of subtracting, multiplying that of dividing; and the four should, with proper gradation, be taught together.

JOHN BRUCE,  
Inspector of Schools.

### A Talk with my Boys on Meanness.

Boys, you may lay aside your books. I wish to have a bit of a talk with you. All ready? As I entered the school-house to-day, I heard one of you say, "That's mean!" I didn't stop to inquire what it was that was thought to be "mean," but I said to myself "Some boys will do mean things; and some boys are quick to detect meanness." Now I have been thinking that it might be a good thing to talk over with you some of the ways in which meanness may be shown in school. Possibly you and I may not quite agree in our estimate of what is done. And yet I believe that in most cases we shall hold the same opinion. I take it for granted that no one of you would like to have me, or any one else, consider him a mean boy; but as a person is judged by his acts, that epithet justly belongs, of course, to every one whose acts are mean. Do you agree to that? You do? Well, then, I will suppose a few cases.

Suppose that, relying upon your honor, I leave the room, and in my absence you are disorderly, doing things that you would not do in my presence. I call that mean, because it violates the confidence placed in you, and because it shows cowardice. Acts speak as loudly as words. Did you ever stop to think what is said by the boy who takes advantage of my absence to do wrong? *What is it?* I'll tell you. He says just this, "I'm a mean boy. I am here on my honor, I know; but I don't care. I'm going to have a good time, though it is mean. School-mates, you are at liberty to set me down as mean." That is what his acts plainly declare. Do you agree with me in this case? Very well. You can't be too careful in making your actions conform to your opinions.

Suppose that a boy pretends to be studying a lesson, when, in fact, he is reading a story-book which he has concealed in his text-book. Shall we call that a mean thing? How many say yes? All. I am glad to see that in this case also we agree. But what makes the meanness here. *Deception?* Agreed. only I should use the stronger word, *lying*; because when a boy has a study-book open before him, and appears to be at work, he says to his teacher as distinctly as words can say, "I am studying my lesson." If, on the contrary, he is wasting his time over a story, he *lies*, and consequently he is guilty of a wickedly mean act. As you value your character, avoid such falsehoods as carefully as you would any other kind.

Suppose a case which is very common in schools: that a boy whose lesson is not perfectly learned stealthily looks into his book during the recitations, in order that he may be able to recite better than he otherwise could, and thus obtain a high mark. I stamp that also with the brand *mean*. Do you ask why? Because it is a species of swindling. It is attempting to gain credit on false pretences. It is pretending to know what he doesn't know. It is doing injustice to honorable classmates, who scorn to rise, or attempt to rise in rank, by dishonest means. Therefore, don't open your book behind your neighbor's back, or under your desk, or anywhere else, for the sake of finding out what you think will come to you. It's *mean*. Don't do it.

Again: suppose that some mischief has been done about the school-house. A desk, or a bench, or a window, for example, has been broken. I inquire for the one who, purposely or accidentally, did the damage. Now that one, if he doesn't acknowledge the deed, suffers suspicion to fall, perhaps, upon an innocent schoolmate, and displays moral cowardice on his own part; and therefore he, too, must be placed among the mean boys. It is the best way, boys, always to do right as nearly as possible; but when you have, from any cause, done wrong, it is wise and manly to confess the wrong, and rectify it so far as you can. Not to do this is to be a coward,—a being that all men despise.

Suppose that your teachers are laboring faithfully in your behalf; that day by day they are patiently endeavoring to interest and instruct you, to explain what is difficult, to cultivate your intellectual and moral faculties, and thus to fit you for living useful, successful, and happy lives; and suppose that some boy, thoughtless of his own good, and destitute of all gratitude to those who are toiling with fidelity for his welfare, is guilty of causing trouble to those teachers by inattention, by playing, by lounging, in short, by doing anything that hinders them in the discharge of their difficult duties. Do you think it severe to call such a boy a mean boy? Is not ingratitude always mean? And is not that boy ungrateful who, for the labor bestowed upon him by his teachers, gives them in return nothing but trouble and anxiety? Is he not like the dog in the manger, neither willing to accept intellectual food himself, nor to suffer his classmates to receive it, as but for him they might? Yes, boys, we who are teachers will do all we can for your welfare, but I beg of you don't be so mean as to reward us with ingratitude. Help us by your good deportment, and you will thus help yourselves.

I see that the clock says it is time to dismiss. There are other matters that I intended to speak of; but I fear that you may call it mean to be kept after regular hours. You may go, therefore; but first tell me what is the lesson you have learned from this talk. *Don't be mean.* Yes, that's it. Don't forget it.—*R. S. Schoolmaster.*

### Never Frighten Children.

A schoolmistress, for some trifling offence, most foolishly put a child into a dark cellar for an hour. The child was greatly frightened and cried bitterly. Upon returning to her parents in the evening, she burst into tears, and begged that she might not be put into a cellar. The parents thought this extremely odd, and assured her that there was no danger of their being guilty of so great an act of cruelty; but it was difficult to pacify her, and when put to bed she passed a restless night. On the following day she had a fever, during which she frequently exclaimed, "Do not put me in the cellar." The fourth day she was taken to Sir A. Cooper, in a high state of fever, with delirium, frequently muttering, "Pray don't put me in the cellar." When Sir Astley enquired the reason, he found the parents had learnt the punishment to which she had been subjected. He ordered what was likely to relieve her; but she died a week after the unfeeling conduct.

Another case from the same authority may here be cited. It is the case of a child ten years of age, who, wanting to write her exercise, and to scrape her slate pencil, went into the school in the dark to fetch her knife, when one of her schoolfellows burst from behind the door to frighten her. She was much terrified, and her head ached. On the following day she became deaf; and on the next, so much so as not to hear the loudest talking. Sir Astley saw her three months after this had happened, and she continued in the same deplorable state of deafness.

A boy, fifteen years of age, was admitted an inmate of the Dundee Lunatic Asylum, having become imbecile from fright. When twelve years of age he was apprenticed to a light business; and some trifling article being one day missing, he was along with others locked up in a dark cellar. The children were much alarmed, and all were let out with the exception of this poor boy, who was detained until past midnight. He became from this time nervous and melancholy, and sunk into a state of insensibility from which he will never recover. The missing article was found on the following morning, exculpating the boy from the guilt with which he had been charged.—*Exchange paper.*

### The Culture of the Observing Faculties.

(From Mr. Warren Burton's work under that title.)

A child may begin geography long before he goes to school, or, rather, he may lay the sure and proper foundations for this science. When he shall have been taught the points of the compass—east, west, north, and south—then which side of the room the fire is, which the table, and in which direction are the barn and the garden; and when he shall see just how the land lies and looks close around his home, he has had an introduction to geography, or has, in a small degree, been prepared for an introduction. A beginning has been made according to the real nature of things. He understands what he asks about and what he is told. All the words have a meaning to his little mind. Now what you may do, and what he will be glad of, is that you carry him on a little farther, and still farther than he would go, clearly and certainly, without your personal guidance. You must talk him along, and walk him along, until you have together surveyed the neighborhood all around, and he has obtained a positive knowledge of it—a knowledge which he feels to be his own, just as he feels that a knowledge of your door yard or sitting-room is his own. For instance, you can ask him in what direction the street runs; and, if he has not already found out, tell him, and he will soon know beyond forgetting. Have him learn who lives in the next house to his own home on the right hand and on the left; who in the second, third, and fourth, and so on. Of course, this could hardly be done in the brick-blocked, heterogeneously neighbored but unneighborly city. Children at a very early age somehow learn what are a road, a field, a pasture, a wood, a hill, and a brook. Indeed, they quickly become familiar

with most of the prominent features of nature, and the words by which they are designated. They learn much by the incidental conversation of persons around. But you might, by a little pains, make your child a more accurate as well as far-reaching observer than he would otherwise be. Train him to notice every distinct object within the scope of his eye; all the inequalities of the surface, all the varying tints of the vegetation between the first tender green of the spring and the russet of the autumn. Every rock, every little hillock and bush, or whatever else may make a distinctly observable thing, should be a lesson to his eye. Were these diminutive traits in the landscape only magnified, they would be such geographical features as might be noticed in the big school book, yet the fact that they seem but insignificant lines and dots, as it were, does not make them ungeographical. If geography, according to precise definition, is a description of the earth, then, when these diminutive things are described by your child, he makes real geography out of them, and it will be unspeakably more profitable than the dry, hard description of text-books, as they have generally been forced upon poor little learners, or rather word-getters. If a child be accustomed to such minute observation, he will not, of course, overlook the more prominent marks in a prospect. But, in farther commendation, even some of these minutiae of the land's surface are important indications to the eye of science, and would you not be glad to have your son look at nature with such an eye? Wherever he shall ramble or travel, would you not have him exercise a keen, detective sight, instead of a vacant gaze?

#### HOW NOT TO GET LOST.

The exact understanding of the points of the compass is practically of no small importance. Many persons most easily lose the direction when they find themselves in a new place. Indeed, there are those who are absolutely so turned about that sunrise and sunset seem to have exchanged horizons, and it takes some considerable looking round and reflection to get out of the bewildering dilemma. Did all roads run at right angles toward east and west, north and south, and were all houses built square upon them, there would be no difficulty. But, transversed and crooked in all directions as roads and streets have to be, the points of the compass are sometimes hardly found in a whole lifetime. Indeed, there are those who, after a long residence in Boston, scarcely know the direction in which runs that most familiar of all its thoroughfares, Washington street, or which way exactly the grand and far-seen State-house faces. It seems, then, that there might be a real advantage in early and continually training the observation as to the points of the compass. At home, it can be made a matter altogether incidental, and cost no time which may be better employed. Let the cardinal points be well fixed, and it will be easy to fix in the child's mind the direction of prominent objects between, and also the course of the streets, roads, and streams.

In the exercise of individualizing objects before mentioned, as the child's understanding shall advance, it will be well to locate the various objects, in all directions, in respect to the points of the compass. There might be a little emulous pastime about it, as was recommended before in the culture of the perceptions. Why should not the parents be at the pains of purchasing a compass for this very purpose? It would cost no more than many other things usually provided, but which might equally as well be done without. With this instrument, every point of direction might be exactly established. Thus it would be not only easy, but pleasant and profitable, for children to be trained, as they grow up, to know the precise point, from home as a centre, of every farm and house in the town, or, if in the city, of every prominent object there. So accustomed would the young learners become to such definite observations, that, as they should travel out to other towns now and then, they would quite readily fall into these exercises, and the turnings of a road or the windings of a stream, the house on a hill, the village church spire in the distance, might be made an additional trial for this sort of judgment. So eventually, wherever they should travel through the

country, their heads would not get confused, as now so often happens. At least sunrise and sunset would keep their places, to their eye, just as Nature really puts them.

#### JUDGING OF DISTANCES.

In this connection, it may be well to say something more about the measure of spaces and distances. There is a great deficiency in people's minds generally as to accuracy in distance. One has only to travel in the country, and inquire of various people how far it is from one certain place to another certain place, especially if it be as to the way from one town to another, to be convinced how vague are the notions of many persons in respect to space. Why need this be so, if parents, at times, without interfering with any business, should just instruct and amuse themselves and their children in this matter? If a father and son are proceeding to a distant field to work, or to any field, why not for once take a ten-foot pole or a measuring chain, and find out the exact distance? But suppose a boy is going of an errand to a neighbor's, who lives, according to vague supposition, a quarter or half a mile off: let him take his pole or chain, and get the exact measurement, and settle it for good and all. Or, on some leisure time, let the boys, if there are more than one, and the father with them, if he pleases, make a little pastime of the thing. This measuring entertainment may from time to time be extended to any house, or any object, or through any distance whatever, according to convenience. Thus a judgment about distances will be formed, which will come frequently into use in subsequent life.

#### EDUCATION ON HILL-TOP.

Suppose, now, a pleasant day, and a little leisure at command, to afford your children, and indeed yourselves equally, some little entertainment, perchance instruction. You have already become acquainted, perhaps, with whatever is within view of home. You have observed every house, field, pasture, wood, rock, shrub, gleam of water. However, it is not necessary to wait to get all these nearest things by eye and heart. Take your little company to the highest hill-top you can conveniently reach. From this elevation can be discerned various prominent objects in towns around. Give the young observers the names of these localities, and just the direction in which they lie. There are certain eminences, each perhaps with a name: tell them the name. There, beneath, are the valleys also. Perhaps it may be known that a considerable river has its course through some of them, or at least some brook large enough to turn the useful mill. Describe these streams, well known to your larger experience, which the children cannot discern in their sunken and shaded channels. But they can see with the naked eye, as well as you, the many varied features of the landscape between the centre where they stand and the whole horizon round. Now make a game of it: see who can count the greatest number of distinct fields, or pastures, or separate pieces of woodland, and the greatest number of hills. Indeed, as to this feature, you may let the eye descend to the minutest prominences on the surface, and you will find that the sight will become amazingly sharp, and pick up the least little haycock of a hill at a distance which would not have been thought possible before. Then let the vision hunt after valleys, and any little dips and crinkles in the land's surface, in the same manner. There are cliffs, and rocks, and single trees standing in open land, and houses and out-houses to be playfully sought likewise. Withal, take note in which direction exactly any road may run, or valley wind, or stream meander, at what point of the compass any house or hill may be situated. If there be a mountain in the distance, there will be something not only to fasten the eye, but to feed it with beauty or lift it to grandeur. Depend upon it, my friends, that you will give your children and yourselves not only a most entertaining, but a very instructive excursion. The visit to the spot may be repeated several times before all the objects of the expanse shall fall beneath inspection, or the lesson or the pleasure be exhausted. By-and-by you will climb, with

your little company of observers, some loftier hill or the mountain-top, and, from such a height, advance your knowledge, possibly, to distant states.

#### THE USE.

Now let us consider the practical advantage of this actual observation of the earth's surface, and the various objects, natural or artificial, thereon presented. In the first place, it is evident to all that the examination of any material thing by the naked faculties is better, for all possible purposes, than the reading or studying of a description of it. It is safer, certainly, to see a farm with one's own eyes before purchasing it, than to trust to any written description. The general who has actually inspected the ground on which he is to make a campaign, is far better prepared for its emergencies than if he knew the field of operations only as presented by the map. The same may be said of every practical concern. The mind must be prepared to comprehend clearly what is distant, and what cannot be come at through the naked senses, by a thorough inspection of similar things within their reach.

These intellectual facts have scarcely been thought of by the generality of parents and teachers in this time-consuming, and, we may say, heart-burdening matter of education. Now what do children, for the most part, see when they cast their eyes upon a map? Nothing but a plain surface of paper, with black lines crooking here and there, called roads and rivers, and little dots having the names of towns and cities, with blotches standing for mountains; and this is just about all. The brute animals would take into notice almost as much. But with this actual training of the observing powers, as has been recommended, there would appear right on the map, as it were, in definite forms and colors, seen by the vivid imagination, real hills, valleys, streams, roads, every thing just as the map was intended to represent them. That plain paper surface would seem moulded into all the various features and appearances of nature by that mind's eye which had been studying the real earth in these pleasant family excursions. Thus geographical language would be all filled and made rich with real science—the earth's facts. Pray try the experiment, and see.

## SCIENCE.

### North Polar Exploration.

BY CLEMENTS R. MARKHAM.

Voyages of discovery have been, since the dawn of modern times one of the chief causes of the rise of England's power and greatness. The material wealth which they have been the means of pouring into her lap is incalculable. For this alone they will ever be a leading feature in the history of a mighty commercial nation; for this alone they have been fitted out by many a merchant adventurer; and for this they have been incessantly urged upon the attention of many successive Governments. But it is not on account of the commercial advantages that have been derived from the labours of the explorer that those labours are to be most prized, seeing that it is not to wealth alone that England owes her greatness. Exploring expeditions by sea and land have done as much to increase the store of human knowledge as any other kind of research. They have led the way to the creation of that colonial empire, which had spread the Anglo-Saxon dominion far and wide over the earth. They have fostered the spirit of enterprise, and formed a nursery for the pick of our seamen. They have been a school for our best officers, educating them in that calm self-reliance which the presence of danger alone can give. They have been most important agents of civilization, creating a brotherly feeling of sympathy between the nations in times of peace, and giving one bright side even to the horrors of war, for,

by the courtesy of international law, a scientific expedition is respected by all civilized nations.

Seeing, then, that expeditions of discovery have helped so largely to make England what she is, it is no less a matter of surprise than of regret that any proposal to continue them, and to complete work which it is the glory of this country to have commenced, should meet with unreasoning opposition from any influential quarter. Surely it cannot be desirable to close the brightest page of our history for ever, for the purpose of saving a little money, or in order not to risk the lives of men whose value to their country arises from the education they acquire by that very process. The grand saying of good Sir Humphrey Gilbert, when advocating an expedition to the Arctic regions, can never be too often repeated.—“He is not worthy to live at all, who, for fear or danger of death, shunneth his country's service or his own honour, since death is inevitable, and the fame of virtue immortal.”

Let it once be shown that an expedition of discovery will add to the sum of human knowledge, that it will lead to valuable scientific results, and that there is no chance of the men who compose it being overtaken by a catastrophe such as that which befel Sir John Franklin's people, and it ought to receive cordial support from public opinion. The collateral advantages that are derived from such expeditions in times of peace are so great that they will be felt by every thinking man. All men may not fully appreciate the value of scientific researches, but no true Englishman can under-estimate the importance of fostering the spirit of enterprise in his countrymen, or fail to desire that the race of men, from Cabot to M'Clintock, which has been formed by expeditions of discovery, should be continued.

What would the glorious reign of Elizabeth be if the stories of Raleigh and Drake, of Frobisher and Fenton, of Richard Hawkins and Grenville, and Gilbert were blotted out? The very name of James I. would fill us with shame, if those of Hudson, Davis, and Baffin were not written in the same page of history. Even the disgrace of having been ruled by his grandsons is slightly mitigated when we find them sending Captain Wood to seek for the North Pole. The readiness with which the statesmen of the last century complied with the suggestions of the Royal Society to send out exploring expeditions wipes away a multitude of sins, and we may condone many acts of misgovernment in consideration of the voyages of Carteret, Byron, Cook, Phipps, and Vancouver. It must never be forgotten that Nelson received no unimportant part of his naval education in the Arctic regions: and that, in the present century, the surveyors and explorers of our navy have been among its brightest ornaments.

The naval enterprise of Great Britain has assuredly been one of the chief sources of her greatness, and it is for the advantage of the country that the spirit which gives rise to it should be fostered and encouraged. Never has this spirit been so systematically ignored, in any period of our history, as at the present moment. Not only is there no exploring expedition engaged in any part of the world, but the most necessary surveys have been starved and neglected. The important proposal to explore the North Polar region, which has recently been made by Captain Sherard Osborn, therefore, comes before us at the very time when its discussion is likely to produce much good, and it certainly deserves most serious and attentive consideration.

I propose, after giving a very brief sketch of the history of the subject, to examine the question whether Captain Osborn's proposal combines those conditions which would justify its favourable consideration by the Government—namely sufficiently important results, and the absence of any chance of such a disaster as overwhelmed the Franklin expedition. The great advantages that are invariably derived from enterprises of this nature, independently of their more obvious result, have already been pointed out.

It has been the ambition of British explorers to reach the North Pole ever since “Master Robert Thorn exhorted King Henry VIII., with very weighty and substantial reasons, to set



forth a discovery" for that purpose; and as knowledge has accumulated, these reasons have become more weighty and more substantial. Bluff King Hal did not haggle at the expense, nor did he discourage the spirit of enterprise among his sailors. He did the right thing, cordially acceded to the proposal, and sent "two faire ships well manned and victualled, having in them divers cunning men to seek strange regions. (1) Subsequent voyages to the northern seas in the Tudor age, opened a profitable trade with the then scarcely known duchy of Moscovy; but the most notable expedition of the sixteenth century was that which was led by gallant William Barenton, and his stout crew of Dutchmen. He discovered Spitzbergen in 1596, rounded the northern extreme of Nova Zembla, and performed one of the most remarkable Arctic voyages on record.

In England the merchants of the Muscovy Company were the great promoters of voyages toward the Pole, and as the introducers of the system of keeping log-books, they ensured the preservation of a record of the results of those voyages. (2) In 1607 they sent bold Henry Hudson, in an eighty-ton vessel, with ten men and a boy, to sail across the North Pole. He discovered the point on the coast of Greenland which still bears his name of "Hold with Hope," traced the ice barrier extending right across from Greenland to Spitzbergen in June; and the name of Hakluyt Head, the extreme N. W. point of Spitzbergen, was also given by Hudson. Having thus satisfied himself of the impossibility of penetrating through the Polar pack to the westward of Spitzbergen, this intrepid explorer next sailed up to its northern end, and examined the condition of the ice in that direction during the month of July. He attained a latitude of  $80^{\circ} 23'$ ; and having ascertained that the pack was as impenetrable in the end of July as it was in June, he returned to England. In 1608 Hudson again sailed with the intention of attempting to effect a passage between Spitzbergen and Nova Zembla, and thus completing the examination of this, the widest opening into the Polar region. He had with him a crew of fourteen men. On the 9th of June he came to the edge of the pack, in latitude  $75^{\circ} 29' N.$ , and gallantly attempted to push through it, "loosing for one piece, and bearing room for another." But he soon discovered that this sailing ice, only existed at the outer edge, and in four hours he found the pack to be so thick and firm ahead, as to present an impenetrable barrier. He therefore began to coast along the pack edge, with the ice always "trending on his larboard" from the 9th until the 26th, when he sighted the coast of Nova Zembla. (3) During this voyage Hudson discovered the Gulf-stream flowing northwards, with divers pieces of drift wood floating on it. This intrepid seaman had now completed the examination of the space between Greenland and Nova Zembla, in two very small yachts; and he had ascertained beyond a doubt, by careful inspection, that an impenetrable barrier of ice stretched along the whole distance, barring the passage to the Pole. He found that on the Greenland coast this barrier came down as low as  $75^{\circ}$ , that it thence trended to the N. E., until in the meridian of Spitzbergen its outer edge was north of  $80^{\circ}$ ; and that further east it extended south again to about  $75^{\circ}$ , and stretched away to the coast of Nova Zembla. Thus, "by the means of the great plenty of ice, the hope of passage between Newland (Spitzbergen) and Nova Zembla was taken away."

(1) *Hakluyt*, iii, p. 129.

(2) Sebastian Cabot, in his instructions to Willoughby and Chancellor, was the real originator of the log-book.

(3) On the 16th of June two of his company, named Thomas Hiles and Robert Rayner, saw a mermaid close to the ship's side, and looking earnestly upon them; but a little after, a sea came and overturned her. From the navel upwards her back and breasts were like a woman's, her body as big as one of us, her skin very white, and long hair hanging down behind, of colour black. In her going down they saw her tail, which was like the tail of a porpoise, and speckled like a mackerel. Hudson's editor suggests that this was a seal, and adds the testimony of Dr. Kane, that there is something in the appearance and movements of this animal strongly akin to those of human beings.

In 1611, Jonas Poole, and in 1614-15, Baffin and Fotherby, made similar unsuccessful attempts in the direction of Spitzbergen, and in 1676, the Admiralty of Charles II. sent Captain Wood to attempt a passage to the North Pole, but he lost his ship on the Nova Zembla coast. This important and interesting subject was then lost sight of in England for nearly a century, from the time of Wood (1676) to that of Phipps (1774). It was quite clear that for Hudson's cook-boat, and such like craft, the portals of the unknown region were firmly closed. It remains to be seen whether a sharp-bowed screw-steamer will be able to force them open.

The Spitzbergen Seas, however, were a favourite Dutch and English whaling station during the whole of that time, and vessels frequently reached a latitude of  $80^{\circ}$ , and sometimes of  $81^{\circ}$ , or  $82^{\circ}$ , or even  $83^{\circ}$ , (1) as the position of the Polar pack varied in the different seasons. When the idea of an expedition to the North Pole was again mooted in the last century, Mr. Daines Barrington, a Fellow of the Royal Society, with great industry and perseverance, collected a number of stories of whalers having frequently attained incredibly high latitudes, and as these fables have since been brought forward as arguments in favour of a Spitzbergen route to the Pole, it will be as well to examine what they are really worth.

The most marvellous of all is that told by Master Joseph Moxon, hydrographer to the King's most excellent Majesty in 1697. He got most outrageously chaffed by some merry Dutch sailors in a beer-shop at Amsterdam, and gravely published what he had been told, (2) expecting every "sober, ingenious man" to believe it. Scoresby has pointed out that the instances of voyages having been performed beyond  $84^{\circ}$ , are in no case given from the direct communications of the voyagers themselves, and he therefore infers that no reliance whatever is to be placed upon these extraordinary instances. (3) Moreover, he finds that nearly all the cases of ships having sailed as far as  $82^{\circ}$  and  $83^{\circ}$ , were either given from memory, at a distance of eighteen to thirty years from the time when the alleged voyages were made, or at second-hand. But the strongest proof of the small reliance to be placed on the observations of these whaling captains is to be found in the statements of Captains Robinson, Clarke, and Bateson, who declared they reached  $81^{\circ} 16'$ ,  $81^{\circ} 30'$ , and  $82^{\circ} 15'$ , with open water before them, in the very year, and in the same longitude that Captain Phipps was stopped in  $80^{\circ} 48' N.$ , by a continued smooth, unbroken plain of ice extending to the horizon.

When Mr. Barrington asked the Dutch skippers themselves, he got the simple truth from them; they said, "We can seldom proceed much higher than  $80\frac{1}{2}^{\circ}$ , but almost always to that latitude." (4) Captain Jansen, of the Dutch Navy, also says, "I do not think our Polar navigators have been further north than

(1) Parry thought that a vessel might have reached to  $83^{\circ} N.$  in 1827.

(2) *A Brief Discourse of a passage by the North Pole to Japan and China*. By Joseph Moxon, F.R.S., Hydrographer to the King's most excellent Majesty (2nd edition). London, printed by J. Moxon, and sold at his shop at the Atlas in Warwick Lane, 1697.

He says, "About 22 years ago, being in Amsterdam, I went into a drinking house to drink a cup of beer for my thirst, and sitting by the public fire among several people, there happened a seaman to come in, who, seeing a friend of his there who he knew went in the Greenland voyage, wondered to see him, because it was not yet time for the Greenland fleet to come home. His friend, who was a steersman, said that his ship sailed into the North Pole and came back again. I entered into discourse with him, and he did assure me it was true; and told me, moreover, that they sailed two degrees beyond the Pole. I asked him if he found no islands or lands about the Pole, and he told me no, there was a free and open sea. I asked him if they did not meet with a great deal of ice. He told me no, they saw no ice. I asked him what weather they had there. He told me fine warm weather, such as was at Amsterdam in the summer time, and as hot. I should have asked him more questions, but he was engaged in discourse with his friend, and I could not in modesty interrupt them further. I believe he spoke truth, for he seemed a plain, honest and unaffecting person."

(3) Scoresby's *Arctic Regions*, i. p. 42.

(4) The Commissioners of Longitude, in 1821, reported that there was no well-authenticated account of any vessel having gone so far as  $81^{\circ} N.$

82." (1) There is not, in reality, a shadow of evidence that any vessel has ever passed through the Polar pack, and the latitudes attained by whalers have depended on the position of this pack in the different seasons. If it has drifted south late in the year, they have been able to go further north, and Captain Scoresby certainly, in 1806, reached 81° 30', and found the navigation quite open for many leagues to the E.N.E. If, on the contrary, it has come down early, then they have been stopped in lower latitudes. So much for the whaling tables.

Attempts to reach the Pole were first renewed by the Russian Government, and Vassili Tschitschagoff, in two successive expeditions (1765 and 1766), perseveringly, but vainly attempted to find a way through the ice between Spitzbergen and Greenland. He only reached 80° 30' N. At that period the president and Council of the Royal Society of England were ever foremost in urging the Government to undertake scientific expeditions. Would that their successors of the present day more closely followed their noble example. In 1773, a memorial was addressed by the Royal Society to the King, to obtain his sanction for an expedition to see how far navigation was practicable towards the North Pole. (2) Two vessels were forthwith fitted out and despatched, under the command of Captain Phipps, who had orders to proceed as near the North Pole as the ice would permit, but to return before the winter should set in. He made the attempt between Spitzbergen and Greenland, but was stopped, like Hudson, and so many others before him, by the Polar pack. He examined the pack edge very carefully, from longitude 2° to 20° E., but never got beyond 80° 48' N. The expedition of Captain Buchan, in 1818, made the attempt in the same direction, but never got farther north than 80° 34' N. This expedition, however, made a more extensive examination of the pack edge than the preceding one, having traced it from longitude 10° to 40°, both in the months of June and September, without finding a single lane on opening by which to enter it. Then followed a Russian expedition in 1824, when Admiral Luthe traced the edge of the ice, between Spitzbergen and Nova Zembla, from longitude 62° to 44° E., but he never got further north than 77° (3)

These unsuccessful endeavours to find a passage for vessels through the Polar pack between Greenland and Nova Zembla, led Sir Edward Parry to conceive the bold idea of travelling over the ice in sledges and boats during the summer, and thus reaching the Pole. (4) His scheme was approved by the Admiralty of that day. He sailed in April, 1827, and leaving his vessel in

(1) Captain Jansen (the learned author of that charming chapter on land and sea breezes in Maury's *Physical Geography of the Sea*) has undertaken to investigate this subject, and to examine such ancient journals of Dutch explorers as are still extant in Holland. He tells me that the learned Pontanus, in 1646, said in a speech:—"There are some persons who think the best route to the East is to go to 82° N. of Nova Zembla, or thereabout, because there the days and summers are longer, there is not so much ice, and it does not drift from the shore. Also because the climate is more mild than in 76° and lower down. Although I am convinced that this opinion is true, and that there will be no difficulty in navigating the sea when once in 82°, yet the difficulty is to come there and return." With this learned conviction for his starting-point, Captain Jansen will search for the date whence Pontanus derived his knowledge.

(2) By the Act 16 Geo. III, cap. 6, Parliament offered a reward of £5000 to the person who should first sail beyond 89° N. A new Act on the same subject was passed in 1814 (58 Geo. III, cap. 20). To the first ship that should sail to 83° N., £1000 was granted; to 85°, £2000; to 87°, £3000; to 88°, £4000; and to 89°, £5000. I am glad to see that, in the recent Acts of Parliament sweeping away a great number of Statutes (24 and 25 Victoria, cap. 101, and 25 and 26 Victoria, cap. 125), these rewards for Polar discovery have not been repealed.

(3) To complete the story of these vain attempts to penetrate through the Polar pack between Spitzbergen and Nova Zembla, it must be mentioned that a Russian expedition, commanded by Lieutenant Wrangel, started in 1863. That officer lost both his vessels in the ice off Nova Zembla, and escape in his boats.

(4) Sir John Franklin had previously drawn up a plan for making this attempt, and volunteered to conduct it.

Hecla Cove (lat. 79° 57' N.), in Spitzbergen, he set off in two boats, with four sledges, and seventy-one days' provisions, on June 21st, going due north. He was stopped by the ice in latitude 81° 12' 51" N., and commenced the laborious work of dragging the boats over it on the 23rd. (1) But he had started too late in the season, the pack was much broken up and intersected with lanes of water, and it was drifting rapidly to the southward. After travelling over 192 miles of ice, Parry had only reached a latitude of 82° 45' N. on July 27th, when he determined to cease his fruitless labours and return. From his extreme northern point a strong ice blink always overspread the northern horizon. Parry certainly met with an unusually open season, and the quantity of rain which fell and rapidly rotted the ice, is proved by the observations of Scoresby, during several years in the same region, to be quite exceptional. He returned to the ship after an absence of forty-eight days, having travelled over 569 miles. The failure of Parry was due to his having started too late in the season. There can be no doubt that had he set out in February, when the ice is fixed, instead of the middle of summer, he would have been far more successful. As it is, no European has ever yet reached so high a northern latitude as Sir Edward Parry.

One more expedition requires notice, although it was in a totally different direction. After Hudson had ascertained the ice barrier between Greenland and Nova Zembla to be impentable, that worthy old pilot Baffin, in his little vessel, the "Discovery," of fifty-five tons, made an attempt further to the west, entered the bay which bears his name, pushed through the middle pack in twenty-two days, and discovered the entrance of Smith Sound in 1616. This, and not the Polar pack, is the true portal for future North Polar Exploration; but hitherto, only one expedition has attempted to explore it. Dr. Kane, in the little schooner "Advance," wintered there, from 1853 to 1855, and one of his travelling parties, pushing north along the Greenland coast, reached the latitude of 80° 40' N., came to an open iceless sea, and saw land trending away to the northward, as far as the eye could reach. These Americans were undoubtedly the discoverers of the most northerly known land in the world. Dr. Hayes, a companion of Dr. Kane, has since wintered in Smith Sound, but no account of his proceedings has yet been published.

This completes the enumeration of expeditions which have attempted to penetrate into the North Polar region. The English Government has sent three expeditions to the edge of the ice between Greenland and Nova Zembla, those of Wood, Phipps, and Buchan, during as many centuries, and Parry's boat journey took place in 1827. No attempt has been made since the latter date.

Let us now consider what this vast unknown region is, and what results may be derived from its exploration. If we look at a North Polar chart, we shall see a blank space from 80° to the Pole, only very slightly nibbled at its circumference by Dr. Kane's party, who got forty miles beyond the 80th parallel in Smith Sound, and by Parry, who travelled over the ice into this unknown region for a distance of 165 miles. Here, then, is a vast circular tract of land, and sea, and ice, which is absolutely unknown, with a diameter of 1200 miles, and an area of 1,131,000 square miles.

Our complete ignorance of this large portion of our planet is in itself a strong reason for exploring it. Even men of science were unable to specify any positive result beforehand, it might fairly be urged that the examination of this vast region must inevitably increase the store of human knowledge, and thus bear rich fruit. But, in truth, we have the highest scientific authority for asserting that there are many questions of the greatest importance which call for investigation in the North Polar region.

(1) Parry's weight per man was 260 lbs., a weight which subsequent experience has proved to be too great. 220 lbs. per man is the greatest weight that a party should start with in Arctic travelling. His allowance of food per man was not sufficiently liberal (biscuit 10 oz., pemmican 9 oz., cocoa powder 1 oz., rum 1 gill, tobacco 3 oz. per week).

Foremost among them is the subject of geographical discovery—the exploration of the northern side of that wonderful glacier-bearing continent of Greenland, and the completion of our knowledge of any other land that may exist within the unknown area. A very noble and unmistakably English work is this. To use the words of one who has himself taken no small share in such work in former days, and who is now President of the Royal Society, “It is the greatest geographical achievement which can be attempted, and will be the crowning enterprise of those Arctic researches in which our country has hitherto had the pre-eminence.” Phenomena never yet seen by mortal eye will be observed by the bold explorer who reaches the Pole. He will see the sun revolving with a uniform altitude from the day it comes north of the equator in March until it returns in September, its altitude being equal to its declination. He will ascertain new facts connected with terrestrial magnetism, and series of valuable observations on variation and dip over this unknown area, will be of real practical utility.—*Intellectual Observer.*

(To be continued.)

### Leaves from Gosse's Romance of Natural History.

(Continued.)

#### THE VAST.

Highly attractive to a young observer is the variety of life which meets his eye, as he examines, with a good microscope, a drop of water from some pool rich in organisms. Suppose he has nipped off the growing terminal bud of some *Myriophyllum* or *Nitella*, and, having a little broken it down with the point of a needle, has placed it in the animalcule-box of the instrument, with a small quantity of the water in which it grew, selected from the sediment of the pool-bottom. The amount of life at first is bewildering; motion is in every part of the field; hundreds and thousands of pellucid bodies are darting across, making a mazy confusion of lines. Some are mere immeasurable points without apparent form or diameter; others are definable and of exceedingly various shapes. Aggregations of little transparent pearls, clinging together by their stalks so as to form balls, go revolving merrily through their waste of waters. Presently one of the pearls severs its connexion with the family, and sets out on a voyage on its own individual responsibility; then another parts company; and you see that there are plenty more of the same sort, roving singly as well as in clusters; little tops of clear jelly with a few specks in the interior. Here comes rolling by, with majestic slowness, a globe of glass, with sixteen emeralds imbedded in its substance, symmetrically arranged, each emerald carrying a tiny ruby at one end—a most charming group. Elegant forms, resembling fishes, or battle-dores, or poplar-leaves, for they are of many kinds, all of a rich opaque green hue, with a large transparent orange-coloured spot, wriggle sluggishly by, the leaves now and then rolling themselves up spirally, and progressing in a cork-screw fashion. Disks of clear jelly are seen, which are continually altering their outline, so that you soon come to the conclusion that they have no particular form, but every imaginable one in turn. The mass, which seems a mere drop of thin glaze, almost or quite homogeneous, with only one or two bubbles in it, pushes out points and projections from its outline, excavates other parts, lengthens here, rounds off a point there, and thus as long as we look at it, so that it never appears twice in the same shape. Here a tiny atom arrests the eye by its singular movements. Its appearance is that of an irregular ball, with a bright spot near the circumference; the whole surface set with bristles projecting obliquely from the periphery, not perpendicularly, much thicker and stronger in the vicinity of the bright spot. It remains in one place spinning round and round upon its centre, sometimes so rapidly as to preclude any sight of its distinctive characters, at others more deliberately, displaying its bristles and surface. Sometimes it rolls over in all directions, as if to let us see that it is spherical, not discoid. And now and then it takes a sudden spring sideways, to a distance perhaps twenty times its diameter, when it spins as before, or else skips about several times in succession. Altogether this is a very active little merry-andrew.

A great oblong purplish mass comes rolling along, a very Triton among the minnows. He suddenly arrests his headlong course, makes his hinder-end take hold of a fragment of leaf, and unfolds his other end into an elegant trumpet, with one portion of the lip rolled in with

a sort of volute, something like the beautiful African Arum or *Calla*. The body now lengthens, and goes on lengthening, until the lower part, which is adherent, is drawn out to a very slender foot. The open mouth, studded round with a wreath of vigorous cilia in rapid rotatory motion, strikes us with a pleasing surprise. The cilia are seen, like hooks, at those parts of the circle, which in perspective are brought in or near the line of vision, either turned outward or inward according as their motion is more or less rapid; the other parts of the wreath being visible only as a thin film along the line of their points, and like little teeth at their bases. The obscure semi-transparency of the texture of the animal renders it very difficult to discern the form of the trumpet-outline satisfactorily; at one time it appears as if circular, but with a large round piece cut out of one side, which yet has a thin filmy edge, as if the hiatus were covered by a transparent membrane. Then perhaps the mouth is turned slightly towards the eye, and this hiatus is no longer discernible anywhere, but one part of the margin is rolled inwards spirally, but how the other part joins this it is difficult to see. Then suddenly the orifice appears again, but as a large round hole cut out of the side, with the margin quite entire above it; then in a moment this aperture is seen rapidly to contract, and close up to a point. But all these appearances—the mystery of which so greatly heightens the interest of these creatures to a young observer—seem to depend on the presence of a contractile bladder which alternately fills and empties itself, and, when distended, frequently displaces the coloured parenchyma or flesh, to such a degree that only the thinnest film of transparent skin bounds it externally.

The tuft of needle-like leaves, too, is full of life. To the outer ones are clinging multitudes of Diatoms in fans and fantastic chains; and multitudes more of single ones are sprawling about the field, contrasting, by their slow, jerking progress, with the rapid, headlong dash of the animalcules. On the plant-stem, as if on solid ground, is fixed a beautiful tree (*Carchesium*), with many slender, divergent branches, springing from a straight trunk. The branches bear, instead of leaves, elegant transparent bells or wine-glass-like vases, which are scattered thickly over them; and each vase is furnished with a ring of cilia round the mouth, which rotates while it is open, but which at will can be withdrawn and quite concealed by the closing up of the mouth. Every moment one or other of the numerous branches contracts spirally, with force, like a wire-spring when weighted, and then deliberately straightens itself again. And, now and then, the main trunk itself contracts in the same manner, but less perfectly; and when it extends we may see a band running down through the middle of its pellucid substance, in which the contractile power manifestly resides, and which is probably of the nature of muscle. The elegant vases have several globules of yellowish matter in their clear substance, which seem to be stomachs, or more correctly temporary cavities for the reception of food; for if a little indigo or carmine be mingled with the drop of water, the ciliary rotation brings it to the mouth, and presently we see globules of a faint blue or pink hue appear in the colourless flesh, and these speedily augment the depth of their tint, as more and more of the pigment is imbibed, until they at length attain the richest deep blue, or full crimson.

The observer may, perhaps, see also that most elegant of animalcules, the *Floscularia*. A tube of jelly stands up from one of the leaves, so filmy and transparent, that one perceives it only by the sedimentary matters that have become entangled in its outer surface. It seems to be deposited progressively—a mucus excreted and thrown off by the skin of the tenant; and hence the upper portion, being the most recently formed, is destitute of such extraneous substances, and can with the greatest difficulty be traced to its termination. Within this tube resides the beautiful constructor; a very slender foot or pedicle, capable of being drawn out to such a length as to equal that of the tube, and of being suddenly contracted at the pleasure of the animal, merges into an ovate body of translucent flesh, in which all the organs are clearly visible. The upper portion expands into a most exquisite disk or shallow cup of clear gelatinous membrane, having five angles, each angle being terminated by a rounded knob. Each of these five knobs is the seat of a pencil of long straight bristles, of the most subtle tenuity, which look as if they had been drawn out of the finest spun-glass. There may be perhaps fifty hairs in each pencil, which radiate from their common base in all directions, and, as they are graduated in length, the effect of these hairs is most charming. Any little shock, such as a jar to the table, or the shutting of a door, alarms the beautiful creature, and it suddenly closes up its elegant flower, and retreats into its tube, the hairs forming a cylindrical bundle as it goes down. It presently emerges again, however, and unfolds its array as before. The pencils of hairs are carried quite motionless when expanded, but when the united bundle is in the act of protrusion, a kind of thrill, a quivering wave, is frequently seen to run through it from end to end. There is a wreath of rotating cilia on the face of the disk, the effect of which is to draw floating bodies

around into its vortex; and the little giddy monads that are whirling heedlessly along, may be seen to be thus entrapped by the living whirlpool, one after another, and engulfed in the transparent prison. And then we may follow them with our eye, and watch their fate. Hurling round and round in the capacious crop, a pair of nipper-like jaws at length catches hold of them, gives them a squeeze, lets them go round again, presently seizes and nips them again, until, after a few preliminary bruising of this sort, the ill-fated atom suddenly goes with a gulp down a kind of trap-door into the true digestive stomach, and is presently dimmed and lost in the mass.

Several tiny creatures are labouring with the most praiseworthy industry among the close leaves of the plant. Here is one which may remind us of a guinea-pig in its general outline, but you must suppose the two hind-feet to be changed into a divergent fork, and the fore-feet to be obliterated. It is a most restless little rogue; ranging among the filamentous leaves of the *Myriophyllum* with incessant activity, he now pokes his way through some narrow aperture, using his enormous foot as a point of resistance, now pauses to nibble among the decaying rind, and now scuttles off through the open water to some other part. We see his large eye, shining with the colour of a ruby, and set, like that of Polyphemus, right in the middle of his forehead, and his curious apparatus of jaws, the points of which are protruded from the front of his head, and vigorously worked, when he is grubbing among the decaying vegetable matter, adding continually morsel after morsel to the great mass of yellow-green food which is already swelling out his abdomen to a pig-like plumpness. And when he swims away and gives a fair view of his back to us, we notice the evolution of a pair of hemispherical swellings, one on each side of the broad head, and which are evidently connected with his locomotion. The whole front is clothed with vibrating cilia, but they are more developed on these organs, which are only pushed out at the will of the little animal, when the form strong vortical currents.

In another part of the bunch of leaves possibly a group of *Salpina* may be feeding equally busily. These are something like the former, but their bodies are inclosed in a sort of shell or transparent case, much arched along the back, nearly straight along the belly, and hollowed out at each extremity. This shell is a very beautiful object, when we meet with it, as we often do, completely cleaned of the softer parts, the animal having died. It is hard, perfectly transparent, but marked all over with minute pits. It is closed on all sides, except before and behind, where, as I have said, it is cut away, as it were, for the egress of the head, and the forked foot: along the back it rises into two tall, longitudinal, sharp ridges with a deep furrow between them, and the appearance of this double ridge, from the perfect transparency of the material, has a curious effect as the animal moves about. Both before and behind, the ridges run out into projecting points, those of the front arching over the head like curving horns. These little animals derive their nourishment likewise from the soft vegetable tissues, or the half-dissolved matter that accumulates on the stems and leaves of the aquatic plants. On this they feed greedily, and nearly the whole of their time is spent in munching away this with the mouth. To do this the foot, which consists of two stiff unjointed styles, is brought into requisition. These are capable of being opened or closed like the feet of a pair of compasses, and of being brought round into any position through the flexibility of the base, which forms false or telescopic joints. The tips of these styles are used as a pivot on which the animal moves; they are placed perpendicularly to the stem, or other substance, on which it means to crawl or feed, and the body is brought down horizontally, so that the head can touch the same plane. Thus, without moving its points of support, the animal can reach a considerable extent of surface with its mouth, either stretching forward until the feet are nearly horizontal, or drawing backward until the points are under the belly.

When I used the term "greedily" in describing its eating, it was rather with reference to the activity and apparent eagerness with which the little creature labours, than to the quantity actually devoured. This indeed is not very perceptible, though the jaws are continually thrust forward, and are opened and closed with untrifling perseverance and energy. Probably they are not capable of detaching more than the minutest particles, for the effect produced is not the visible admission of atoms into the stomach, as in the former example, but the gradual discoloration of the viscera, which become stained with a yellowish olive hue, that grows more and more intense.

The large oval eggs of this animalcule may also be seen adhering to the leaves here and there, so large as to be nearly half as long as the whole animal; they are beautifully symmetrical, are inclosed in a brittle transparent shell, and look like birds' eggs. If we watch an individual, we may easily see an egg laid; taking care to select one that is in the egg-producing condition; a selection which the perfect transparency of the tissues enables us to make readily. The ovary occupies the ventral region, and when an egg is in process of develop-

ment, its mass gradually becomes more and more opaque, and larger, until nearly half of the bulk of the body is filled up with it. Then suddenly it is discharged, a soft and shell-less mass, but immediately on exclusion it takes its regular oval figure, and the integument presently hardens into a shell.

Patience, moreover, for a few hours will be rewarded by a sight of a living well-formed animal hatched from this new-laid egg. At first it remains so turbid as to be almost opaque; but in the course of a couple of hours or so, it is perceptible that the contents are becoming pellucid flesh, and developing into organs and viscera, the integuments and membranes becoming more and more manifest in their overlying infoldings. Another hour passes; and now the action of the frontal cilia is discernible; at first as faint fitful waves, which, however, become momentarily more vigorous, until at length their lashings are distinct and incessant. Meanwhile the eye has been coming into view, visible first as a pale red tinge in a particular spot near the middle of the egg, and gradually acquiring a definite outline, and a ruby-like translucent brilliancy. After this a little working action is received behind the eye, which shews that there the jaws are already developed, and that their proper muscles are assuming form and contractile power. About four hours have now elapsed since the egg was laid; the movements of the embryo are now vigorous, sudden, and spasmodic, the folds of the body-integument change their places, and the cilia work more rapidly. Presently, the oval form of the egg undergoes a slight alteration; it becomes more elliptical, and then slightly constricted in the middle, apparently by the pushing outwards and inflating of the two extremities of the body. At this moment a white line lies round the anterior end of the egg: it is a crack, and the next instant the separated portion of the egg-shell is pushed off, and the head protrudes, the cilia waving nimbly in the water. A moment the new-born young sits in the shell as in a nest; but now it glides forth, and we see that in every point of form and structure it is the very counterpart of its parent, the shell, the foot, all the internal viscera, being perfect and *comme il faut*.

The shells in which these little creatures are enveloped are models of symmetry and elegance, and display great variety of form. Some of them are sculptured in curious and beautiful patterns, an elaboration which is truly surprising when we think of the invisible minuteness of the entire creature. One is clothed with a shell of the usual glassy mail, nearly circular in outline, very flat, but a little arched on the back aspect, the chin hollowed out in a semicircle, and the brow armed with two horns curving downward: the posterior extremity square, with two lateral spines. The entire surface of this shell is covered with minute elevated points, which extend even to the horns and spines; and besides these, the dorsal surface is marked with elevated ridges, which form a regular raised pattern, impossible to describe by words, but of curious symmetry, forming three perfect pentagonal areas, and parts of eight others surrounding them.

This kind of sculpturing is most remarkable in a little active genus, which, being wholly without the foot common to this class of animals, is always found swimming, being apparently incapable of resting, or, at least, of crawling. The group contains many species, and most of them have their shells ornamented with some symmetrical variation of the surface. In one, a ridge runs down the middle of the back, dividing the shell into two equal lateral portions, each of which is subdivided into about ten polyhedral areas by intervening ridges, of which no two are alike in form, though each corresponds accurately with its fellow on the opposite side. The form of each area is constant in every individual. In another, the medial line is occupied by five areas, of which the first is an imperfect hexagon, the second is square, and the posterior three are hexagons; from the salient angles, other ridges run off sidewise, and form other imperfect polygons. In another the division is into many hexagonal tessellations, varied with other forms in the outer or hinder areas according to the species, and having the peculiarity that the dividing ridges are well-defined narrow elevations armed throughout with conical points in single row.

I may be accused of exaggeration in presuming all these creatures to be seen in one drop of water. I do not pretend to be depicting them from one single actual observation; at the same time I may say that I have described nothing but what I have personally observed; and I have known many small pools and other collections of water, sufficiently rich in organic life to afford examples of quite as many species as I have enumerated, and many more, in a single dip taken at random, though all might not appear in the live-box at one time. However, the point is, these and hundreds of others are easily obtainable, and cannot fail to delight the observer. The variety is almost endless.

Scarcely anything more strikes the mind with wonder than, after having been occupied for hours, perhaps, in watching the movements and marking the forms of these and similar creatures, till one has become quite familiar with them, suddenly to remove the eye from the

instrument, and taking the coil from the stage, look at it with the naked eye. Is this what we have been looking at? This quarter-inch of specks, is this the field full of busy life? are here the scores of active creatures feeding, watching, preying, escaping, swimming, creeping, dancing, revolving, breeding? Are they here? Here? Here is nothing, absolutely nothing, but two or three minutest dots which the straining sight but just catches now and then in one particular light.

Truly, the world which we are holding between our finger and thumb—this world in a globule of water—this world of rollicking, joyous, boisterous fellows, that a pin's point would take up, is even more wonderful than the shoals of whales that wallow in Bassin's Bay, or the herds of elephants that shake the earth in the forests of Ceylon. Truly, the great God who made them is *maximus in minimis*!

## OFFICIAL NOTICES.



### NOTICE TO SCHOOL COMMISSIONERS AND TRUSTEES

School Commissioners and Trustees are requested to transmit to this Department, as in duty bound, the names of all persons elected by the Ratepayers for School purposes, whether they be elected during the month of July or at any other time. The information thus to be furnished being indispensable, the grant will be withheld from Municipalities which shall not have complied with this notice.

All names should be written in a legible hand and in full.

#### APPOINTMENTS.

##### SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 7th May last, to approve of the following appointments:

County of Ottawa.—St. Elizabeth of Franktown: Messrs. Michael John McLane and Thomas Murtagh.

County of Beauharnois.—St. Louis de Gonzague: Mr. Louis Pierre Coutlée.

County of Chicoutimi.—Ouinichouan: Messrs. Jean Baptiste Podvin, Hubert Villeneuve, Sabin Gagnon, Chrysostôme Boivin and Ephrem Brassard.

(And on the 3rd instant).

County of Stanstead.—Hatley: Mr. Robert Spendlove.

(27th June 1865).

County of Wolfe.—Wolfestown; Mr. Joseph Narcisse Papillon.

County of Gaspé.—Caj-des-Itosiers: Messrs. Henry Packwood and Antoine Cassivi.

County of Arthabaska.—West Chester: Mr. Jean Baptiste Leblanc.

(And on the 30th June 1865).

County of Temiscouata.—St. Modeste: Mr. Thomas Roy.

##### TRUSTEES OF DISSENTIENT SCHOOLS.

His Excellency the Governor General in Council was pleased, on the 17th May last, to approve of the following appointment:

County of Shefford.—Granby: Rev. Michael McAuley.

### ERECTIONS, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 16th instant, to erect the following portions of territory into a separate municipality for school purposes, under the name of the *School Municipality of Howick*, in the county of Chateauguay, to wit:

1st. The first double range in Williamstown, Lots 74, 75, and 76, Williamstown, and Lots 14 to 23, both inclusive, in North Georgetown, the whole lying within the municipality of Ste. Martine; 2nd, Lots 77 to 97, both inclusive, in Williamstown; Lots number 2 to 24, both inclusive, in South Georgetown, the 4th, 5th, 6th and 7th ranges of South Georgetown, the whole lying within the municipality of St. Jean Chrysostôme; and 3rd, Lots number one to 27, both inclusive, in the first range of South Georgetown, Lot number one formerly including the village of Howick and mill properties; Lots 16 to 27, both inclusive, in the second range of

South Georgetown, and Lots 20 to 17, both inclusive, in the third range of South Georgetown, the whole lying within the municipality of St. Malachie d'Ormsdown.

His Excellency the Governor General in Council was also pleased, on the 16th June,

1. To erect the Townships of Linière and Jersey, in the county of Beauce, into a municipality for school purposes, by the name of the *School Municipality of St. Côme*, including the said townships of Linière and Jersey from the River Metgermetto to the line dividing St. George from Kennebec.

2. To divide the municipality of Lochaber, in the county of Ottawa, into two distinct municipalities for school purposes, one of which to retain the name of *Lochaber* and the other to be called the *School Municipality of St. Malachy*, and each to have the same limits as are assigned to them for other civil purposes, respectively, by the 27th & 28th Vic., Cap. 67.

3. To detach that portion of the School Municipality of Ste. Monique No. Two, in the county of Nicolet, lying south of the south-western branch of the River Nicolet, and to annex it to the school municipality of St. Zéphirin, in the county of Yamaska: also, to detach the remainder of the said school municipality of Ste. Monique No. Two, except that portion now belonging to Ste. Brigitte, and to annex it to the school municipality of Ste. Monique No. One, in the said county of Nicolet.

4. To erect the new parish of St. Luc, in the county of Champlain, into a school municipality distinct from that of Champlain, with the boundaries assigned to it in His Excellency the Governor General's Proclamation of the 19th January, 1865.

5. To erect the new parish of Ste. Angèle, in the county of Rouville, into a school municipality distinct from that of Ste. Marie de Monnoir, with the limits assigned by the Proclamation of His Excellency the Governor General, dated 25th March, 1865.

6. To detach from the school municipality of Chertsey, in the county of Montcalm, Lots 41 to 55, both inclusive, in the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th ranges, and to annex them to the school municipality of St. Alphonse Rodriguez, in the county of Joliette.

7. To detach the following portions of territory from the school municipality of Mansfield, in the county of Pontiac, and to annex them to the school municipality of St. Elizabeth of Franktown, in the same county, to wit: Lots 1, 2, 3 and 4 in the first range, Lots 1, 2, 3, 4 and 5 in the second range, Lots 1, 2, 3 and 4, in the third range, and Lots 1, 2, 3 and 4, in the fourth range.

N. B. The erections of school municipalities and changes above mentioned to take effect from the 1st July 1865, inclusive.

His Excellency the Governor General in Council was pleased, on the 24th June last, to detach from the School Municipality of St. Augustin, in the county of Two Mountains, that portion of territory or Concession called "Grand St. Charles," and to annex it to the school municipality of St. Eustache, in the said county.

### DIPLOMAS GRANTED BY MCGILL NORMAL SCHOOL.

*Elementary School Class.*—Elizabeth Martha McMurry, Lucy Maria Gillies, Sarah Ann McBain, Mary Emily Lynch, Matilda McCrae, Mary Ann Ad' Munroe, Maria Jane Cameron, Elizabeth Henry, Jemima Thompson, Eliza Higgins, Elizabeth Boa, Jane Baillie, Louisa Theresa Coates, Elizabeth Jane Kissock, Melissa Urquhart, Sarah Alfreda Whittle, Selina Frances Sloan, Marion Lucy Warren, Mary Saunders, Fanny Noble, Ann Scott, Mary Ann Bell, Jane Girvan, Frances Cecilia McArthur, Eliza Curry, Sarah Curry.

*Model School Class.*—Lillis Litchfield Hoyt (winner of the Prince of Wales' Medal and Prize), Edward McManus, Ezra Ball, Mary Ann O'Brien, Whiting Rexford Ball, Mary Wilson, Malvina Rose, Selina Mary Cleveland, John Walter Brodie, Jane Ann Swallow.

*Academy Class.*—Anny Frances Murry, Mary Luella Herrick, Lucy Ann Merry, Isabella Rebecca Morrison.

*University Graduates* who have passed the examinations of the Academy Diploma.—Francis William Hicks, B. A., James D. Morrison, B. A., Walter McOunt, B. A.

### DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

#### BOARD OF PROTESTANT EXAMINERS OF WATERLOO AND SWEETSBURGH.

*1st Class Elementary (E.)*—Misses Sophronia Benham, Emily L. Clement, Eliza Ann Higgins, Isabella Massie, Martha O'Brien, Mary Olmstead, Rosina Parent, Martha Ralston, Mary P. Wells, and Mr. Cyrus Thomas.

*2nd Class Elementary (E.)*—Misses Jane Boutwell, Addie E. Fessenden, Samantha Horner, Miranette O'Dell, Florence A. Parker, Druscilla L. Prentice, Fanny Rodgers, Julia E. Smith, and Mr. Alpheus L. Jenne.

*2nd Class Elementary (P.)*—Miss Sophronie Lassonde.  
Sweetsburgh, May 2, 1865.

Wm. GINSON,  
Secretary.

## STANSTEAD BOARD OF EXAMINERS.

*1st Class Elementary (E)*—Misses Esther P. Willey, Emily Sweeney, Ruth W. Chamberlin, Mary M. Williamson, Cynthia E. Bryan, Olive M. Cooper, Edith A. Dean, Theresa A. Webster, Fannie A. Hurd, Lestina P. Merry, Grace Fleming, Janette E. Martin, Ellen J. Daggett, Nellie M. Davis, Susie A. Jeck, Florence Hovoy, Orphelia A. Orcutt, Sarah Elliott, Emilino V. Bean, Martha E. Cox, Amelia L. House, and Mary M. Hill.

*2nd Class Elementary (E)*—Misses Judith Belknap, Hannah H. Rider, Fannie McGookin, Zeruah L. Parker, Olive A. Perkins, L. Maria Howe.  
March 27, 1865.

C. A. RICHARDSON,  
Secretary.

## BOARD OF EXAMINERS OF AYMER.

*2nd Class Elementary (E)*—Misses Margaret Cullin, Harriett Kellogg, Louisa Kellogg, Mary O'Keefe, and Mrs. Louisa Margaret Bolton McLean.  
May 2, 1865.

JOHN WOODS,  
Secretary.

## BOARD OF EXAMINERS OF RICHMOND.

*1st Class Elementary (E)*—Miss Elizabeth Howison.

*2nd Class Elementary (E)*—Misses Betsy Ann Morrill, Betsy Selina Morrill, Elizabeth Maria McGinnis, Mary Johnson, Mary Leavitt, Sarah Emiline Hask, Elizabeth Esther Torrance, Maria Louisa Trenholme, Elizabeth Jane Ross, Ellen Rosalie McCaffrey, and Maria Eliza Hunton.

*1st Class Elementary (F)*—Miss Humilaine Delisle.

*2nd Class Elementary (F)*—Misses Emilie Petictoc, and Lumina Cyr dit Vincent.

May 2, 1865.

J. H. GRAHAM,  
Secretary.

## BOARD OF EXAMINERS OF BEAUCE.

*1st Class Elementary (F)*—Misses Philomène Plante, Belzémire Nadeau, and Sédnie Bonneville.

*2nd Class Elementary (F)*—Misses Rosalie Dorval, Dina Champagne, Adéline Lébreux, and Kilda Grégoire.

May 2, 1865.

J. P. P. PROULX,  
Secretary.

## MONTREAL BOARD OF PROTESTANT EXAMINERS.

*1st Class Academy (E)*—Mr. Alfred M. Lafferty, and Mr. John Rollit.

*1st Class Model School (E)*—Misses Isabella Dowler and Victoria A. Scripture.

*1st Class Elementary (E)*—Messrs. Kerr Anderson, Albert Fosburgh, Peter D. McIntyre, John J. Neely; Misses Mary Bangle, Eliza J. Bradford, Isabella J. Bradford, Amelia Fuller, Mary Hyde, Margaret O'Brien, Matilda M. Péron, Ellen Price, Mary J. Reeves and Margaret Thompson.

*2nd Class Elementary (E)*—Mr. James H. Dixon and Mr. Solomon W. Young; Misses Martha Bell, Annie Caldwell, Elizabeth Clemon, Elizabeth C. Hart, Jane Reade, Elizabeth Stark and Miriam Walsh.

May 13, 1865.

T. A. GIBSON,  
Secretary.

## BOARD OF EXAMINERS OF KAMOURASKA.

*1st Class Elementary (F)*—Misses Adèle Emond, Sophronie Michaud and Marie Pelletier.

*2nd Class Elementary (F)*—Misses Delphine Anctil, Damarise Bérubé, Sara Bélanger, Delvina Dufour, Ludvine Lebel, Marie Lebel, Marie Langlois, Justine Martin, Joséphine Paradis and Apollino Pelletier.

May 2, 1865.

P. DUMAIS,  
Secretary.

## QUEBEC BOARD OF CATHOLIC EXAMINERS.

*2nd Class Academy (F)*—Mr. François Simard.

*1st Class Elementary (F)*—Misses Sarah Brown and Eulalie Gosselin.

*2nd Class Elementary (E)*—Miss Mary Jane Loughran.

*2nd Class Elementary (F)*—Messrs. Thomas Gravel and Edouard Savard; Misses M. Angélique Allard, Célanie Bazin, Desanges Monique Bélanger, Delphine Bélanger, Séraphine Bernier, Odile Boucher, Apolline

Dancousse, Hermine Délima Destroismaisons *alias* Picard, Sophronie Gourde, Luco Guay, Adélaïde Lagacé, Alphonsine Larue, Adélaïde Magnin, Hélène Eulalie Moreau, M. Célanie Morrisset, Joséphine Savard, Roso de Lima Tanguay and Victoire Turgeon.

May 2, 1865.

N. LACASSE,  
Secretary.

## MONTREAL BOARD OF CATHOLIC EXAMINERS.

*2nd Class Model School (F)*—Mr. Amable Joseph Alphonse Allard (May 2, 1865).

*1st Class Elementary (F)*—Miss Philomène Galvé *dite* Lagrave (*diploma granted June 4, 1861*); F., Miss Elmire Roy, Miss Euphrosine Roy (*granted Feb. 2, 1864*); E., Miss Ann Louisa Cronin; P., Misses Odile Dupont and Marie Rose Ste. Mario (*Feb. 7, 1865*); F., Misses Octavio Barrette, Marie Eliza Benoit, Rose Bergevin, Mme Blanchard (*née* Parmélie Rousseau), Misses Julienne Brassard and Pulchérie Chamberland; E., Misses Ann Elizabeth Collum, Catherine Hayes, and Anna Power; F., Miss Apolline Daigneau, Mme Daigneau (*née* Vitaline Buisson), Misses Roso de Lima Dalpé (Pariseau), Sophronie Alphonsine Desjardins, Louise Apolline Dubois, M. Louise Ducharme, Georgina Duguay, Augustine Dupuis, Marie Faber, Philomène Elvina Fleury, Scholastique Fontaine, Rosalie Galipeau, Philomène Gendron, Marie Rosina Godère, Malvina Guillette, Constance Hotte, Philomène Lacombe, Vitaline Labrauche, Marie Vitaline Lalanne, and Vitaline Ledoux; E. & F., Miss Catherine McCambridge, and Miss Mary McGarry; F., Misses Sophronie McIntyre, Vitaline Mailot, Philomène Marchessault, Rosalie Marsolus (Lemire), Valérie Mathieu, Aglaé Meilleur, Rose de Lima Menard, Adélaïde Normandin, Rose de Lima Pagé, Elisabeth Pelland, Céline Plante, Rachel Perrin, Georgina Prud'homme, Virginie Robert, Marie Louise Rodrigue, Marie Algire St. Denis, Hermine Thérberge, Edwidge Turcot, Salomé Viau, Marie Hermine Venne (Jean), Marie Louise Vigeant and Alphonsine Vincent; Mr. Louis Charles Octave Archambault and Mr. Adolphe Ménard (*May 2, 1865*).

*2nd Class Elementary (F)*—Miss Anne Charbonneau and Miss Eudélie Cédulic Desnoyers (*Feb. 7, 1865*); F., Rose Brault; E., Misses Catherine Dolan, Mary Kennedy and Mary Ann Sullivan; F., Misses Malvina Duclos, Hermine Durocher, Angélique Giraldeau, Anastasie Laurier, Rose Lafrancoise, Céline Martel, Marie Angèle Millette, Marie Philomène Poirier, Adelphe Céline Proulx, Adélaïde Sabourin, Lécadie Séguin, Virginie Séguin, Cornélie Séguin, Elizabeth Virginie Talbot, Aurélie Tougas and Angélique Usereau, and Mr. Paul Authier. (*May 2, 1865*).

F. X. VALADE,  
Secretary.

## QUEBEC BOARD OF PROTESTANT EXAMINERS.

*1st Class Elementary (E)*—Mr. Charles McCutcheon, Miss Margery McKillop and Miss Catherine McKillop.

*2nd Class Elementary (E)*—Mr. John Donaghy, Mr. Peter McKinnon, and Eliza Jane Robinson.

May 2, 1865.

D. WILKIE,  
Secretary.

## JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), JUNE AND JULY, 1865.

## Laying of the Corner-stone of the New High-School at Quebec.

The ceremony of laying the corner-stone of the new High-School Building was performed yesterday afternoon, by His Excellency the Governor-General, with all the pomp and ceremony usual on such occasions. The site of the new construction is in St. Denis street, Cape, immediately adjoining the old school building; and we think it will be generally admitted that a more desirable locality, in every respect, could not have been found within the city walls. The continuous rain of the last week had to a great extent retarded the preparations for the laying of the stone, and the arrangement made for the reception of persons invited was in consequence not what it would otherwise have been. When, however, we consider that only a few hours' fine weather intervened between the cessation of the rain and the time fixed for the ceremony, it is only surprising that so much was accomplished; and those who had charge of the arrangements deserve credit, on the whole, for the amount of work which they were enabled to perform within such a short space of time. A raised platform,

covered with seats, extended the whole length of the foundation. In the centre there was a sort of dais, raised still higher, for the accommodation of His Excellency and staff, the Rector, and Professors of the school, the directors, members of the building-committee, &c. From flag-staffs at each corner of this platform waved the British and other flags. Immediately in front was the corner-stone, ready to be lowered into its place.

Shortly before three o'clock those who had received cards of invitation from the building-committee began to arrive, and at the hour appointed nearly all the seats were occupied. Among those present were many of our most respected citizens, and a very large number of ladies. The street in front of the building was crowded with spectators. A small temporary construction immediately opposite was occupied by the band of the 7th Royal Fusiliers. The weather during the afternoon was most delightful, and in every way favorable to the success of the ceremony.

At three o'clock, His Excellency the Governor General arrived, attended by his private secretary, Mr. Denis Godley, by Col. J. G. Irvine, Provincial Aide-de-Camp, and by Capt. Pemberton, 60th Rifles, A. D. C. The band struck up the national anthem, and Her Majesty's representative was received with every mark of respect by the persons present. His Excellency was escorted to the dais by the Rev. Mr. Hatch, Rector, and the professors of the school, in academic costume, the members of the building-committee, several clergymen, &c. On His Excellency taking his place, Mr. H. S. Scott approached, and on behalf of the committee, briefly thanked His Excellency, in appropriate terms, for the courteous manner in which he had acceded to their wish by consenting to lay the corner-stone of the new school.

Everything having been pronounced in readiness, an appropriate prayer was offered by the Rev. G. Vernon Housman, Rector of Québec, and His Excellency stepped down off the dais, and advanced to the stone where he was received by Mr. E. Stavelly, architect, and by Mr. Jos. Archer, senr., builder, who handed His Excellency a silver trowel. The stone was first raised, and mortar having been placed in the bed, it was lowered to its position. The level was then applied to each angle, and His Excellency taking the mallet gave a few taps on each corner, amid the cheers of the assembled spectators. The Rev. Mr. Hatch, Rector, then handed His Excellency a sealed glass case containing a parchment scroll bearing the following inscription:—

This corner-stone was laid by His Excellency Lord Mouch,  
Governor General of Canada, &c.,  
Wednesday, May 31st. 1865.  
Chairman of Board of Directors:—Rev. Jno. Cook, D. D.  
Rector:—Rev. Edwin Hatch, B. A.  
Secretary:—D. Wilkie.  
Architect:—E. Stavelly.  
Builder:—J. Archer, senr.  
LAUS DEO!

The case contained, moreover, a copy of the centenary number of the *Quebec Gazette*, June 1864; a copy of Tuesday night's *Mercury*, a copy of yesterday morning's *Chronicle*, and a number of coins of the present reign. This His Excellency placed in the cavity of the stone, and then resumed his seat on the platform.

His Excellency, addressing those present, said it afforded him much gratification to take part in the ceremony of to-day, because it gave him sincere pleasure to be enabled to evince his sympathy with an object which was deemed important by the citizens of Quebec, and because, also, it gave him an opportunity of expressing the deep interest he felt in the spread of educational facilities among the people of this Province, and more especially of that particular class of education to which the building—the corner-stone of which had just been laid—was to be devoted. He was, however, impressed with the idea that it was not necessary for him to say much here on the great importance of education. It was not the least creditable feature in the administration of the public affairs of the British North American Provinces, that such ample provision, such munificent grants, had been made in favor of popular education. Nor did he confine his remarks in this respect to those countries which still continued their connexion with Great Britain. The same observation extended in its fullest sense to those States which had severed that connexion, for he believed it was truly stated that in no country in the world was there a more general diffusion of educational training than in the neighboring, or Northern States. He would not, as he had already stated, take up the time of his hearers by commenting upon the general benefits of education; but there were, however, one or two points connected with the bearing of the advantages of education on the administration of public affairs, to which he might devote a few words. There were, in the first place, the vast advantages of education in connexion with the industrial resources of the country. We have

resources, but they are only partially developed. By means of education we might hope to bring to the work of that development all the advantages of superior intelligence and recent scientific discovery. Even in the lowest description of handicraft, the educated man enjoyed a vast advantage over his uneducated competitor, and what was true of the lower was also true of the higher branches of industry. The second important consideration bearing upon the importance of popular education, was this:—there were few countries, indeed, where the influence of the great mass of the people acted more directly upon the administration of public affairs than this country. Therefore, the people ought to be able, by means of educational training, to avail themselves, in an intelligent manner, of the great power and privilege placed in their hands. No person could have watched carefully the great events which have transpired during the last four years, in the neighboring country, without at once seeing and understanding how thoroughly the great mass of the people there comprehended the object at issue, the wonderful tenacity with which they adhered through all dangers and difficulties to the pursuit of that object, the many sacrifices they made, and the ready obedience which they paid to their leaders. He believed these results were mainly due to the great extent to which education had permeated all masses of the community and to the vast spread of educational information among them. This had proved the means of carrying that nation through a condition of war, and he was satisfied that it would also afford the best guarantee for the continuance of that state of peace and friendship which, in the language of their President (he was not sure as to the precise words, but such was the meaning,) ought, in the best interests of civilization, to exist between the two great branches of the Anglo-Saxon family. He was rejoiced to observe the proposed extension of this institution. In our age, no advantage of wealth nor birth could allow men to continue in a position of leadership among the people, unless they could vindicate their claim to superior intelligence based upon a thorough education; and he was therefore glad to see that they manifested such a proper appreciation of those qualities which suited men to the rank of leaders of the people. Holding these views, it afforded him very great pleasure to lay the corner-stone of their new High School, and he sincerely trusted it would long continue to confer benefits on the citizens of Québec. (Loud cheers.)

Hon. Mr. Chauveau, Superintendent of Education for Lower Canada, spoke next. He said that the highest sanction which could be given by the State to this undertaking had already been given by His Excellency the Governor-General. Anything which he (Mr. Chauveau) might add, in his official capacity, would therefore be purely superfluous. It was, therefore, rather as an old Quebecker, as one who took an interest in the establishment and development of all scholastic and literary institutions, that he attended, and would address them a few words on this occasion.—After some brief observations in reference to the very auspicious change in the weather which had taken place, the hon. gentleman went on to say:—The event now transpiring brought him back to the days of his youth, when this institution was carried on under the modest name of a school by the late Dr. Wilkie, whose name was still so worthily represented here by a gentleman connected with it—it carried him back, he repeated, to those days, and it afforded him, as Superintendent of Education, and as an old Quebecker, great pleasure to see that the institution was now assuming a development worthy of its high purpose. There were, no doubt, many obstacles in the way of superior education in this country—obstacles which might be said to be founded on a double prejudice. For instance, some believed that classical studies were calculated to unfit young men for the common business of life; while others believed that wealth was so powerful in itself that it might dispense with learning. Some considered it an impediment; others looked upon it as a mere useless ornament. These prejudices had no solid foundation. He failed to see why classical studies and sound business capacities could not go together. As the French said, *l'un n'empêche pas l'autre*. We had many practical examples of the most convincing nature in England at the present day. When we saw a statesman like Lord Derby publishing a translation of Homer—when we saw the first financier of the age, Gladstone, giving to the world works on Greek, Latin, and English authors—when we found the same eminent man illustrating almost every one of his speeches, even those on financial questions, with classical quotations—when we saw men like these, high in the councils of state, becoming literary men in their hours of leisure, he thought practical men need not and ought not to despise literature. There were, of course, other causes at work in the way of superior education. In the case of parents of fortune, it sometimes happened that their children did not leave school early in life in order to enter upon active mercantile affairs, but on the contrary to lead a life of idleness. This had a baneful effect—not only weakening parental ties, but marring all prospect of future success or advancement in the world.

In conclusion he (Mr. Chauveau) had only to congratulate most heartily the Rector, Mr. Hatch, and his colleagues; and to express his firm hope that the citizens of Quebec would appreciate their exertions, and that the High-School would effect that amount of good which, as a feeder of Morrin College, it was in such an excellent position to effect. (Cheers.)

Rev. Mr. Hatch, Rector of the High-School, said he would have remained silent, but that he felt it to be his duty to express on his own behalf, and on that of his associates, the deep satisfaction which the presence of His Excellency and of such a large assemblage of citizens on this auspicious occasion, afforded them. His Excellency had pointed out, in words which would long be remembered, the many benefits to be derived from such institutions; but he (Mr. Hatch) would say that the presence of His Excellency and of this distinguished assemblage would be one of the surest means of securing those advantages, inasmuch as it shewed that those who were engaged in the task had the moral support of the community. (Cheers.) It was not enough that they should have splendid buildings and zealous professors—the managers should feel, in order to succeed, that they had with them, in their work, the good-will of the community. Without that support the institution would not deserve the name of a public school; but with such support it would achieve, in the same sphere of action, that which had been done by the public schools of England towards forming the English character. (Cheers.) Within the last twenty years the High-School of Quebec has been enabled to send forth hundreds of young men to fill the most honorable places in the community, because it had the moral support of the people of Quebec; and he felt that it was right to say that this moral support was due in a great degree to the zeal, to the ability, to the clear-sightedness of one whose absence from our midst we all regretted. (After one or two remarks which were inaudible where the reporter stood, the reverend gentleman continued:—) He would say for himself and for his coadjutors that they would do their best to render this institution a benefit and a blessing to the community; and to the boys—many of whom would be able to point to this as one of the public buildings of Quebec long after their teachers had passed away—he would say that it remained for them to shew, by their assiduity, by their attention to their duties, and by their conduct in after life, that it was worthy of the noble auspices under which its foundation was laid, worthy of Quebec and its citizens, and worthy of this great country. (Loud cheers.)

The Rector's discourse closed the proceedings. His Excellency, however, remained for some time in friendly conversation with the Rector and Professors, the Rector of Quebec, the directors and members of the Building Committee and other gentlemen around him. A ground-plan and elevation of the new building was produced, in which His Excellency appeared to take a great deal of interest.

About four o'clock, His Excellency and staff left—the band of the Royal Fusiliers playing an appropriate air—and the crowd of spectators dispersed.—*Quebec Chronicle.*

### Annual Convention of the Provincial Association of Protestant Teachers of Lower Canada.

(From *The Montreal Witness.*)

The annual convention of the above association met in the picturesque town of Sherbrooke on Thursday, the 1st inst., and continued its session through that and the following day. A large number of teachers from the surrounding district, with no inconsiderable additions from other parts of the Province, assembled on the occasion, and much interest in the proceedings was evinced by the inhabitants of the town. Among the more prominent persons who were present at, and took part in the proceedings we may instance the Hon. P. J. O. Chauveau, Superintendent of Education; Hon. J. S. Sanborn, M.L.C.; C. Dunkin, Esq., M.P.P.; J. G. Robertson, Esq., Mayor of Sherbrooke; Dr. Dawson, Principal of McGill College; Professors Miles, Dodwell, and Roux, of Bishop's College, Lennoxville; Principal Graham, of St. Francis' College, Richmond; Prof. Hicks, of the McGill Normal School; Mr. Inspector Hubbard, Revs. A. Duff, C. P. Reid, E. J. Sherrill, and others.

In the absence of the President, the Rev. Dr. Nicolls, from the country, Dr. Dawson, one of the Vice-Presidents, was elected to fill the chair, who called on the Rev. A. Duff to open the proceedings with prayer. A code of by-laws of order, and order of proceedings, which had been prepared by a committee previously appointed for that purpose, was submitted, and, with slight alterations, and reservations, adopted. The forenoon session having been thus occupied, the afternoon session was devoted principally to the reading and discussion of

an able and exhaustive paper, by Professor Hicks, on "Apparatus essential or desirable for an elementary school," of which, however, it is not possible to give, within our limits, more than the briefest possible abstract. The lecturer first alluded to that indispensable piece of apparatus, the blackboard, detailing its various uses in teaching arithmetic, grammar, and composition, writing, spelling, and geography, as well as in giving object lessons. Afterwards he passed in review maps, globes, the mariner's compass, orreries, and tellurians, the ball-frame, the fractograph, models of solids, and the foot-rule; insisting on the one hand that no school can attain the highest degree of efficiency where these are wanting, but on the other pointing out that apparatus alone will not make a good school. He concluded by showing the advantages that might result from the establishment of a school depository and of a school museum.

In the course of an interesting discussion of the paper, Mr. Inspector Hubbard spoke of the lamentable lack of school appliances in the 230 schools of his district. The Hon. Mr. Sanborn spoke of the necessity of supplying the deficiency of costly apparatus by ingenious contrivance, but further insisted that the great object to be obtained in school was such a development of the mental powers as should give the ability to comprehend the abstract. In pursuance of the same subject, Dr. Dawson referred to his experience in Nova Scotia as Superintendent of Education, and, alluding to the lack of adequate appliances even for university instruction, said that contrivance and labor were everywhere necessary; and so in accumulating a museum to aid him as a teacher of Natural History, he had to wade for it in rivers and seas, to dig for it in the earth, to climb for it on mountains, to hammer it out of rocks, to carry heavy burdens, and to travel weary miles. He then introduced the subject of communication with the two other provincial associations, those of Upper and of Central Canada. After the views of the convention had been elicited, it was resolved to appoint a committee to report on the subject on the ensuing day.

The session, however, which elicited most popular interest, was that of the evening, and which was addressed by Dr. Dawson, Hon. Mr. Chauveau, M. Dunkin, M.P.P., and Hon. Mr. Sanborn.

In assuming the chair, Dr. Dawson remarked that the occasion was an important one, that though a previous convention had been held at which the association was inaugurated, yet this was the first regular convention under its constitution. After detailing the steps by which this association, emulative of similar organizations in the States, had reached its present dimensions, he said that we were now about to seek alliance with kindred associations in Upper and Central Canada, in the hope that at no distant date this might issue in the formation of a general Canadian association, which again might in lapse of time look forward to a grand educational confederation of British North America. He further said that this was emphatically an association of teachers, and concentrated its attention upon the teacher as that essential to education, without which all other means and appliances fail. It regards him in many relations: in his professional character as educated, earnest, improving; in relation to the means placed at his disposal, the facilities for professional training, the books and apparatus with which he is supplied; in relation to his employers as maintained by them, countenanced by them, and yet allowed unfettered freedom for good; in relation to the government as submitting to its control, and yet agitating educational reforms, receiving from government, not only pecuniary support, but what is of paramount importance, suitable provision for system and supervision; in relation to his pupils—a relation in which all others are embraced, and in which his duty is to develop each individual mind so as to make it the best possible for its owner and for the world. He concluded with Paul's advice to Timothy: "The servant of the Lord must not strive, but be gentle unto all men, apt to teach, patient, in meekness instructing those that oppose themselves."

Hon. Mr. Chauveau said, that having so frequently expressed himself heretofore on other topics at similar meetings, he here simply wished to express his sympathy with and good feeling towards all teachers, and the more so that others, influential by talent and position, were to succeed him. Teachers' associations were not of recent date in Lower Canada. They had been organized under the administration of Dr. Meilleur, though they remained in a languishing condition until reorganized at the time of the establishment of Normal schools. He said that one advantage of such organizations was the enticing of persons of influence and position to meet teachers and consult respecting the intellectual needs of the people. The hon. gentleman then referred to the subject of school appliances discussed in the afternoon, especially referring to a number of maps of Canada which were available, but stating that the Educational Department did not now feel itself in a position to establish a depository of school requisites.

C. Dunkin, Esq., M.P.P., then addressed the meeting, disclaiming any idea on the part of himself and Mr. Sanborn, that they came to



enhance the dignity of the Association. While admitting the necessity of raising the teacher's office to the rank of a liberal profession, he felt that this must be done by the teachers as a professional body. One great reason for the low position which teachers occupied, was to be found in the temporary character of the outer court of the Gentiles, through which they passed to reach the inner temple of their life's labor. The teacher's office must be permanent, and to this end must be remunerative. Teachers must claim such a position, and must qualify themselves to fill it. This association can claim such a position, and while teachers of all grades thus unite, we can remember we are members of an honorable profession. We must not rely too much on legislation. We want from the legislature in the main what Diogenes in his tub required of Alexander: "Stand out of our sunshine." It is well perhaps, for the present, that it should afford to schools some pecuniary assistance, but this only as a means of securing the power to supervise the school system, and encourage the efforts of the people. We do not wish to have that perfection of legislative interference which makes all schools alike, but, rather, we require that people should be put upon their mettle to do the best that they can for themselves; learning through trial, failure and success how to improve. In short, the less the law does, if the community will do it, the better.

Hon. Mr. Sanborn said he had been a resident in Sherbrooke twenty-three years, the first three having been spent in teaching; and if he had not been eminent for his abilities, at least he felt that this had been one of the most useful portions of his life. He must acknowledge that there were here many discouragements to the educator. We were a people divided in race, in tongue, in religion. Some one complaining of his country once, said that there was no liberty in it. "Why," said a by-stander, "can't you do as you will?" "Yes," was the reply, "but then I can't make other people do as I will." And the speaker thought that this could not be done educationally. Compromises make laws: one man gives up one thing, another something else, and all get protection. So too we must get education through compromises. The genius of the age demands that the whole community shall be educated; for its institutions, conferring large franchises, involve the necessity of educating the people up to their privileges. But we have in this work our encouragement. Progress has been achieved. Twenty years ago it would have been impossible to gather a Convention such as this. When the school law was provided, it encountered great opposition; but now that is overcome, and the law is ameliorating. The establishment of this Association is cause of congratulation. The public are aroused; and teachers encouraged by their countenance, and refreshed by their sympathy, return to their labors more vigorous and more successful. Teachers have a great work to do as missionaries sent forth into the community. Their work is of interest to all; but the labors of professional life too frequently crowd out all notice of it by others, unless when forced upon the attention; but the teacher has it as his peculiar vocation and life-work to raise the tone of public sentiment in relation to this subject. In conclusion, it must be admitted that our divided educational interests are a great drawback and discouragement; but since we cannot act together, let us each improve in our own line, and act, each in our own way, to the same end, and travel by separate roads to the same goal.

The session of the next day was presided over by Mr. Inspector Hubbard; and the forenoon, in addition to a resumed discussion on by-laws, was occupied by a valuable and suggestive paper by Prof. Dodwell, of which we regret we cannot furnish an abstract. In the afternoon, Mrs. Hammond, of Richmond, read a paper containing valuable hints to teachers. Principal Graham delivered an address of considerable length, in which he referred to about all the subjects of common school education, and the Secretary offered a few remarks on teaching writing. Our space, however, forbids us to allude further to the exercises.

The ballot for officers resulted in the election of Dr. Dawson as President, Prof. Robins as Secretary, and Mr. McGregor as Treasurer. After passing votes of thanks to the officers of the past year, to the inhabitants of Sherbrooke for their hospitalities, and to the Grand Trunk for the facilities for travel accorded to them, the Convention was adjourned to meet again in this city in the latter part of August, 1866.

### Twenty-sixth Conference of the Teachers' Association in connection with Jacques-Cartier Normal School.

This Convention was held on the 25th and 26th May last. Present: Honorable Superintendent of Education, Rev. Principal Verreau, Inspectors Grondin and Caron, Mr. U. E. Archambault, President; Mr. J. E. Paradis, Vice-President; Mr. J. O. Casgrain, Secretary; Mr. D. Boudrias, Treasurer; Messrs. Émard, J. B. Priou, A. Dalpé,

Members of the Committee; Messrs. A. Gervais, H. Bellerose, A. Chênevert, M. Guérin, A. Malette, C. Brault, D. Olivier, S. Boutin, A. Dupuis, G. Martin, S. Aubuchon, L. René, N. St. André, N. Desjardins, H. Paladeau, F. Lavoie, R. L. Fortin, O. Dupont, J. Bourgeois, L. Terner, L. A. Auger, O. Hébert, H. T. Chagnon, H. C. Chagnon, H. R. Martineau, F. X. Mousseau, F. Gauvreau, C. Lefebvre, L. O. Donoghue, L. O. Ryan, M. Molléur, C. H. Paradis, C. Guimond, A. Lanctôt, &c., and the pupil teachers of the Normal school.

On the first day the chair was taken at 7:30 p. m.

Mr. Boudrias opened the proceedings with a lecture on *Mental Arithmetic*, in which, after alluding to the origin of this science and the place where it was first brought to light, he proceeded to show that its successful application depended on certain rules from which there could be no deviation, especially if the process was to be gone through methodically.

Rev. Mr. Verreau lectured on *Natural Philosophy*, and explained the laws of motion, showing that motion is the only condition in which bodies can exist. The subject was illustrated by experiments.

#### SECOND SITTING.

On the following day the teachers attended mass in the chapel of the Normal School, at 8 a. m., on which occasion the Rev. Mr. Verreau addressed them on the special nature of their calling, which, he said, was of Divine origin.

At 9 a. m., the meeting having been opened by the President, and the minutes of the last meeting read and adopted, the election of office-bearers for the year was proceeded with, and resulted as follows:

Mr. J. E. Paradis, President; Mr. M. Émard, Vice-President; Mr. J. O. Cassegrain, Secretary; Mr. D. Boudrias, Treasurer; Mr. G. T. Dostaler, Librarian; Messrs. J. B. Priou, H. C. Chagnon, A. Dalpé, H. Martineau, H. Bellerose, J. Destroismaisons, Committee. Mr. C. Ferland was named Assistant Librarian by the Principal.

Before leaving the chair Mr. Archambault read a summary of the work done during the year. A glance at the minutes would show, according to his recapitulation, that the results were as favorable as those obtained in previous years, and that the lectures, papers and essays were remarkable for learning and the pains bestowed on them by contributors. The list is as follows: Lecture on *Natural History*, by Principal Verreau; Paper on the Difficult but Sublime Task of the Teacher, by Mr. Verreau; Report on the Labors of the Association from its Commencement, by Mr. Archambault; Lecture on *The Necessity of Labor*, by Mr. Paradis; Essay on *Intuition*, by Mr. Cassegrain, and another on the History of Canada, by Inspector Valade.

Four subjects only had been submitted for discussion, viz:

1. *What is the best method of teaching aliquot parts?*
2. *Is it preferable that French verbs should be taught from the primitive tenses or from their radicals?*
3. *Can the rules of the past participle be reduced to one? and if so, would it be advantageous to teach the past participle to children from this single rule?*
4. *What are the different branches that should be taught in elementary and in model schools, and how far should the study of such branches be carried?*

Although the number of subjects discussed was less than in former years, he (Mr. Archambault) was persuaded, from the earnest manner in which they had been debated, that much useful and practical knowledge had been elicited.

The committee of management had, of course, performed its share of the work thus accomplished, having held three regular meetings preparatory to each convention during the year, besides an extraordinary session, at which it was decided that a special committee should be named for proposing theses to the teachers. Mr. Archambault then made some remarks on the advantages to be derived from these conferences, insisted on the importance to teachers of studying works on the art of teaching, and thanked the Association for the honor conferred in having appointed him President.

Mr. Paradis spoke in terms of praise of the presidency of his predecessor, and said that as the office had now devolved upon him, he (Mr. Paradis) would do all in his power to deserve the approbation of his fellow-members.

The Hon. Superintendent of Education having also complimented Mr. Archambault on the able manner in which he had discharged his duties as President, expressed himself highly gratified at finding a large number of the teachers present, particularly of those who had been in training in the Normal School, and availed himself of this opportunity to again call upon the whole body of teachers to subscribe to the *Journal of Education*, and especially to the Savings Fund, as to this means of subsistence in times of difficulty many would have to look for support. He strongly advised teachers to persevere in their calling, reminding them that they had a better chance for promotion at present than formerly; he would, he added, on all occasions use

his best endeavors with the Government to cause teachers to be appointed to inspectorships. The measures taken by the Department of Education for preventing any reduction in teachers' salaries were then adverted to, as also the influence which the teacher possessed over his neighbors in the parishes—an influence which, said Mr. Chauveau, should be exerted to the utmost in preventing the wholesale emigration now unfortunately going on. After further remarks on this subject, the Superintendent advocated the teaching of the History of Canada in all the schools, as one of the means calculated to develop in the rising generation that love of country which would more firmly root it to the soil.

Mr. Bellerose then read a paper on *Heat*.

A discussion followed between Mr. Emard and Mr. Priou on *The best method of teaching Simple and Compound Proportion*.

Mr. Paradis, in a review of the question, expressed the opinion that although the usual systems of proportion had their merit, the analytic system was preferable, inasmuch as, while requiring more profound reasoning on the part of the pupil, the operation itself was more simple.

An essay on *The last moments of Kondiaronk*, the famous Huron chief, was read by Mr. Boutin; after which

The relative merits of Bonneau's French Grammar and that of the *Brothers*, came up for discussion. In the debate that followed, Messrs. Paradis and Archambault expressed themselves, on the whole, in favor of Bonneau's.

Mr. Priou read an essay on *The Teacher*, in which he said that happiness consisted in a teacher's faith in God, confidence in himself and his calling,—which aimed at the moral, intellectual and physical excellence of his pupils,—and in the hope of that reward which awaits those who willingly devote all their powers of body and mind to instructing their fellow-creatures.

It was resolved, on motion of Mr. Emard, seconded by Mr. Cassegrain, that the conference intended to be held in September, should take place in August.

A vote of thanks was, on motion of Mr. Emard, seconded by Mr. Chagnon, tendered to Mr. Archambault and the other office-bearers, for having filled their respective offices with advantage to the Association and honor to themselves.

On motion of Mr. Boudrias, seconded by Mr. Paradis, it was resolved that the Librarian should be authorized to buy six copies of the excellent treatise on *Teaching* by Rev. Mr. Langevin.

On motion of Mr. Archambault, seconded by Mr. Cassegrain, a vote of thanks was tendered to the proprietors of *La Minerve* and of *L'Ordre* for having published advertisements for the Association gratis.

The Treasurer's accounts were received and approved.

Resolutions based on the report of the committee of management, were also adopted, as follows:

1. That a committee be named for *proposing, correcting, and crowning* essays, which shall be open to the competition of all the teachers belonging to this Association.

2. That the following members compose this committee: The Principal of the Jacques Cartier Normal School, as Chairman, with power to choose a professor of said school as assistant; one inspector of schools and one teacher, members of this Association, the two last to be elected annually by ballot at the general election in the month of May.

3. That the competition shall take place only once in the year.

4. That the theses shall be proposed and published at the convention held in May in each year, and deposited in the hands of the Principal of Jacques Cartier Normal School, at the conference of the ensuing month of January at the latest.

5. That each *thesis* shall be transmitted under a fictitious name, or motto, the author sending also a sealed letter having for superscription the same name or motto as the thesis and giving within his true name. This letter shall be opened only at the conference in May, and then only in the event of the thesis being crowned.

6. That the committee shall award a prize to the author of the thesis thus crowned; and when two theses shall be equal in merit, the prize shall be divided.

7. That every crowned thesis shall be preserved in the archives of the Association.

Inspector Valade and Inspector M. E. Archambault were appointed members of the said committee.

Messrs. H. Pesant, P. P. Auger, H. Martineau, J. B. Delage, A. Gervais and C. Brault were requested to prepare each a lecture for the convention in August next.

The following subjects will be discussed: "Should children be taught to define the rules of arithmetic, or is it sufficient that these rules be explained to them? Is Poitevin's French grammar preferable to *Chapuis's*?"

Then, on motion of Mr. Boudrias, seconded by Mr. Gauvreau, it was resolved that the next meeting should be held on the last Friday in the ensuing month of August, at 9 a. m.

## McGill Normal School.

### DISTRIBUTION OF DIPLOMAS.

The annual meeting of this school for the distribution of diplomas to the teacher-pupils was held on Friday afternoon, the Hon. P. J. O. Chauveau, LL. D., Superintendent of Education for Lower Canada, presiding.

On and near the dais were Professor Dawson, LL. D. F. R. S., Principal and Associate Professor of Natural History and Agriculture; Rev. Canon Leach, Vice Principal; Hon. James Ferrier, and B. Cambrelain, M. A. B. C. L., Fellows, Members of the Corporation of the University; Rev. Messrs. Bond, Kemp, Muir, and Cordner; also, Professors Howe, Hicks, Robins, Craig, and W. C. Baynes, Esq., B. A.; and Messrs. Lunn, McGregor, B. A.; Murray, and Andrews.

The Rev. Mr. KEMP opened the proceedings with prayer.

Hon. Mr. CHAUVEAU then addressed the meeting, observing that he believed this was the eighth distribution of prizes and diplomas to the teachers in training at the McGill Normal School. He understood that the usual number would be distributed on this occasion. In addition, they would give what had always been offered since it was founded, the medal and prize presented by His Royal Highness the Prince of Wales. The prize was one which had not only to be obtained by the relative success of one pupil over the others, but by an absolute degree of success. That was to say, the pupil who obtained the medal and prize must not only exhibit superiority over the other pupils, but attain to a certain standard in the final examination. So it had happened that the prize had not been given sometimes. For the diplomas themselves, a very strict examination had to be gone through. It was almost necessary for him to call the attention of the public to the good work done by this school, and although the attendance that day was not so great as it had been on previous occasions, still he might argue from the increasing applications from the country parts, that the people of the country were taking a great interest in this school. The superiority of the pupil-teachers who left it was everywhere acknowledged. He had only to return to the Principal and his co-adjutors his thanks for the good work they were doing. The curriculum of the school was so large, and the subjects so important, that every one must see at the first glance that a great deal of labor was necessary, and that the whole time of the teachers was occupied. The examinations were very strict, and as a consequence, there was a general attention to duty. To those who got diplomas he had only to say, that they would always secure to them some of the best places in the profession of teaching in Lower Canada. Still they must not think that everything was done when they received this diploma. He who did not aim at continuous success was sure to go back. The teacher had to learn something every day. It was just the elements of each branch they learned at the Normal School; just enough to place them in such a position that they could improve themselves by their own exertions afterwards, having the key of every science they would have to teach their pupils. But it was only by giving their undivided attention to their calling that success could be attained. For his own part, he had watched carefully the efforts and success of the pupils from the Normal School, and although some of them, owing to the small salaries received, have given up education, yet a great majority of them had taught the three years prescribed by the regulations, and a majority of them had also continued teaching afterwards. They had his best wishes for their success. They had not come there by compulsion; they had not come as children obliged to fulfil a certain course; but they were there of their own free will, to follow out a noble profession—one in his opinion, and in that of everyone who had given some attention to the subject, ranking only after the ministry. (Applause.) There was every reason, therefore, to believe, that having taken that determination beforehand, they would follow out their course of study, resolved to be successful. As far as his ministerial duties were concerned, they would always find in him one to guide, help, and protect them. (Hear, hear.) Some of them would only receive the elementary school diploma; but if they took his advice they would remain one year more and take the model school diploma.

Principal DAWSON, in introducing the list of teachers in training presented for diplomas, stated that in the past session the number of students had been 65, and that though this number was not quite so large as in some previous years, the class had been of more than average quality in point of talent and preparation. At the close of the examinations, which were very severe, and had continued for three weeks, four students had taken the Academy diploma, ten the Model

School diploma, and 26 the Elementary School diploma. Three graduates of McGill University had also taken the Academy diploma under the special regulations for that purpose. The most important new feature in the past session had been the institution of a course of study of the Academy diplomas. This had given completeness to the courses of the school, and will enable it to send out a higher grade of teachers, fitted to train young men for college. He hoped that the additional advantages thus offered would induce a large number of young men to enter the school, though, if young women alone should enter for the academy diploma, an essential service would thereby be rendered to education. He had to thank Mr. McGregor of the Model School for his services in giving the classical instruction to the Academy and Model School classes; and also Profs. Hicks and Robins for their willingness to undertake the entire work of the Academy class.

He then read the list of diplomas and honours as follows:—

*Elementary School Class.*—Elizabeth Martha McMurry, of Bowmanville, honorable mention in grammar, geometry, chemistry, natural history, vocal music; Lucy Maria Gillies, of Eaton, honorable mention in geometry, French; Sarah Ann McBain, of Montreal, honorable mention in arithmetic and book-keeping; Mary Emily Lynch, of Danville, honorable mention in algebra; Matilda McCrae, of Elgin, honorable mention in natural history, book-keeping and French; Mary Ann Ada Munroe, of Stormont; Maria Jane Cameron, of Cookshill, honorable mention in book-keeping; Elizabeth Henry, of Montreal; Jemima Thompson, of Montreal; Eliza Higgins, of Montreal; Elizabeth Boa, of St. Laurent; Jane Baillie, of Montreal; Louisa Theresa Coates, of Sherbrooke; Elizabeth Jane Kissoek, of Montreal; Melissa Urquhart, of Lancaster; Sarah Alfreda Whittle, of Huntingdon; Selina Frances Sloane, of Montreal; Marion Lucy Warren, of Montreal; Mary Saunders, of Montreal; Fanny Noble Erskine, of Granby; Ann Scott, of Lancaster; Mary Ann Bell, of Shawbridge; Jane Girvan, of Galt; Frances Cecelia McArthur, of Riceville; Eliza Curry, of Oshawa; Sarah Curry, of Oshawa.

*Model School Class.*—Lillis Litchfield Hoyt, of Magog, honorable mention in grammar, composition, mensuration, algebra, geometry, Latin, agriculture, natural history, elocution, French—Prince of Wales' medal and prize; Edward McManus, of Rawdon, honorable mention in mensuration, arithmetic, algebra, geometry, agriculture; Ezra Ball, of Bolton, honorable mention in grammar and agriculture; Mary Ann O'Brien, of Montreal, honorable mention in algebra; Whiting Rexford Ball, of Bolton, honorable mention in grammar, geometry, agriculture; Mary Wilson, of Montreal, honorable mention in vocal music; Malvina Ross, of Linxwick, honorable mention in agriculture; Selina Mary Cleveland, of Danville; John Walter Brodie, of Lechiel, honorable mention in composition; Jane Ann Swallow, of Montreal.

*Academy Class.*—Amy Frances Murray, of Montreal, honorable mention in moral philosophy, trigonometry, geometry and French; Mary Luella Herrick, of Granby, honorable mention in trigonometry and solid geometry, analytical geometry, differential calculus, Latin, Greek; Lucy Ann Mery, of Magog, honorable mention in moral philosophy, astronomy and natural history; Isabella Rebecca Morrison, of North Georgetown, honorable mention in natural history.

University Graduates who have passed the examinations for the Academy Diploma.—Francis William Hicks, B. A., James D. Morrison, B. A., Walter McOuat, B. A.

Miss HERRICK now read a valedictory, characterised by good taste and feeling, and admirably expressed.

Prof. HICKS addressed the retiring pupils, laboring under considerable emotion. He was understood to say his mind was occupied by conflicting feelings. On the one hand he was much pleased to find so many of the students had been successful this session, while, on the other, he was sorry to part with many whom he for some time had been in the habit of meeting daily.—There was one pleasure connected with the work, and that was, that it was not finished here, but would still be carried on in different parts of the land, and that they might have further intercourse in the future. He trusted that wherever the large number of our students who leave us yearly went, they were proving that the one great means of advancing education in the country was to train the teachers properly. The object of the teaching imparted in this institution was to prepare young persons for the education of youth. The Professor, from his long experience as a teacher in England and in Canada, now proceeded to enforce the importance of the educator's work, and offer some excellent counsel designed to promote the temporal and spiritual well-being of the pupils, and make them successful teachers. In order to the latter, he strongly urged them to a love of their work, to devotion thereto their whole heart and best energies, and concluded a very able and kindly address (for a fuller report of which we regret we have not space) by congratulating the pupils upon their success.

Rev. Mr. BOND spoke next. He said:—I feel that I am using a mere truism when I say that the Normal School has conferred one of the greatest blessings upon this country. Nevertheless it is a truth that ought to be repeated, and again and again reiterated, that these schools may be duly appreciated—I speak of all the Normal Schools—and may be satisfactorily and properly supported. We can remember the time—and I desire to corroborate Professor Hicks in this and one or two other things he said—when those who were supposed to be fit for nothing else were thought to be good enough to become teachers, and the consequence was that the training of the young was left in the hands of some of the worst description of people. Thank God, that time has passed. The change, I believe, is due, to a great extent, to the action of the Montreal school. If it were possible—and I think it is—I would have no recognized public teacher in charge of either academies or common schools in this country, who had not passed through the training to be had in this Normal and similar schools. (Hear, hear.) I will give you one out of many reasons for this opinion. Here students may be made good teachers. People are not born teachers more than lawyers or divines. The art of teaching must be taught them. The art and skill and tact of teaching must be attained by long-continued practice. We have seen in schools teachers apparently competent and well-educated, and yet the most useless persons imaginable, and that because they knew not how to go about their work. Moreover, the professions must be seconded, and most heartily, by the students. I here desire to corroborate another thing said by Prof. Hicks—that there can be little happiness, at all events, and less success, if the love of teaching be wanting. I can well remember being much surprised by the entire failure of a school presided over by an apparently competent and well-educated teacher, and I desired to learn the reason. The secret was apparent: he had no love for the work, which he had merely taken up till something better offered. The second important point for a teacher is, dependance on the power of God—to work with prayer. If I had to choose between two teachers, one less competent than the other, the inferior one being a God-fearing man or woman, I should, without hesitation, take the latter. And why? Because I know that such a one would go through his work praying for the blessing of God, which, I am confident, would follow it; and I am satisfied that such a teacher would go through his work not as a man pleases, but with singleness of heart, fearing God. That teacher would be a faithful one, whatever the result. Concerning my own class, I must speak with the most unqualified satisfaction of the way in which it attended most of the religious instructions. After a day of hard work, consisting of school-labour and studies generally, the pupils would come often and sit down with me to the study of the Word; they would unite with me in prayer, and there seemed to be no flagging on their part. I know of no single instance of the absence of an individual of them through any trifling excuses. I am satisfied, when this is the spirit shown, that when you go forth to your own work you must have success, and that a blessing will rest upon your own souls as well as your labours, and that you will be a blessing to the country at large. There must be in good teaching discipline combined with love. You can do nothing without discipline; but the discipline of the rod is much to be deprecated when it is alone. I can well recollect an illustration on this head, which took my mind. A father and son were working together, when the latter perceived a crooked, gnarled tree, and asked his father if he could account for its state. The father replied, "I suppose it was trodden upon when little." Now, it occurs to me that if little ones are trodden on, they will grow up crooked men and women. I am confident that you will go to your work with the principle of love influencing your minds, and will teach the youths affectionately, from the examples you have given already, and the way you have striven to be qualified for your work. I have been connected with education for more than a quarter of a century, the greater part of the time as a superintendent, and I desire thus publicly to bear my testimony to the efficiency of the Superintendent of Education for Lower Canada. (Applause.) I know, from experience, something of his difficulties and labours; and I am persuaded that, with a capacity, a fairness, and an endeavour to meet the claims of the country, rarely equalled, he has acted with a sincere desire to do justice to all. (Applause.) I know none who could enter on his work, who would be likely to do it better. And now, teachers, you will remember what the Hon. Superintendent told you just now, to look to him for help and guidance and defence; and my advice to you is, whenever you are in difficulties—I do not mean mere trifling difficulties—go direct to the Superintendent and put his promise and profession to the test. I am confident of the result, and can only say I hope that he will long continue to fill, as he has done, well the arduous duties of his post. (Loud applause.)

Princ. DAWSON said he had hoped we should have an address from the Rev. Dr. LILLEY, on behalf of the Corporation; but he was, unfortunately, unable to be present. He presumed it was better to close

now with the announcement in regard to next session. We hoped to commence again on the 1st of September next, and should be glad that as many as possible of those who had taken the elementary diploma would take the advice of the Superintendent, and return to study for the model school diploma. He (Principal Dawson) would be glad to see back, also, those who had not this time taken the elementary school diploma, in order to their obtaining it next year; and that all who entered upon teaching would make enquiry in the schools and districts wherein placed, for the purpose of bringing out any suitable persons procurable, to have them sent to be trained as teachers, so as to keep up and increase the stock of trained teachers, not yet as numerous as required. He hoped they would circulate as widely as possible information regarding the school. He and the professors and teachers of this school parted with them with regret, regarding them as friends who had labored with them in the work of this school in the past session; and they carried away with them all the good wishes for their future success, of himself and their teachers. He knew they would do well as teachers, from the spirit that had characterized their work here, and from what their religious teacher "and others had stated concerning them; for he was aware that many of them were actuated by the highest principles in this matter. He would say to all. Work diligently and earnestly, with the fear of God and the highest motives before their eyes;" and he had no doubt, that should it ever be required, they would find the Superintendent fulfilling his promise to them. He was certain the Normal School and the people of the country would do all they could to give what aid might be needed. He did not know that any part of the work he was engaged in here was one in which he had nearly so much hopes of doing good, as in the little he did in connexion with this Normal School. He looked to the teachers for spreading over the Province all the good they had got in this school, from the teachers here, and thus doing a greater work than any of us can do in the sphere in which we were placed; and, trusting that they might do so, and that God might bless them in it, and that they might get all the credit and sympathy and kindness they could expect therein, he bid them. "Good bye." (Applause.)

The proceedings were enlivened by the singing of several pieces by the young ladies, accompanied on the melodeon by their teacher in this branch, Prof. Fowler. The music was very good, and did high credit to both master and pupils.

The benediction having been pronounced by the Rev. Canon Leach, and the national anthem sung by the pupils, the meeting dispersed.—*Montreal Gazette.*

### McGill Model School.

(From the *Montreal Gazette*, June 29.)

The annual public examination of this school took place yesterday, as also the distribution of prizes, at three in the afternoon, in the hall of the Normal School. Mr. Principal Dawson presided, Prof. Robins, of the Normal School, and Mr. McGregor, teacher of the boys' department of the Model School, occupying seats on the platform. The Hall was crowded with the scholars, and their relatives and others interested in the institution.

Principal DAWSON opened the proceedings by an address to the pupils, who comprise youths of both sexes. He said that one of the most pleasant duties he had to perform in connexion with this school was the annual distribution of prizes to its attendants—prizes fairly earned, and as fairly as possible distributed. It was doubtful whether prizes could be absolutely fairly distributed, because we could not tell which of the young people had worked best and hardest for them. There were some scholars cleverer than others, and some possessing more advantages than their fellows; while some worked harder than their schoolmates; there were a great many differences to be taken into account, some boys doing better at one time than another, so that really it was not possible to make quite sure that the prizes were always given to the right person. But one thing we were certain of—namely, that the prizes were always given fairly and honestly, according to the teacher's best judgment, and to persons thought to have done best in the circumstances. Winners of prizes should bear in mind that they had no right to triumph over others who had not taken prizes, because they might, on reflection, come to the conclusion that there were pupils in the classes who having got no prizes, deserved them as well as themselves. If we had nothing to give you but prizes, we should have nothing worth your coming here for. We give you, however, a great deal more worth your attendance than prizes—the learning and training you receive. That was the really useful thing, and those who got no prizes got that, many, perhaps, just as much as the prize-takers. He would like, if possible, to be in this school every day, to witness the work there carried on, and would like also that

the parents of pupils would visit the school oftener, and take more interest in what was being done therein. He knew the Model School was effecting much good, and that the teachers were daily, in the most conscientious, faithful and able manner, carrying on the good work of this school, watching over and promoting the education of all the pupils. He thought they ought, therefore, to join him in thanking those teachers for the amount of work done for them during the past year. Others did work in connection with this school, but it was of minor importance, the grand work being that of the teachers, which had been crowned with success. He would impress upon all the scholars that the great prize they obtained here was mental training and culture. He would also ask them to unite with him in thanking God for the measure of success enjoyed in the past year—for the health and other blessings bestowed. We should pray for their continuance also. He hoped that Christ would be their guide through life, and that they would all be His children, and be guided by Him into His blessed presence at last. He hoped that all blessings would attend them through life, and that they would go forth to good and useful work, and be prosperous therein. As he had to go to another meeting, he would leave the prizes to be distributed by Prof. Robins, a very worthy person for the duty. Principal Dawson then bid the scholars good bye, hoping to see them all again at the beginning of next session, and retired warmly applauded.

The scholars now sang a hymn, accompanied by Professor Fowler on the piano, the music being effective and very creditable to all.

Miss Derrick read the subjoined list of Prizes given in the Primary Department:

#### 5th Class.

George Sutherland—Reading and Writing.  
Charles Storey—Good Conduct and Geography.  
John Dixon—Arithmetic.  
George Corcoran—Spelling.

#### 4th Class.

Hannah Boyd—Geography, Writing, Spelling.  
Hartley Robins—Reading, Arithmetic.  
James Green—Spelling, Arithmetic.  
William Cooper—Good Conduct.

#### 3rd Class.

Annie Felkin—Geography, Writing, Arithmetic.  
Annie O'Grady—Spelling.  
Arthur Faulkner—Arithmetic.

#### 2nd Class.

Luther Lee—Spelling, Arithmetic.  
Peter Dougall—Geography.  
Henry Jones—Writing.  
Maggie Craig—Conduct.

#### 1st Class.

David Willcocks—Spelling.  
Agnes Maxwell—Reading, Arithmetic.  
Fanny Gould—Good Conduct.  
Promoted to Girls' Department—Elizabeth Corley, Hannah Boyd.  
Promoted to Boys' Department—John Dixon, Charles Storey, George Sutherland, George Corcoran, Frederick Thayer, Frederick Elliott, Harley Robins.

The girls were now called forward and had their prizes handed to them by Prof. Robins.

After some further excellent singing by the pupils,

Miss Coady now read the following lists, after which the prizes were presented

#### Advanced Class.

Agnes Cairns—Reading, spelling, writing, French, Latin, Algebra, arithmetic, grammar, composition, vocal music, and deportment.  
Maggie Ritchie—Derivation, geography, English literature, vocal music, deportment, punctuality, and regularity of attendance.  
Elizabeth Strickland—History, physiology, miscellaneous questions, deportment, and general standing.

#### Senior Division—10th Class.

Laura Sloan—Writing, French, arithmetic, geography, grammar, history, general improvement, punctuality, and regularity of attendance.

Esther A. Hillen—Composition, English literature, miscellaneous questions, and general standing.

Mary Jane Fraser—Vocal music.

#### 9th Class.

Louise Ibbotson—Arithmetic, geography, and history.  
Isabella Hunter—Reading, drawing, English literature, punctuality, and regularity of attendance.

Mary Jane Miller—History and grammar.

*8th Class.*

Sarah Gladstone—Drawing, French derivation, history, punctuality, and regularity of attendance.

Elizabeth Renwick—Reading, arithmetic, grammar, composition, and miscellaneous questions.

Jennie McLaughlin—Spelling and geography.

*7th Class.*

Mary Jane Courtney—Drawing, arithmetic, and grammar.

Sarah Huines—Reading, composition, and English literature.

*Intermediate Division—6th Class.*

Ellen Cribb—Spelling, geography, grammar, natural history, Canadian history, and miscellaneous questions.

Katie Mills—Writing and composition.

*5th Class.*

Dora Goold—Spelling and drawing.

*Junior Division—3rd Class.*

Annie Quinn—Reading, spelling, geography, grammar, miscellaneous questions, deportment, punctuality, and regularity of attendance.

Sarah Mary Broome—Writing, drawing, arithmetic, punctuality, and regularity of attendance.

*2nd Class.*

Agnes Hunter—Reading, spelling, arithmetic, geography, grammar, history, and miscellaneous questions.

After more good music from Professor Fowler and pupils,

Mr. McGregor read the list of boys winners of prizes, as follows:—

## PRIZE LIST.

## BOYS' DEPARTMENT.

*Junior Division.*

Archd. McGowan—Spelling, writing, drawing, and arithmetic.

D. Darling—Credit marks, reading and spelling.

F. Varey—Reading, drawing, arithmetic and geography.

B. McAdam—Credit marks, spelling, writing and drawing.

D. Patterson—Reading and grammar.

*Intermediate Division.*

W. Seath—Arithmetic, mental arithmetic and miscellaneous questions.

F. McDonough—Credit marks, reading and grammar.

J. Chateaus—Punctuality, spelling, writing, geography and mental arithmetic.

Sam. Stuart—Spelling, grammar and composition.

Juo. Teas—Credit marks, arithmetic and mental arithmetic.

J. McAdam—Credit marks, writing, arithmetic and grammar.

*Senior Division.*

Jas. Mathieson—Credit marks, miscellaneous questions, arithmetic, book-keeping and music.

A. D. Fraser—Spelling, French and Latin.

Captain M. Kerr—Latin, geography, history and natural philosophy.

Thos. Cameron—Reading and grammar.

R. M. Horne—Music.

J. McBride—Credit marks, spelling, miscellaneous questions, etymology, natural philosophy and book-keeping.

C. Auld—Writing, geography and grammar.

A. Jones—Writing.

G. Bulling—Spelling, etymology, composition and French.

R. Green—Spelling, grammar and French.

W. Kerr—Credit marks, reading and composition.

*Advanced Class.*

E. Kershaw, 1st prize, for general proficiency and geometry.

J. Forman, 2nd prize, geography.

Prof. Robins now made the announcement for the examination of the Pupils of the Normal School to-morrow.

Prof. FOWLER and pupils again treated the audience to some capital music.

The proceedings closed with the singing of the national anthem in fine style.

The Model School Drill Association now proceeded to the yard in rear of the building, where they were put through drill by Sergt. Nolan, 63rd Regiment, their infantry drill instructor. The lads wore neat, serviceable-looking uniforms of dark grey, and went through the various company and battalion movements, as also the manual exercise, in a highly creditable manner,

**Convocation of Bishops' College.**

The Convocation assembled in the large Hall of the College at 2 o'clock, and was very ably presided over by Hon. E. Hale, acting as Vice-Chancellor. The hon. degree of D. C. L. was conferred on C. Dunkin, Esq., M. P. P., one of the Governors of McGill College. F. W. Torrance, Esq., M. A., of Edinburgh, B. C. L. of McGill College, was admitted *ad eundem*, and the Rev. A. C. Scarth, Incumbent of Lennoxville, to an hon. M. A. degree. Ordinary Degrees in the usual course were also conferred on the following members of the College:

Master of Arts.—Rev. T. W. Mussen, B. A., Incumbent of West Farnham.

Bachelor of Arts.—Job Babin, (Prince of Wales' Medalist, 1864); C. Rawson, (do, 1865); Lewis E. Fuller.

An able address on the importance of collegiate education in connection with the common schools of the Province was then delivered by Mr. Dunkin; a paper on "Arts" read by the Rev. Professor Dodwell, and a valedictory by Mr. C. Rawson. At the commencement of the Session, Mr. Hale had made some very feeling remarks, lamenting the absence of the Chancellor (Mr. Justice McCord), who had been for time suffering from a painful attack of illness; but at this stage of the proceedings, the Bishop of Montreal announced that he had received a telegram from Montreal containing the most unexpected intelligence of the death of the Chancellor, who had expired early that morning. His Lordship, with much feeling, expressed what he was sure must be the sense of all present, when he testified to the very valuable services of their Chancellor in connection both with the College and University, and deeply his loss would be felt. This distressing news cast a gloom over the remainder of the day; the proceedings of the Convocation were brought to a close, and all the usual arrangements for the social gathering at the colleges in the evening were postponed to some future day.—*Montreal Gazette.*

**Notices of Books and Recent Publications.**

SMITH.—A Smaller History of Rome, from the Earliest Times to the Establishment of the Empire; By Wm. Smith, LL. D., with a Continuation to A. D. 476, by Eugene Lawrence, A. M.—Harper, New-York, 1865.—351 pp., 12mo.

This is a neatly illustrated work, intended for the use of schools. Its arrangement is methodical and perspicuous.

TAYLOR.—Portraits of British Americans, by W. Notman; with Biographical Sketches. Edited by Jennings Taylor, Esquire.—Lovell, Montreal, 1865.—Part 1, 49 pp., 8vo.

The photographs contained in this number are those of His Excellency Lord Monck, the Most Rev. Francis Fulford, D. D., Lord Bishop of Montreal and Metropolitan, Hon. J. A. McDonald, Hon. S. L. Tilley, who was Premier of New Brunswick when the Convention assembled at Quebec, and Sir Louis Hippolyte Lafontaine, late Chief Justice of Lower Canada.

The portraits are in Mr. Notman's usual excellent style, and the letter-press by Mr. Lovell is not inferior as to material and workmanship, while the literary part of the work reflects great credit on Mr. Taylor, whose style is at once facile and elegant.

We find in the biography of Lord Monck the following remarkable coincidence of historical dates:

"The 10th February is doubtless a marked day in the history of England, and it is especially so in the history of Canada; for, on the 10th of February, 1763, the Provinces were ceded by France to England. On the 10th of February, 1838, the bill for suspending the Constitution of Lower Canada received the Royal sanction; and on the 10th February 1841, the proclamation was made which created the Province of Canada.

"It was not, we may well imagine, to commemorate a British victory or a Canadian misfortune, that the 10th of February was selected for re-uniting the separated Provinces. No doubt the day was chosen by authority, and the reason for the choice, it may be easily conjectured, was to associate the political fortunes of the Canada, with the personal history of our Most Gracious Queen.

"The Provincial espousals took place on the first anniversary of Her Majesty's marriage with the great and good Prince Consort; but the political union had not attained its turbulent majority, when the personal one was dissolved by death. The touch of time at which the type crumbled seemed also to leave the mark of dissolution on the antitype. The grave which had been prepared to enclose the former only prefigured another grave which seemed to be opening rapidly to receive the latter.

"Such facts should recall gloomy memories, while they suggest the

commentary that the fortunes of Canada, as exemplified in her rulers, have been wreathed more with cypress than with bays.

"The Earl of Durham, who advocated a British American Confederation and accepted a Canadian Union, died five days after the Act was passed which embodied his counsels.

"Lord Sydenham, who in person opened the first session of the United Parliament, was not, in person, permitted to close that session, for almost the last act of his ebbing life was to delegate to another the duty with which, by the gracious permission of his Sovereign, he had intended to determine his Canadian career. The sunset of that evening was the last this gifted statesman was permitted to see. By the light of the following day the heralds might have received back again the unfolded, unworn ribbon of the Bath, and have noted in their college records that it was restored to royalty by the representative of "The first and last Baron Sydenham." His successor, the courtly and gifted Sir Charles Bagot, the very beau-ideal of manly grace and beauty, had scarcely entered on his government when he was stricken with mortal disease, and within fifteen months after his arrival in Canada, expired in the house in which his predecessor had died.

"Sir Charles Bagot was succeeded by the benevolent and large hearted Lord Metcalfe, whose career would have been eloquent in instruction, had it left no other lesson than the example of unswerving fortitude, triumphing over mortal suffering of the highest duty cheerfully performed in the presence of excruciating agony, most patiently endured. His work done, this great and good man returned to England to die, and with his death expired his newly created title; for on his tomb the words are written: "The first and last Lord Metcalfe."

"Earl Carthcart was already an aged man when he became Governor General, and it is therefore no matter for surprise that his martial name should be found on the roll of those who have passed away.

"The accomplished and versatile Earl of Elgin replaced his military predecessor, and it was reasonable to suppose that such vigorous manhood as his seemed to be would have won the crown of age. The supposition is rebuked by his quiet grave amidst Asiatic hills, where, in a heathen land, solitary and alone, the wearied Statesman, the humble Christian, sleeps in peace.

"On the roll call of our Governors who for twenty years have represented the Crown in Canada, one alone survives. We cannot mention his name without at the same time thinking of the inextinguishable sorrow with which he who bears it must evermore recur to his residence in this Province. The troubled waters of the St. Maurice, and the quiet grave at Sillery, recall as in a vision, not only the generous, open-hearted boy who perished in one and sleeps in the other; but they tell also of the direct line of a good old family cut off—a good name passing away, or, if preserved at all, preserved only on a tombstone. If it be true that our late Governor General, the high-minded and gifted Sir Edmund Head, obtained the Queen's permission to decline a coronet—then those waters and that grave tell us also of a stainless career arrested; a glorious goal reached, and then avoided; the prize of honor won and yet declined, the aim of a life realized and yet lost. Death and sorrow, we may conjecture, had closed the avenue of ambition; and thus it may have been that one nearly peerless, among rulers, could not be attracted to the assembly of Peers. The official records of Royalty, on the page of distinctions conferred for services in Canada, will not, at all events, for the third time, in one generation, be blotted with a new entry on the roll of the extinct Peerages of England. In one form or other, directly or indirectly, it may be said that death has, with remarkable assiduity, overtaken all who have held the commission of Governor General of Canada. The great British Province of the West, like Her Majesty's possessions in the East, seems to have been a kind of fatal vestibule, through which successive rulers have hastened hurriedly to the grave.

"If the personal history of his predecessors in the government of Canada was not of a tranquilizing order, neither was the general state of the Province at the time of Lord Monck's succession very well calculated to dispel anxiety. Political parties had been, and continued to be, greatly excited. Government, it is true, was carried on, and in the Legislative Assembly, by means of respectable majorities; but it was difficult to get rid of the impression which was keenly felt by many, and strongly expressed by some, that the persistent administration of public affairs by means of a single sectional majority, was not to be desired, even though he could not be avoided.

"In addition, moreover, to these local embarrassments, which the healing influence of time or the salutary presence of temper would assuredly have overcome, there arose unexpectedly a foreign question, in comparison with which all local difficulties seemed to fade into nothingness. The affair of "The Trent" suddenly brought the Government of Great Britain and the United States into attitudes of imminent hostility."

The biography of Sir Louis Lafontaine is but a rapid sketch, as are

indeed all others which serve to illustrate Mr. Notman's Portraits. We make the following extract:

"Sir Louis Lafontaine was twice married: Firstly, to Adèle, daughter of A. Berthelot, Esq., of Quebec, by whom, however, he had no issue; secondly, to Jane, daughter of Charles Morrison, Esq., of Berthier, by whom he had issue, two sons, the present Baronet, and a second, who was born several weeks after the decease of his father.

"How tenderly that young child whom he had seen was loved, it were idle to enquire; equally idle were it to attempt to gauge the human longings that grew in the heart and mind of that proud father. We may, it is true, conjecture in what kind tones of gentleness that grave man laid his learning aside, and humbled his speech to the capacity of his child; with what ungrudging patience he watched for the dawn, and waited for the growth of thought, and broken words. We can imagine, too, that this discipline of gentleness multiplied in his own daily life brighter hopes of a more beloved existence. The increasing rays of knowledge in the opening mind of his son, from the simple purity of their light, communicated to his own intellect the twofold sensation of joy and calm—the joy and calm that belong alike to time and to eternity.

"We cannot analyze the mystery of such love, any more than we can exaggerate its intensity. We recognise a divine principle seeking mortal expression in the heart of one who was putting off mortality. It was a touching picture, who may tell its hidden meaning? The world receding—all things hurrying towards the absorbing past—the unknown assuming the shape of knowledge—the future becoming present—the invisible drawing near. At such moment, earthly longings become eloquent, the human heart seeks enquiringly for its human heir, and the dying father is consoled by the caresses of his child! In the words of Southey, we may express for the deceased Baronet what was probably his last wordly wish, a wish though born of earth, was already brightened with the hues of heaven:

"To leave behind a name, I trust,  
That shall not perish in the dust!"

FANLON.—*Histoire de la Colonie française en Canada. Tome 1er, Ville-Marie, Bibliothèque paroissiale.*—Poupart-Davyl, Printer; Paris, rue du Bac, 1865.—351 pp., 4to. Price, 10 frs.

The first volume of this long expected work has at length appeared. It is embellished with a fine portrait of Jacques-Cartier, and is printed with a perfection that reflects the greatest credit on the publishers. It contains a preface, an introduction, the three first parts (from 1534 to 1645), and notes having special reference to the numerous controverted points raised by the publication at Quebec of Mr. Faribault's *Voyages de Jacques Cartier*, under the auspices of the Literary and Historical Society of that city in 1843. Mr. Fanlon agrees with Messrs. Faribault, Berthelot and Garneau, as to the place where Cartier passed the winter, and reconciles, in an able analysis, the different Algonquin and Iroquois traditions, explaining the texts of the old authors in such a manner as to establish the apparent fact that the aborigines found at Hochelaga and Stadaconé by Cartier were either Iroquois or Hurons, probably the latter.

The work will be completed in five volumes, bringing the history down to the conquest.

DE TOCQUEVILLE.—*Œuvres complètes de Alexis de Tocqueville. Tome 8: Mélanges, Notes, Pensées, Fragments inédits.*—Svo., 496 pp.—Lévy, Paris; 1865. 6 frs.

The notes taken by M. de Tocqueville during his short visit to Canada with M. de Beaumont, are here reproduced. They contain an interesting account of a conversation between the author and the late Hon. John Neilson, on the social and political condition of the country, and the morals and character of its inhabitants. Little more than thirty years have elapsed since that time, and yet what a change has taken place!

L'ÉCONOMISTE FRANÇAIS.—The number issued on the 20th May contains a letter by a Canadian correspondent. The rate of subscription is 20 frs. Mr. Gravel of Montreal, and Mr. T. E. Roy of Quebec, receive subscriptions.

LE FOYER CANADIEN.—In the numbers just received (from May to November) will be found an interesting account of Mgr. Plessis' missions to the District of Gaspé and the Lower Provinces in 1811 and 1812.

LA REVUE CANADIENNE.—The numbers for March, April and May contain the conclusion of Mr. Royal's essays on the Confederation of the British North American Provinces, poetry by Messrs. Sénécal and Blain, monthly and art reviews by Mr. Bourassa, notes on the Mexican question by Mr. de Bellefeuille, a biographical notice on Cardinal Wiseman by Mr. Ouellette, together with notices of books by Messrs. de Bellefeuille, Nantel, Tessier and Royal, and a criticism headed *Les Écrivains Canadiens*, by Mr. Hector Fabre.

## MONTHLY SUMMARY.

## EDUCATIONAL INTELLIGENCE.

—As an appeal has been made to the citizens of Montreal in behalf of the new Irish University, some information respecting the growth and present condition of that institution may prove interesting to our readers. In 1863-4, 210 students attended the course of University lectures. Exclusive of these, 360 were matriculated in the affiliated schools and colleges throughout the provinces, making altogether 570 on the books of the University. The matriculated students are circumstanced exactly as the greater majority of those of Trinity College, who, it is well known, do not attend the lectures of the great Protestant institution, but merely go up for examination. This privilege is enjoyed to the fullest extent by the matriculants of the new University. The course pursued is this: Every year an examiner is sent to the affiliated schools, where the pupils are subjected to a most searching examination, and the cleverest of the young men are selected to compete, in due time, for the highest University honors, along with the students of Oxford, Cambridge, and Trinity College. Under this system the new University must become the great centre of the talent and learning of Catholic Ireland. The students of the Catholic University enjoy privileges even superior to those afforded the students of Trinity, as they are placed in colleges and schools under the immediate supervision of the local authorities, and are instructed by professors of acknowledged ability and experience in the important work of education. Of these colleges and schools as many as twenty-eight are already in existence, and are visited regularly by the University examiners. Such a system of training cannot fail to promote emulation and intellectual progress, and operate beneficially on the future of Catholic Ireland. During the sessions of 1863-4, 59 students attended the evening classes of the first term, 55 in the second, and 44 in the third; 98 were in the school of Medicine, and 70 in the two faculties of Philosophy and Science. This number of students, with the 586 matriculants on the books of the University, is highly satisfactory and encouraging, and augurs well for the future of the institution. At the beginning of the present century there was not, we believe, a Catholic College in the country, excepting those of Carlow and Maynooth, purely ecclesiastical institutions, which were then only in their infancy. According to the last census, in 1861 there were 98 public and 203 private classical schools. These were attended by 10,346 pupils, of whom 5,118 were Roman Catholic, and over and above this number, 1,242 Catholics were receiving collegiate instruction in May of the same year — making a total of 6,330 youths pursuing the higher studies at that period. Excepting Maynooth and the Queens Colleges, all these seats of learning were established by the bishops, priests, and people of Ireland, and the fact evidences a love of learning amongst the Irish not unworthy of their country's palmy days. The following important facts are supplied by the census commissioners in their report of 1861:—In 1834, there were 96 high schools, attended by 4,240 pupils, exclusively Protestant, while in 1862, there were only 60 of these schools, with an attendance of 2,075—a falling off in twenty-seven years of 36 Protestant schools and 2,165 scholars, whereas, during the same period the Roman Catholic schools increased from 23 to 80, the 63 new schools being attended by 3,478 pupils. Upon this great change the commissioners remark: “The large increase in the Roman Catholic schools is due to the fact that whereas superior instruction had already, in 1834, been provided for members of the Established Church in chartered, endowed institutions, much more nearly in proportion to their requirements than it has yet been provided by voluntary efforts for other sections of the population, the higher order of schools had nearly all to be erected by the Catholics from their own resources.” Thus, in the short period of thirty years, the Roman Catholics of Ireland founded 63 new schools, with an attendance of 3,478 scholars.—*Montreal Transcript*.

—During the past year the colleges and seminaries of the United States have received liberal contributions. Yale College has received \$450,000; Amherst, \$110,000; Princeton (New Jersey), \$130,000, the Syrian College, \$103,000; Trinity (Hartford), \$100,000; Rutgers (New Jersey), \$100,000; Chicago Theological Seminary, \$80,000; Bowdoin (Maine), \$72,000; New York University, \$60,000; Wesleyan University (St. Louis), \$50,000; Andover Theological Seminary, \$50,000; Dartmouth, \$47,000; Harvard, \$44,000; Williams, \$25,000; Middlebury, \$10,000. These figures show that the cruel war with its train of evils does not prevent the exercise of benevolence.—*Godey's Lady's Book*.

—Not long ago Hon. Abbot Lawrence, of Boston, gave to Harvard College, in aid of scientific education, the sum of \$100,000 besides the services of a professor, altogether considered equivalent to an endowment of about \$150,000. The *Boston Advertiser* adds:—At this juncture, Mr. James Lawrence comes nobly forward, and at once serves the cause of education, and maintains the honor of his father's name by the gift on the first of Jan., 1865, of fifty-two thousand five hundred dollars—twenty-five hundred to be expended at once in the equipment of the laboratory, and the balance to endow equally the chemical and the engineering departments.

—The grant which Mr. Matthew Vassar made to found the Vassar Female College, at Poughkeepsie, N. Y., was \$408,000. The building, which is of brick, with stone trimmings, is three stories high, with a mansard roof; five hundred feet in front, including wings, one hundred and sixty-five feet deep, accommodating two hundred and fifty pupils, besides chapel, library, art gallery, recitation rooms, &c. The Presidents' and professors' houses, and teachers' rooms, will cost \$200,000, and will be completed before August. A library of 2,500 volumes is secured already, and a cabinet of minerals worth \$8,000. A great equatorial telescope, aperture 12½ inches, length 17-feet, will be mounted and adjusted in August. The College will open September 1st.

—At a meeting of Teachers and Local Superintendents held in Ottawa on the 19th of January last, of which due notice was given through the newspapers, after mature deliberation, it was resolved to organize an educational institute for Central Canada, having for its objects: 1st, the discussion of practical questions connected with education; 2nd, the reading of papers and delivery of lectures on educational subjects; and 3rd, taking such measures as may from time to time be considered necessary to promote the interests of the teaching profession. It has long been felt that an association of this kind has been greatly needed in this section of the Province; and, looking at the good accomplished by similar associations in other parts of Canada, it is confidently anticipated that the one recently organized for Central Canada will, if properly sustained, prove highly beneficial, not only to teachers, but also to the public generally. The distance between the Central and the extreme Eastern and Western Counties of this Province has to a large extent prevented teachers from this section from availing themselves of the advantages of other kindred institutions; and it is thought that a sufficiently extensive field may be found in Central Canada in which to commence another. It is contemplated to have two meetings of the Institute during the year, one on the first Friday of July, the other on the last Friday of December, also to hold the meetings in different places, as may be arranged by the members of the Institute. Many of the leading teachers and other friends of education have already expressed their hearty concurrence with the movement, and their intention of connecting themselves with it, as soon as it commences its operations. The first meeting of the Institute will be held in Ottawa, on the first Friday of July next. Parties are respectfully invited to attend and become members, and in the meantime to communicate their intention of doing so to J. McMillan, Secretary.—*Journal of Education, U. C.*

—We notice in the *Scotsman* the name of Mr. D. James Macdonnell, of Canada, among those of seven gentlemen, who, out of twenty candidates, have, after a strict examination, taken the degree of Bachelor of Divinity in the University of Edinburgh. Mr. Macdonnell is a graduate of Queen's University, and has well sustained the honor of his *Alma Mater*, having also carried off the first and second prizes in two of the Edinburgh theological classes respectively, besides distinguishing himself in a similar manner last year at Glasgow University.—*lb.*

—The *Montreal Gazette* of Saturday has the following:—“We noticed some time ago that Mr. G. D. Redpath, of Montreal, had carried off the highest prize for sculling on the river at the University of Cambridge. But it seems that he trained not only his muscle but his brain also; for we notice that in the last examinations he went out with honors in the classical tripos. Although Cambridge has its chief *renomée* with the outside world for mathematical students, we believe it is an error to suppose that honors in the classical tripos are not as hardly earned there as at Oxford, or as the honors in mathematics at Cambridge itself. A disadvantage of our Canadian or of American students competing for classical honors in either of the great English Universities, is the lack of thorough training in all or nearly all of our schools in Latin versification, which counts for a great deal at both Universities. Spite of this, Mr. Redpath went in for honors and won them. To show how boating and study go together, we see it noticed that the man who took the highest double honors at Cambridge this year—being 18th wrangler and high up in the classical tripos as well—rowed No. 2 in the University boat at the recent contest between Oxford and Cambridge. It is the old maxim proved—*Mens sana in corpore sano*.”

—We are pleased to see by the *Glasgow Herald* of the 29th ult., that our young townsman, Mr. Archibald E. Malloch of this town, has been adding laurels to his name. The prize and honor certificates of the University of Glasgow for 1864-5 are published in full in the *Herald*, wherein we find that Mr. Malloch has been awarded a first class certificate in both classes in the senior division of Anatomy; also a first class certificate of merit in Surgery. He also ranks B.A. This must be very gratifying to Judge Malloch, as it gives evidence that his son must have attended well to his studies. In the same paper we see it stated that the Degree of Doctor of Divinity has been conferred by the same University on the Rev. William Snodgrass, Principal of Queen's College, Kingston, Canada.—*Brockville Recorder*.

—A select auditory, says the *Quebec Journal*, attended the annual literary *soiree* at the Laval University. Essays on divers subjects, and music, were the chief features in the programme of the evening, which passed off very successfully.

—While Canadians are obtaining honors in the English Universities, others meet with equal success among our neighbors. We find in the report of the examinations of St. John's College, Fordham, the mention of the name of Mr. Zéphirin Renaud who has received the honour of Bachelor of Arts. In the list of prizes, Mr Alfred L. Renaud has received in *Belles-Lettres* a prize for his verses in Latin and Greek. These two scholars are the sons of the Hon. L. Renaud, of Montreal.

—The Hon. J. A. MacDonald, Attorney General for Upper Canada, has received the degree of LL. D. from the University of Oxford.

## LITERARY INTELLIGENCE

—Paris is at present in possession of thirteen different museums, not counting those at the Louvre and at Versailles. Besides the ancient and modern works of sculpture, these rich collections contain the most miscellaneous objects of mediæval art, as well as of Renaissance paintings, drawings, woodcuts, and engravings, Egyptian, American, Celtic, and Roman antiquities. The collection of the Jardin des Plantes, with its cabinet of comparative anatomy, founded by Cuvier, is not included in the above mentioned number. All these collections are opened to the student, as well as the six large public libraries, of which the Imperial contains one million volumes of eighty thousand manuscripts; besides these, there exists a number of valuable libraries of the different faculties, for the special branches of study, and of scientific institutions, most of which are opened to the student; and those few for which a special permission is necessary, grant it without any difficulties. No wonder that Humboldt wrote to a friend in 1827, who had expressed his surprise at the German scholar having made the French capital his abode, "You are surprised at this? I am certain to find here, in one place, what I should have to look for in Germany in thirty-six places, and then very likely in vain."—*Littell's Living Age*.

—We extract the following on the *Library of the British Museum* from the *Illinois Teacher*:

Years ago Washington Irving sketched, in his delightful way, the old reading-room, and pictured the faces and the occupations of the men who were buried in their researches and their book-making. But now the scene is all changed, and that new reading-room, which is far more worth seeing than the House of Lords at Westminster, has been reared and is open to the use of a grateful public. Full accounts of this most beautiful and convenient room have been given in our American journals, but not to the extent precluding my own. It is circular, and forms a dome, the span of which is much larger than that of St. Paul's, and even that of the Pantheon at Rome. St. Peter's alone surpasses it. How high it is I can not say; judging by my eye as I sit here, it is thirty-five feet from the floor to the point where the walls begin to arch toward the summit of the dome. From the floor to that summit can not fall short of a hundred feet. The light is all admitted from the roof.

Now let me try to picture the arrangement of the tables. At the centre of the circle which forms the floor is a hub, so to speak, about twenty feet across, surrounded by a ledge, where the assistant librarians sit and receive the applications for books. Outside of this there are two concentric tables, under which are deposited the great catalogue. These tables are broken at three or four places, so as to allow free passage from the central dais to the main body of the hall. Outside of the exterior of these two ring-like tables the tables for readers begin, and shoot away to the circumference of the room like the spokes of a wheel. At this circumference is the library of reference, containing all such books as maps, dictionaries, and the like, 200,000 in number. The tables for readers are adapted each to sixteen persons, about five feet being reserved to each. You can not see your vis-à-vis, as the table is parted in the middle by a partition, not of a single plank, but hollow and about six inches through. This rises about a yard above the table, and through it the hot air from the furnace is thrown into the room. No other arrangement could possibly have shielded each so well, and so well and so uniformly have warmed all. There are seventeen of these tables, and under each there is a pipe for hot air for the feet. Fastened into this partition and at convenient height is a rack for pens and ink; at the left and at the right of the rack are the most convenient bookholders I have ever seen, which, by an exceedingly effective contrivance, bring whatever large works you may be consulting exactly at the distance and the range which suit you best. In one word, the arrangement is perfect. I do not see a single detail which could be remedied. Your chair is roomy, leather stuffed, and most comfortable. The table is leather-covered and exactly adapted for writing. Paper-cutters and blotters, all the adjuncts of the study, are provided for all. The floor is covered with a preparation resembling leather, and footsteps fall noiselessly upon it. It is a luxury to study here, independent of the vast stores of material in the great library, close by, of half a million volumes.

One word as to the catalogue. It is in manuscript, and is kept, as I said, under the ring-like tables which surround the librarian's dais. I hardly dare tell you how large it is. Each volume is of the size of a merchant's ledger: and how many of these huge folios do you think there are? There are eleven hundred and fifty-five! There are a hundred and sixteen

devoted to the letter H alone. Under such words as 'Bible' and 'Shakespeare' there are several thousands of entries. And yet it is so thoroughly systematized that, if you know the full name of an author, you find no difficulty in proceeding. In applying for a book you have to write the number of the shelf where it is to be found, the title, size, place and date of publication. A half an hour's waiting puts the book before you.

Thus much for the reading-room of the British Museum. There are seats for upwards of three hundred students, and they are generally well occupied. One would think there would be more, but I believe the accommodations are equal to the demand. Busy men come and go, and pay no regard to each other and to each other's work. At this moment there are students both on my right and left, each hard at work over their large volumes, but I know not what. I only know that I myself am looking up the whole literature of Syrian and Arabian travel, and my own task alone is what engages me. But let no reader of mine ever come to London and neglect to look in at this British-Museum reading-room. The museum itself, with its magnificent collections in all departments of science and art, he will of course not pass by; but next in interest to the collections of ancient history and the autograph letters of England's greatest men, collected under this roof, the most interesting sight of all is the noble reading-room.

—M. Sainte-Beuve, a member of the French Academy, has been made a Senator. This appointment is supposed to have some connection with the recent admission of a political writer, M. Prevost-Paradol, to the Academy, in the room of M. Ampère. If the Academy is to draw its recruits from politics, it is only just that the Senate should render the same homage to literature.

## NECROLOGICAL INTELLIGENCE.

—*Willmer and Smith's European Times* (Liverpool) of the 29th ultimo has the following in its second edition:—We announce with extreme regret the death of Sir Samuel Cunard, whose name in connection with the British and North American Royal Mail Steamship Company, established between Liverpool and America, has a world-wide reputation. He expired yesterday evening at his residence, Bush-Hill House, Edmonton, Middlesex, in his seventy-eighth year. The hon. baronet was born in 1787, and married in 1815 the daughter of a gentleman named Duffus, of Halifax, Nova Scotia. His eldest son, Edward, born in 1816, succeeds to the baronetcy, and, though his permanent residence is in New York, he was present when his father breathed his last. The British government, to mark their appreciation of the great services which Sir Samuel Cunard had rendered to the commerce of the world, and more immediately to that of England and America, conferred on him, in 1859, the dignity of a baronet—a dignity won by his triumphs in a field of enterprise in which the company he assisted to establish has distanced all competitors, and proved itself at once the most successful, and the best friend of civilization and progress, in the whole history of navigating the ocean by steam power. What Watts and Arkwright were to the spinning jenny, Sir Samuel Cunard was to the marine engine.

—We announced yesterday the death of the Honorable J. S. McCord, one of the Justices of the Superior Court for Lower Canada. He was born near Dublin on the 18th day of June, 1801. His father, who had friends in Canada, came here in 1806 on business connected with a dispute about property in Grifftown, and settled in this country. He was elected and sat for Bedford County (now Missisquoi) in the Parliament of Lower Canada in 1817. Judge McCord was sent to school to the Rev. Dr. Wilkie, at Quebec. He afterwards was for some time a student at the Seminary of St. Sulpice in this city, where he gained a perfect mastery of French. He studied law in the offices, first, of the late Chief Justice Rolland, and subsequently in that of the late Mr. Justice Gale, and was called to the bar in 1822 or '23. He continued to practise his profession until the outbreak of the rebellion in 1837, when he entered the volunteer service. On the reorganization of the courts by the Special Council, he became a District Judge and Judge of the Court of Requests, and subsequently Judge of the Circuit Court. Later, on the reorganization of the Judiciary in 1857, he became a Judge of the Superior Court. He has thus been on the Bench for 23 or 24 years, and in that time has done judicial duty in every portion of the old District of Montreal, embracing about half the population of Lower Canada. Although not standing foremost among the jurists who have won celebrity among the members of our Bench and Bar, he has yet proved an eminently useful and painstaking judge. He was successively Vice-Chancellor and Chancellor of the University of Bishop's College, Lennoxville, which office he held at the time of his death. He was the active promoter of the establishment there of the Grammar School, now such an eminently successful feature of the institution. In the Church Society he took a most active part, with the late Mr. Moffatt, and others in the work, more especially of the Central Board and Lay Committee, of which he was for several years chairman. He was also one who laboured most zealously in putting the fund for widows and orphans of deceased clergymen on a satisfactory basis, and to promote the formation of a sustentation fund for the partial endowment of



the clergy of the diocese. He performed a great deal of patient drudgery in making up a schedule or cadastre of the properties belonging to the several parishes and missions in the diocese, in order to show where and what most was needed to be done, and investigated the titles, and set those which were imperfect right. On the very day of his death the Convocation of Bishop's College sat to confer degrees, &c. But not alone in the public places he was wont to labor in will he be missed. Gifted with refined tastes, fond of pictures, statuary and books, as well as flowers, of a most happy and genial disposition, affable and courteous in his manners, he made himself beloved in private and social life, and leaves behind him almost numberless friends in different parts of the country, who will read of his departure hence with heartfelt and unqualified regret. He was married in 1832 to Miss Ross (daughter of the late David Ross, Q. C.), who survives him, and by whom he leaves a family of three sons and two daughters. (Condensed from *Montreal Gazette*.)

—The late Mr. Benjamin Holmes, whose sudden death the press has so recently been called upon to deplore, was born in Dublin on the 23rd April 1794, and came to Canada when only nine years of age. His first essay in life was made as clerk in the commercial house of Henderson & Armour. During the war of 1812 he served as ensign in the *Canadian Fencibles*, and in 1837-38 was foremost among the volunteers engaged in suppressing the insurrection. He was, in 1841, elected to Parliament for the city of Montreal with the Hon. Mr. Moffatt, and re-elected in 1848, conjointly with the late Chief Justice Lafontaine. Having modified his political opinions with advancing years, he saw fit to cast his vote in favor of the *Rebellion Losses Bill* under the Lafontaine-Baldwin Ministry, and subsequently acted with the more advanced reform party. It was from the McDonald-Dorion Cabinet that, in 1863, he received the appointment to the collectorship of Montreal, a place he held at the time of his death. Mr. Holmes was an active politician, a warm partizan, and a man of considerable intellectual powers.

—Private letters by the *Belgian* apprise us of the demise, on the 14th May, in Paris, of a gentleman who, for half a century, occupied a high position in our social and commercial community. Henry Atkinson was born in England, June, 1793. Having settled permanently in Quebec in 1812, at the age of nineteen, his successful operations in timber, his intelligence and unceasing industry soon permitted him to take a leading part in our export business. For many years he was connected, in business, with his elder brother, William Atkinson, Esq., formerly of Cap Rouge Cottage, near Quebec, and still living in London. Some large profits on very extensive contracts with the Imperial Government, in connection with the navy, induced him to retire, about thirty years ago, from the exportation of timber, with a princely fortune, amassed in very few years. He then became a most extensive purchaser of real estate, owning at this moment some of the most valuable stores and wharves in the Lower Town. About 1830, Mr. Atkinson, who was distinguished by a strong taste for travelling literature and fine arts, sailed for Europe and devoted four years of his life to travelling through France, Germany and Italy, locating himself for a whole year at Venice, and visiting the most fashionable watering-places. He then returned to Canada, and immediately purchased the most picturesque seat on the shores of the St. Lawrence, Spencer Wood, from the Heirs Percival, where he resided in magnificent style for nearly twenty years, his large rent-roll permitting him to indulge without stint in his fancy for embellishing his grounds and introducing the newest and choicest European adornments of which the park-like scenery of the place was susceptible; his ranges of glass-houses covered acres; his exquisite entertainments, and store of rare books, *objets de vertu*, his picture gallery, representing several thousands of pounds, purchased in Rome and elsewhere, for many years made a visit to his country seat one of the chief attractions of strangers visiting Quebec. In 1854, the man whose whole existence had seemed to centre in literature, rural beauty, flowers, and the society of friends, suddenly decided to sell Spencer Wood to the Government, as a residence for the Earl of Elgin, returned to business with more zeal than ever, and invested large sums in the purchase of the St. Henry saw, grist and carrying-mills, oil factories, timber limits. A few years afterwards he became the purchaser and still holds the very extensive mills at Etchemin, formerly Sir Henry Caldwell's. The deceased's power of application was, we may say, something extraordinary, no amount of head-work, writing or business could weary him; and until within a few months of his death, he would spend a toilsome day in his counting-house, in St. Peter street, take his papers home, write until midnight, then three hours of sleep, and write again until breakfast-time, summer and winter; such was his every-day life. Gifted with a mind of great vigor, a sagacity scarcely ever at fault, a most retentive memory, he possessed a rich store of knowledge on all points—was well acquainted with English, French and Italian literature; in one word Henry Atkin-

son was a polished, educated gentleman of the old school. With all that, he was of so retiring, so shy a nature, that he shrank from anything having even the semblance of display. This peculiarity became a fault in him, as it instantly closed to him the door to high offices for which his talents, business habits and wealth eminently fitted him. Mr. Atkinson had spent last winter at Nice, in company with some valued old Quebec friends, Mr. John Fraser and Mr. Peter Burnet, who left this city to reside at Nice some thirty odd years ago. Mr. Fraser was with him in Paris at his last moments. Henry Atkinson was close, at the time he died, on to 73 years. Our commercial community, a very few months back, had to mourn over the loss of one of its brightest luminaries, the late G. B. Symes, Esq. Another Quebec merchant, as eminent by his position, now follows.—*Morning Chronicle*.

#### MISCELLANEOUS INTELLIGENCE.

—The wind is a musician by birth. We extend a silken thread in the crevices of a window, and the wind finds it and sings over it, and goes up and down the scale upon it, and poor Paganini must go somewhere else for honor, for lo! the wind is performing upon a single string. It tries almost anything on earth to see if there is music in it. It persuades a tone out of the great bell in the tower, when the sexton is at home and asleep; it makes a mournful harp of the giant pines, and it does not disdain to try what sort of a whistle can be made out of the humblest chimney in the world. How it will play upon a tree until every leaf thrills with the note in it, and the wind up the river that runs at its base in a sort of murmuring accompaniment! and what a melody it sings when it gives a concert with a full choir of the waves of the sea, and performs an anthem between the two worlds, that goes up, perhaps, to the stars, which love music the most and sung it the first. Then, how fondly it haunts old houses; mourning under eaves; singing in the halls, opening the old doors without fingers, and singing a measure of some sad old song around the fireless and deserted hearths.—*California Teacher*.

—The *Dublin Evening Mail* says: The circumstances under which Canada is represented at our great Exhibition are such as to deserve from all interested in its success special mention and consideration. The Parliament of that great province, before adjourning in March last, was occupied daily and nightly in considering the momentous questions of colonial union and the colonial defences. The former project was adopted by a vote of three to one, and in relation to the latter a prorogation was asked and obtained till the summer, to enable a delegation of the Canadian Cabinet to proceed to London, in order to come to some definite arrangement at once with Her Majesty's Imperial Government. A vote of credit was then voted, the sole and only item specified being the sum granted for the Dublin International Exhibition. This grant was placed at the disposal of the Hon. Mr. McGee, Minister of Agriculture, with whom were subsequently associated, by order in council, the Rev. William Agar Adamson, LL.D.; and Thomas Devine, Esq., F.R.G.S.—all three being natives of Ireland. The portion of the Exhibition building occupied by Canada, and indicated by the very handsome flag of that Province, forms the north-west gallery angle immediately fronting the grand staircase. One of the principal—if not the principal—feature of the collection is the very full display of economic and other minerals. We have here iron ores from Lakes Huron and Superior and from Marmora, in Central Canada, and from Three Rivers in the neighbourhood of Quebec; copper, both native and in the ore from the great lakes, and from the district known as the Eastern Townships, which lies between Montreal and the American frontier, galena, plumbago, and phosphate of lime from Upper and Lower Canada. Building stones and marbles from Annapolis, Gloucester, Montreal, Portage-du-Fort, and Point Claire. A map specially prepared and colored for this exhibition, showing the various localities where the minerals are found, affords a pleasing index to the collection. Of the agricultural products of Canada there is also a fair display. Very fine samples of wheat, barley, rye, and other grains from almost every section of the province, are conveniently exhibited in large glass vials. Specimens of flax, which is now coming generally into cultivation in the provinces, will also attract attention, as well as several specimens of native tobacco. In building and ornamental works, the province is well represented. There are samples, in solids and veneers, of oaks, pines, walnut, maples, &c., &c. There is also what must prove to the ladies a very attractive object—a collection of choice Canadian furs arranged in mosaic. Several articles of fancy and ornamental work made by the aborigines may be said to possess a similar interest. There is a large collection of photographic views, for which the climate of Canada is so favorable, and a few water-color drawings of more than common merit; the subjects in both cases being mostly Canadian.