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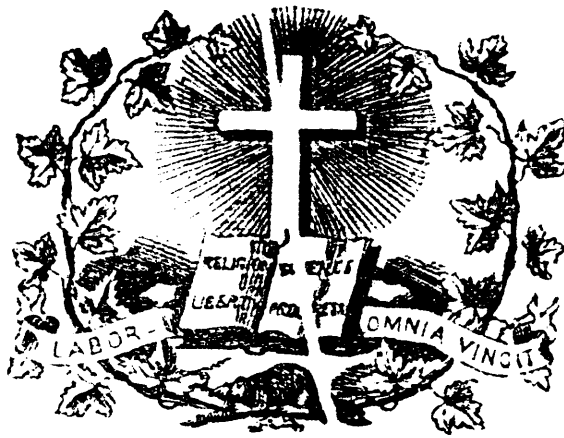
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# THE JOURNAL OF EDUCATION

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### The Education of Girls.

The evils of the way in which girls are brought up are twofold. Not only is it a great injury to the girls themselves to deprive them of the ordinary benefit of education, but it also acts in a very serious manner in tending to prolong the reign of ignorance, inasmuch as those who must be the first instructors of all are quite incompetent to perform their most obvious duties towards the rising generation. With the industrial classes this acts in a number of ways to the detriment of the household. The girl on leaving school at a tender age is either busily engaged at a factory, mill, or some other regular work, or else she helps her mother at home. In the first case she learns absolutely nothing of her domestic duties; in the second, though she certainly picks up what she can from the experience of her parent, that parent's previous training renders her but a poor instructor. She usually marries early, and is consequently as ill-fitted for the management of her family as her mother was before her. Her household becomes disorderly, she is not fit to manage the family income to advantage, and to these circumstances not a little may be attributed of the unsatisfactory condition of many homes, and the commencement of discord between husband and wife.

In the upper circles of society the effect of this deficient education is different, but the evil is no less serious. The mother, who should, and who has the opportunity, is altogether ignorant

how to set about training her children, and the most valuable time of infancy is often allowed to be spent almost entirely under the guidance of servants. In not a few cases young mothers really begin their own education from the attempt to instruct their offspring. Nothing perhaps makes people feel their own weak points more acutely than the attempt to teach others, and to answer the numerous questions of an intelligent little pupil.

Besides the very important consideration above referred to—namely, the loss which the children sustain—the young wife, as usually brought up, is unable to join in many topics of conversation, or to be interested in the numerous subjects which enter into the daily work and duty of her husband. This is an evil. It is not intended to argue that every woman should be bored with all matters which arise in the daily routine of her husband's work, but she should be so educated as that he may feel her to be capable of entering into his plans and being interested in those matters which occupy the chief part of his time and powers. It is detrimental to all mutual happiness and confidence if a man feels that his wife is too low in the scale of intellect for it to be of any use for him to open his lips on any point beyond the beauty of her dress and the doings of her neighbours.

The large amount of gossip and small talk which exists among the gentle sex of all ranks may be attributed to a great extent to their inability to converse on anything of a more elevating nature. How is it possible for nine-tenths of those who have been brought up at young ladies' seminaries to find interest in anything beyond the merest commonplace subjects? There are thousands and tens of thousands of ladies, the wives and sisters of educated men, who are ranked amongst the middle and upper classes, and whose literature never goes deeper than a novel, and who do not care even to read a newspaper, much less to take the slightest interest in the general topics of the day. It cannot be said that they are altogether to blame, though it may be a question whether the husbands of such ladies are free from all responsibility in the matter. The ladies must be pitied, as a great part of the evil is due to their bringing up; but a husband should not be content to allow his wife to remain thus, even if, after the honeymoon has passed, he finds that he was mistaken in supposing that a beautiful face always implies an equally cultivated mind.

In the matter of cooking, dressmaking, housekeeping, and such

like domestic essentials, the absence of education affects the poorer middle classes more, of course, than the rich. There was a time, it is said, when the highest lady thought it not beneath her to understand the culinary arts; but perhaps that day has gone for ever, and only exists in the memory of the past. With the poorer, however, such matters assume the importance of an economic science. Dickens's graphic description of Dora's house-keeping in "David Copperfield," is not far from the actual truth in thousands of cases at the present day. In the arrangement of clothes to the best advantage, such as the judicious and economic selection of suitable articles, great waste is also caused from ignorance of the properties and uses of different materials. Very few girls have any idea of cutting out clothes, or are practised while at school in turning, altering, and other matters essential for a really thrifty and managing housewife.

Looking, then, at the condition of society in all its branches, it must be acknowledged that, though woman forms the prominent character in all domestic matters, and though her education must have an influence of the most important nature, and must affect to an enormous extent the whole nation, yet it is at the present time in a most unsatisfactory condition. This deficiency, on careful investigation, is but too evident; and the civil consequences, though so serious, so extensive, and so universal, are yet so old that society scarcely notices them. Society is, indeed, so accustomed to the evil, that we are hardly aware of its existence, and cannot at all appreciate the extent of the benefit which a reform—or, rather, a revolution—in this matter is capable of producing.—*School-Board Chronicle.*

### Institutions for the Education of Women.

(BY MRS. H. W. BEECHER.)

Vassar is, we think, the first College for women ever established. The liberal provision for its maintenance, in accordance with the wishes of the founder—the chapel, library, cabinet, recitation rooms; the houses for the Professors; the dormitories for the students; the dining-hall and kitchen; the laundry and the bake-house,—every needed accommodation, are all completed in the most approved manner. The whole is heated by steam, and lighted by gas. Here physical culture receives all the care that modern science and experience can give. A floral garden is managed by the young ladies. Gymnastic exercises, horseback riding, driving, boating, or skating, have their full share of encouragement and attention. The whole establishment and its arrangements are most excellent, securing a suitable amount of exercise to insure good health, and also clear heads, for the hours, devoted to study.

But in this generous provision for accomplishments for our young daughters, and thorough training in all healthful exercise, there seems to have been one department entirely overlooked, which certainly demands a large share of attention, and where we think faithful instruction in the rudiments should, in connection with other departments, begin in the earliest and most simple lessons, with the full understanding that it must go hand in hand with other branches through the whole course. We mean a full and most thorough instruction in all that belongs to domestic economy and household lore.

The preparatory instruction and full collegiate course, in a girl's education, should embrace more years than are thought necessary to prepare a boy to graduate and enter upon the duties of manhood, because we are sure our girls' minds are overburdened by an attempt to crowd too many studies into each year; thus keeping them constantly hurried and over-taxed. They have many things to do while in school, that boys are not expected to do, or at any rate, which they never undertake. No young lady we trust, would sit down at her studies, in the morning, until the room was neatly put in order. Many little touches are needed to secure this, which they can not depend upon a chamber or parlor maid to do well, and which it would not be

consistent with womanly neatness, to leave undone. Then a girl has her ward robe to watch over; rips to mend, buttons to replace, and numerous other things which a boy hires done for him, or leaves unrepaired. In girlhood, as in latter life, woman's duties are more complex and varied than man's. There are so many little things, insignificant in themselves, but of wonderful importance, in that skilful combination which must be woven together, to make the perfect whole in a woman's character, that it is unsafe to skim lightly over any. Some items appear very trifling and unimportant, when not viewed as connecting links, without whose aid the whole noble structure must be incomplete.

No one can tell while the process of constructing and perfecting is going on, through what deep and stormy waters the precious bark, once launched, may be compelled to force its way. Therefore it is wise, in laying the foundations, to be sure that no timber, screw, or rivet, however insignificant it may seem at the time, has been discarded, or insecurely fastened.

Even if it could be guaranteed that most of the young ladies who graduate from our excellent seminaries would never be placed in a position where they might find it convenient, if not necessary, to labor with their hands to secure home comforts, or prepare food for husband or children; yet there is no place free from care, where it would not be more conducive to comfort and happiness for the mistress, not only to know, thoroughly, what was proper to be done about the house, but also to know how to do it herself, should it ever be necessary. To know how to do it well will do no harm—not knowing how, may sometimes subject one to great discomfort and mortification.

We once called on a lady of great wealth. Her establishment and style of living demanded a large retinue of servants, who received the highest wages. There had just been some disturbance among her servants. The cook, receiving forty dollars a month, imagined that her subordinate in the kitchen did not render her the proper assistance. She, the sub-cook, was quite above such service as was exacted. Neither would yield, and both left. The waitress, laundress and nurse had been nursing a feud for some time, which only needed this explosion in the kitchen, and the atmosphere it engendered, to develop the final catastrophe. The noise and smoke of the battle had but just subsided, when we rang the bell, which was answered by the lady herself, with a laughing, happy face, in no wise ruffled by this unusual state of things. After doing our errand, she was led, by it, to tell us a merry story of the day's experience.

"And what will you do now?"

"Oh, I have sent my dressing-maid to the nursery,—sent the seamstress to look for others to replace the deserters, and the coachman to market. I will attend the door till they return, and then I mean to surprise my husband, on his return with a dinner of my own cooking. Mother used to let me *play cook* sometimes, when I was young. She thought every girl should, at least, know how to get a dinner. I learned a good deal then, which I think I have not forgotten, and I owe it to her that this little disturbance, the first I have had, doesn't trouble me at all."

To be sure, those who keep but one or two servants, will think that she had but little to disturb her, while a dressing-maid, seamstress and coachman were on hand. But we think those who keep the greatest number of servants are the most to be pitied, and when changes come, it requires much patience and some skill to re-arrange those who remain, if one extra step is demanded of them.

We know two little girls, whose mother is training them to meet such inconvenient changes, when they are women, in the same independent spirit. They have a large sized *toy cooking-stove*, but one in which they can make *real pies*, as the little ladies say, and real bread and real cake can be made on it, though of Lilliputian size. The stove is kept in mother's room, the pipe passing into the nursery flue. They have a little moulding board, and rolling-pin, and all needed implements on a small scale, and no richer reward can be given than to be allowed to

bake a cake, or something of their own making, to be placed on the family table. Of course they work under mother's eye, and by her instructions—and in later years these little girls will thank their mother for this early teaching.

This "playing cook" is an easy and pleasant way of teaching little girls the "first lessons," and if, as in other days, they were fully taught at home the very important accomplishment of house-keeping by their mothers, there would be no necessity for a union of domestic and intellectual institutions in our schools and seminaries; but, unfortunately, very few, comparatively, of the mothers of the present day have health to teach their daughters as thoroughly as would be satisfactory or available—or if health be given, the disposition to devote their time and attention to the matter is wanting. For this reason we see no better way than to have this part of our girls' education incorporated, if possible, with the other branches taught in schools and colleges, so that sewing, sweeping, washing and cooking—every minutia of household knowledge, may be as fully taught as reading, writing or the so-called higher studies; or, a friend suggests, if this union is not possible, at least the domestic education might be made a supplementary course,—the scholars understanding that no one can graduate until she has passed through that department.

But as we fear the good old times of mother-teaching will not very soon be revived. Our idea of uniting this important part of woman's education with that which is thought higher and more intellectual, arose from the impression that if not in some way mingled, our girls in the course of four or five years of sedentary life, would acquire a distaste for more active employment, or, having destroyed their health by injurious and long continued application, would be utterly incapacitated for it.

We offer these suggestions in the hope that the attention of some of our progressive spirits may be called to this subject, with more effective earnestness than has been shown.—*Christian Union.*

### On Teaching English Grammar.

(By E. T. D. CHAMBERS, CHAMBLY.)

It is impossible for any educated man in this colony, or for any Englishman who happens to visit the country, to fail to observe the disgraceful way, in which our fine old English Language, —which

"spreads where winter piles deep snows,  
on bleak Canadian plains,"—

is abused, by those ignorant of grammar, among our middle and lower classes.

Some of the Northern and Western counties of England itself, are noted for the ungrammatical language of their inhabitants; yet I believe it would be utterly impossible, even among the labouring classes of Yorkshire or Somersetshire, to find such specimens of bad grammar, and such mispronunciation of words, as are of daily and hourly occurrence in this country.

For instance such errors as—

divid	for	divided
vocation	for	vacation
advertise	for	advertise
suple	for	supple
seat	for	site
drowned	}	for drown'd
or		
drowned	}	for hanged
hung		
learning	for	teaching as "He is learn-

ing me to read" and many others,—are commonly heard.

I bring these forward, as a proof of the great necessity which exists, for teaching English Grammar in our schools, for I have heard people in this country say that it is a ridiculous idea, to waste the time of our youth at school, with such a useless sub-

ject. But should they ever rise to be able to associate with educated company. (as all hope to do in a colony like this), or to visit the mother country on business or pleasure, they will then feel the want of having a knowledge of Grammar: for those who grow up, copying the wrong expressions which they hear used around them, without ever been rectified, will make themselves absurd by their conversation, and will be scarcely understood, even by those whose language they profess to use.

If grammar be properly taught, it will prove to be of the greatest service to the children as they grow up, and yet take but very little time, compared with that devoted to some of their other studies.

Before they are of an age to learn much of Orthography, the teacher should show them the distinction between some of the most prominent parts of speech. They are told that as all the children in the school are divided into classes, so that all who study the same subjects may be together, so all the 60,000 words in our language, are divided into nine classes or parts of speech.

The pupils are first introduced to the Noun or Substantive, which the teacher tells them is the name given to all words that are names of anything which can be perceived by the senses; and he gives them some examples of the different kinds of Nouns. A passage is then given to the children, in which they are required to find out all the Nouns; hunting after words in this way, is always an amusing and interesting exercise with the children.

Care should be taken however, not to tire out their patience too much, or they will soon cease to take any delight in learning and will regard the grammar lesson as a bore instead of a pleasure: twenty minutes or half an hour daily at the most, is quite sufficient for beginners to spend at this study.

Having explained what a Noun is, the teacher gradually leads the children to the Adjective. (I think it is preferable for beginners to be acquainted with at least the definition of each part of speech, before they study much of the inflection of either). He takes the word *horse* for instance, he tells them it may be a *black* horse or a *white* horse, a *large* horse or a *small* horse: it may be *young* or *old*, *good* or *bad*, *fast* or *slow*. These words he tells them are adjectives, and he exercises their minds by giving them another noun, and requiring them to qualify it by other Adjectives.

They are now told that in order to avoid the too frequent repetition of nouns, other words are used called Pronouns; these they are made familiar with by common examples.

Verbs are then defined by the teacher as words used to express action, or to indicate what the noun or pronoun is represented as performing or enduring; as "The horse *ran*", "The boy *was hurt*." The children may now be exercised in searching for verbs, in the same manner as they formerly did for Nouns.

The teacher would then say, that as Nouns have other words to qualify them, or to point out the difference between things of the same class, so verbs have other words, called Adverbs, to modify their meaning, or to show the time, place, or manner, in which the action is represented as being performed.

After thus introducing his pupils orally to some of the most important parts of speech, the teacher may now allow them to study partly from text-books.

This paper must necessarily be too short, to allow of giving more than the method of a few elementary lessons on Grammar, but if the same course be pursued in teaching the other parts of speech, and the inflexion of those already taught, the children will learn to take a pleasure and an interest in the grammar lesson, and will be certain to obtain a good sound knowledge of the English Language.

### Reforms in the Schools of Ontario:

In two former articles on this subject we pointed out the great improvements which the School Bill, if passed in its present form, will and must introduce into the elementary education

of our people, and the necessity of continued efforts to persuade the public in general that better salaries must be given in order to secure better teachers than we have in our common schools. In reading the reports forwarded to the Department by the different local superintendents throughout the country, we notice one universal complaint — that the trustees generally engage those who will accept the lowest salaries, and there is but one cry—for more reasonable remuneration. There is certainly reason to hope that the changes in the manner of granting certificates to teachers, the appointment of county inspectors, and the enforcement of compulsory education will have a tendency to secure a better paid, and therefore a better, class of teachers. Meanwhile the state of elementary education in many of our schools is sufficiently deplorable. It is in a knowledge of our mother tongue that the pupils seem to be most deficient. If anything is taught to the “fathers of the coming men,” surely it ought to be spelling and enough of English grammar to enable them to detect the most glaring blunders; and yet our own experience and the reports of all competent judges pronounce the common schools of this country most lamentably destitute of these accomplishments. We will content ourselves with presenting the evidence of this with regard to the common schools in our towns; for it will readily be admitted that the country schools cannot as a whole surpass the former in any respect. A quotation from the report of A. Bartlett, Esq., of Windsor, will suffice in relation to the latter: “Our board of Public Instruction for the county is a mere farce, in so far as the majority of its members know anything about examining teachers, and they are often a great stumblingblock in the way of doing impartial justice to persons being examined. A township superintendent may not be able to construct or even spell out a sentence in English, but his vote at the County Board is as good as that of a man with a university education.” The greater includes the less: if the attainments of the examined are presumably less than those of the examiners, *a fortiori* will the attainments of the pupils be less than those of the aforesaid township superintendents? The Inspector of Grammar Schools, that worthy and indefatigable man who visits twice a year more than one hundred schools in all parts of Ontario, has yet found time to examine and report upon the condition of education in some of the common schools in cities and towns. Let us hear what he says of them. Speaking of the Brockville school he says: “I tried them in the exercise which I have been in the habit of giving to the grammar schools in English dictation and false syntax. Here, for the most part, they failed. With few exceptions the spelling was bad, and the class very generally failed in detecting the violation of the rules of syntax.” The Kingston and Galt common schools are very highly spoken of; but of Prescott he remarks: “The master told me at once that *none of them* would be found equal to my usual spelling and grammar test. I had to content myself therefore, with lower work. The pupils, for the most part, were not apt in spelling orally the more difficult words of the lesson they had previously read; and where, in poetry, the construction was in the least degree involved, or where the words were somewhat unfamiliar. I found that a large number—sometimes, indeed, the whole class—had but little comprehension of what they were reading.” All he could say of the *senior* pupils at Brighton was that they “were sufficiently expert in detecting ungrammatical constructions and accurate enough in spelling to justify the belief that they might *soon be advanced* to what I consider ought to be the standard of admission into our high schools. At Strafford four boys and twenty girls were subjected to his customary tests in dictation and grammar; the result being that six of the girls were fit for promotion into a high school, but not one of the boys. We close with his remarks anent the school at St. Thomas; “Six boys and eight girls were put to the test, and in every case failed. In about half a dozen instances the syntax, though not faultless, was respectable, but the spelling was in every case poor. The exercise was new to the class. The grievous deficiencies of some and the weakness of all in the orthography of their own language were therefore not surprising, though demonstrating painfully,

when taken in conjunction with similar shortcomings elsewhere, that some simple and vital points in education are being overlooked in too many of our public schools.” Nor have the grammar schools much to boast of in this all important particular; but the limits of this article will not permit any further reference to them. If Educate! Educate! were made the popular cry, we might hear less of Agitate! Agitate! from the lips of demagogues.—*Hamilton Spectator*.

### The Debate on the Lords' Amendments to the University (England) Tests Bill.

(Standard, May 24.)

The House of Commons made terrible havoc with the Tests Abolition Bill yesterday. The measure as originally draughted by the Government, and sent up to the Peers from the lower House, declared in the preamble that the removal of the existing tests should be accompanied with “proper safeguards for the maintenance of religious instruction and worship in the universities and the colleges and halls now subsisting within the same.” The peculiarity of the Bill was, that while it dealt with the tests in the most sweeping manner, it wholly neglected to provide the “proper safeguards” insisted upon in the preamble. It not only threw open the University prizes and distinctions to all comers, but removed every restriction hitherto imposed with the view of ensuring that the governing and teaching bodies should be composed of persons favourably disposed to religion. The effect of the Bill was to remove these restrictions so fully that there would be no statutory impediment to the advancement of declared infidels to such posts as the headships of colleges, the fellowships, professorships, and tutorships, with the single exceptions of the clerical fellowships and the divinity departments. The Peers were not exorbitant in applying a remedy for this state of things. They desired to close the long-pending controversy, and simply proposed, while consenting to the surrender of all restrictions upon the award of prizes and degrees and the lay fellowships, that the headships should be exempted from the operations of the Bill, and that members of the tutorial staff should be required to sign a declaration pledging them not to teach “anything contrary to the teaching or Divine authority of the Holy Scriptures.” It was the only concession they demanded, in return for giving up every restriction which now confines University rewards and posts of authority to members of the Church of England, and it was insisted upon, not in behalf of the Church, but in the interests of religious education in the broadest sense of the word. The Peers were simply anxious, in surrendering the exceptional privileges of the Church, to secure some guarantee that the religious elements should not be wholly banished from University education. Mr. Gladstone asked the House of Commons yesterday to reject both these amendments as at variance with the spirit of the Bill. The first was given up without a division, Mr. Gathorne Hardy protesting that it was not worth while to retain the test when the denominational principle had already been abandoned, while Mr. Walpole saw an objection to the form of the declaration, and declined to oppose its excision. A division was taken on the question of excluding the headships from the operation of the Bill, but the discussion was limited to a brief but earnest protest from Mr. Beresford Hope, and the majority against the propositions of the Upper House was overwhelming. The effect of these two decisions was to make Mr. Bradlaugh eligible either for a headship or a tutorship, and the Radicals below the gangway contemplated their work with serene satisfaction.

At the end of the Bill the committee came across two new clauses inserted by the Upper House, which enact that the governing body shall provide “sufficient religious instruction” for all Churchmen *in statu pupillari*, and for the daily use of the Church services in the college chapels as heretofore. Mr. Gladstone insisted that these proposals were entirely just, and within the meaning of the Bill, and announced that they would

be upheld by the Government. Immediately there arose a chorus of angry deprecation from below the gangway. Mr. Vernon Harcourt, whose zeal for religious education is notorious, protested that it was a grievous wrong that religious instruction should be provided for Churchmen from funds bequeathed by Churchmen, and not for Nonconformists; and Mr. William Fowler asked the House to consider the hard case of a Nonconformist head of a college being compelled to preside over a system of religious teaching of which he did not approve. The initial injustice of placing a Nonconformist in such a position did not seem to strike the House. When the House divided on the religious instruction clause, a large number of the Liberals went into the lobby against the Government, and, but for the Conservative phalanx, Mr. Gladstone, instead of having a narrow majority of thirty-two in a very full house, would unquestionably have been in the minority. The conflict was resumed on the second clause providing for the maintenance of the daily services in the colleges. Mr. Harcourt laid it down that if the majority of the governing body were Churchmen, of course they would have the Church services, and that a Nonconformist majority had a right to use the chapels for the services of their own persuasion. Mr. Gladstone vainly protested against the impropriety of turning consecrated chapels into conventicles. This was one of the agreeable contingencies contemplated by the promoters of the Bill, and the Premier's acceptance of the safeguard provided in the clause was stigmatised as "a breach of faith" towards the Liberal party. Again, when the division was taken, there was a serious defection from the Ministerial ranks, and the Conservative party saved the Premier a second time from an overwhelming defeat at the hands of his own followers. The net result is a compromise by which the rights of the Church, in respect of maintaining its services in the college chapels, and providing religious instruction for its own members, are reserved in consideration of a complete surrender of all the restrictions upon the appointments to headships and the tutorial staff. The college chapels are retained exclusively for the worship of the Church at the price of concessions which will enable Mr. Bradlaugh to become a tutor or a head of a college. It is a compromise which, in company with those who reluctantly accepted it, we cannot regard with anything like equanimity.

### The Vendome Column.

(BY LADY WILDE, DUBLIN).

Oh! not with the fall of the Column  
Can perish his glory and fame;  
Memorials more grand and more solemn  
Make immortal Napoleon's name.  
Hast thou memories, O France, of that day  
When wounded and faint thou wert found  
Like a noble deer, hunted, at bay,  
With the fierce wolves encircling thee round?

He raised thee, he freed thee, he crowned thee,  
O France, by that thought ever shamed—  
To strike down the one that unbound thee,  
The hand and the sword that reclaimed.  
Then the old feudal fetters were riven  
And rent by his power from the soil,  
And the treasures of Princes were given  
To thee and thy sons for a spoil.

He gave for thy mantle of glory  
His Standard of conquest unfurled,  
And wrote with his sword-point thy story,  
Not on bronze, but carved deep on the world.  
He made for thee Kings, and unmade them  
With a flash of his keen lightning glance;  
He gathered their Crowns up and laid them  
As gifts at thy feet, cruel France!

He crimsoned the Rhine's fated River  
With the blood of thy deadliest foes,  
And made Italy's stricken heart quiver  
When his cohorts had traversed her snows;

Made the Spaniard and Austrian kneel,  
Clipped the black Prussian Eagle's wings,  
And left proudly the dust of his heel  
On the brows of the fallen Kings.

East and west, north and south, through all lands  
His fierce Victor Eagle swept on  
To the edge of the far burning sands  
Where Egypt sits throned in the sun.  
Forty Centuries looked down on Him,  
And the Pharaohs awoke from their trance,  
As rolled through the Pyramids dim  
The sound of the trumpets of France.

Then with joy by his conquering car  
Fair France with her *Plaudite!* ran,  
Fast gathering the laurels of war  
Flung around by the great Hero-Man.  
Now degraded, O France, is thy name,  
With ingratitude stamped on thy brow;  
Thou art prostrated deeper in shame  
Than his Column of Glory lies now.

Thou hast given him dishonour for Crowns,  
For kingdoms and glory disgrace,  
While thy minions with jeering and frowns  
Have spat on the dead Cæsar's face.  
Thou hast rent with the rancour of hate  
His raiment of purple and gold,  
Though a triumph and symbol of Fate  
Lay hid in each glittering fold.

By the power and might of his breath  
That swayed Europe from ocean to Nile,  
By his prison, his sorrow, his death  
In the lonely and desolate Isle;  
By the heart which his pale lips—when dying—  
Gave to France, as his best belov'd home;  
By the grand kingly form that is lying  
Entombed 'neath the sepulchre's Dome;

Where the Victories watch, head and foot,  
And the Marshals are sentinels round,  
And the people—awed, bareheaded, mute—  
Stand as if upon consecrate ground:  
He is bound to thee, France, by a solemn  
Great compact still grander and higher  
Than the Statue, the Crown, and the Column  
Thy Commune hath flung in the mire.—*Dublin Nation.*

### The Provisions of the Treaty with the United States.

For the convenience of our readers, we present the following abstract of the new treaty:—

I. For the reference of the *Alabama* claims to a tribunal of five arbitrators.

The President of the United States, the Queen of England, the King of Italy, the President of the Swiss Confederation, the Emperor of Brazil, is each to choose an arbitrator. The arbitrators are to meet at Geneva, in Switzerland, and a majority will have power to decide all questions, including the final award. One person is to be named by each of the high contending parties to attend the tribunal as its representative.

II. That the case of each party, either written or printed, is to be submitted in duplicate to each of the arbitrators within six months after the ratification of the treaty. If further information is desired by the arbitrators, oral arguments will be heard.

III. In deciding the questions submitted, the arbitrators are to be governed by the following rules:—

"A neutral Government is bound—First,—To use due diligence to prevent the fitting-out, arming, or equipping, within its jurisdiction, of any vessel which it has reasonable ground to believe is intended to cruise or to carry on war against a power with which it is at peace, and also to use like diligence to prevent the departure from its jurisdiction of any vessel intended to cruise or carry on war as above, such vessel having been specially adapted, in whole or in part, within such jurisdiction to warlike use. Secondly,—Not to permit or suffer either belligerent to make use of its ports or waters as the base of naval operations against the other, or for the purpose of the renewal or augmentation of military supplies or arms or the recruitment of men. Thirdly,—To exercise due diligence in its own ports and

waters, and as to all persons within its jurisdiction, to prevent any violation of the foregoing obligations and duties."

These rules England will treat as if they were in force when the occurrences took place which gave rise to the present differences.

IV. The decision of the arbitrators is to be made, if possible, within three months after the close of the argument. If the decision shall be that the Government of Great Britain was at fault, a gross sum may be awarded in settlement of all the claims.

V. The claims of citizens of the United States, arising between the 13th day of April, 1861, and the 19th day of April, 1865, inclusive, and the claims of subjects of Great Britain against the United States for the same period—not arising out of the escape of the rebel cruisers—are referred to a board of three commissioners. The President of the United States and the Queen of England are to name one each, and the third is to be named by the two conjointly. If the third commissioner is not agreed upon by this means, then he is to be named by the Spanish Minister at Washington. The commission is to sit in Washington.

VI. The right to take fish (other than sell-fish, salmon, and shad) for the space of ten years on the sea-coast and shores, and in the bays, harbours, and creeks of the provinces of Quebec, Nova Scotia, and New Brunswick, without restriction as to distance, and with permission to use any unoccupied land for the purpose of drying their nets and curing fish, is granted to the United States fishermen. The same rights of fishing in the waters of the United States, &c., are granted to British subjects, as far south as the thirty-ninth parallel. During the existence of the treaty, the product of sea-fisheries is to be admitted into each country, respectively, free of duty. Great Britain alleges that the privileges of fishing granted are greater than those received, and a commission of three members is to be appointed to ascertain the remuneration to be paid by the United States. The commission is to sit at Halifax, and the members are to be named—one by the President, one by the Queen of England, and the third by the two conjointly, and, in case of failure, the third commissioner is to be named by the Austrian Minister at London.

VII. Free navigation of the river St. Lawrence to the United States vessels is guaranteed, and the British Government engages to urge the Government of the Dominion to grant citizens of the United States the same privileges in using the Welland and St. Lawrence canals as are enjoyed by the people of the Dominion. The United States grant British subjects equality in the use of the St. Clair Plats Canal, and navigation of Lake Michigan, subject to the laws of the United States.

VIII. The Emperor of Germany is appointed sole arbitrator to settle the San Juan boundary.—*New York Times.*

### The Vendome Column.

The beautiful column of the Place Vendome must not be allowed to fall without an obituary notice. The monument to the glory of the Grand Army has been declared incompatible with the era of peace and goodwill which is to date from the dispensation of the republican gospel according to Felix Yat. It must no longer, like a tall bully, lift its head and lie against the brotherhood of nations; so its bed has been made with faggots, it has been attacked with hammers, its rivets have been loosened, and the crowd which gathered to see it fall have at last seen their hopes or their fears realised.

On the site of the column once stood an equestrian statue of Louis XIV. This was overturned and broken by the *sans-culottes*, and the spot remained vacant till 1806, when Napoleon determined to consecrate it to the eternal memory of the campaign of the previous year, whose glories culminated at Austerlitz. On the 18th of August the first stone was laid; the work was finished in exactly four years. The bas-reliefs, the principal beauty of the column, were cast by Launay. The foundations are the same which served for the statue of Louis XIV. They are thirty feet deep, and are built on piles. The column is, or was, of the Doric order, and was of stone, coated with 425 bronze plaques, moulded in bas-reliefs, and winding round the shaft from the pedestal to the lantern. These formed a complete history of the campaign of 1805. The bronze weighed 1,800,000 pounds, and was the metal of 1,200 cannon captured at Ulm and Vienna. The total height of the column was 132 feet 3 inches, and it was ascended by a spiral staircase of 176 steps. The pedestal was also covered on three sides with bas-reliefs representing arms, uniforms, flags, and other military gear taken from the Austrians.

Napoleon's first intention was that the statue upon the lantern of the column should be, not his own, but Charlemagne's. After Jena, Eylau, and Friedland, however, he changed his mind, or allowed his flatterers to change it for him, and a statue of himself by Chaudet was placed upon the column. This gave way, in 1844, to another

by Seurre, in which the great Emperor was represented standing on a heap of cannon-balls, dressed in his "*costume de bataille.*" The hat, the epaulettes, the boots, the "*redingote à revers,*" the lognette, and the sword worn at Austerlitz were copied exactly. The statue was cast in gun metal taken from the enemy, "under the Empire, let it be well understood," adds the writer of the year, "for if we make war now-a-days we do not take cannon." The present figure succeeded M. Seurre's, and is one of Napoleon's III's tributes to the memory of his uncle.

The bas-reliefs begin with the breaking up of the Camp de Boulogne. The first represents the troops in view, and the Havre flotilla rounding Cape d'Alpreck. Then we have the departure of the various corps from Boulogne, Brest, Utrecht, and Hanover on the great converging march, which, until last year, was perhaps the finest campaign opening ever planned. The troops are represented taking farewell of the sailors who were to have ferried them over to a battle of Dorking; we see them on the march, crossing rivers, entering towns, &c., and in their various arms of artillery, cavalry, and infantry. In the sixth tableau the Emperor appears before his Senators at Paris, and informs them that the war against the third coalition has begun. The tableaux continue; the soldiers are still on their road, crossing the Rhine at Mayence, Mannheim, Spire, Dourlach, Strasburg—no less than five different places. A few more scenes, among which is the desperate fight at Krems, near Durnstein (where Frenchmen met Russians in a narrow defile and were so crowded together that they could not use their muskets and fought with unfixed bayonets), brought the spectator to the quarters at Schonbrunn, the entry into Vienna, and the surrender of the keys of the capital. A deputation from Paris arrive with felicitations, and then the Emperor is seen quitting Vienna with many of his Generals for Braun. The great blow is impending; a reconnaissance is pushed as far as Olmutz; Presburg is entered; a strong position is taken up, and the heights of Sauton are occupied by the artillery. On the night of the 1st of December the Emperor, wrapped in his cloak, visits the advanced post: it is the anniversary of his coronation, and the soldiers light pine torches, till the whole camp is illuminated.

High up the column began the series of bas-reliefs in which its climbing glories culminated. The sun of Austerlitz rises, and the Emperor was to be seen seated on horseback, giving orders to the Marshals and Generals. A furious cavalry charge breaks a column of the enemy's infantry, captive Generals surrender their swords, and Oudinot's footguards drive a body of Russians into the icy lake of Augerd. In the next scene the battle is won, the Emperor of Austria has craved an interview, and is asking his *bon frère* to grant an armistice. Further on still French soldiers carry off cannon and other arms from the Vienna Arsenal. Talleyrand arrives at Presburg, to negotiate the treaty, which is signed by Napoleon the day after Christmas day. St. Mark's Lion and some richly-decorated gondolas denote the cession of the Venetian States, the Electors of Bavaria and Wurtemberg receive their crowns, the Imperial Guard enter France bearing captured standards, the Emperor returns to Paris, and passes under the Arc de Triomphe, a car laden with spoils of war follows, and, last of all, hundred-voiced Fame proclaims the high deeds of the campaign of 1805, while Seine, reclining on his flood, listens to the story of so many glorious battles.

Such was the Column of the Place Vendome. The Bonapartist who wrote under Louis Philippe, and whose account we have made use of, cannot speak of it without being lashed by his enthusiasm into whole lines of asterisks and notes of exclamation. He offers his pamphlet as a tear, a *souvenir* of the great man, the meteor, the dear child of victory who is no more, but who bequeathed this column to the inheritors of his glory.—*Dublin Nation.*

## OFFICIAL NOTICES.



### Ministry of Public Instruction.

#### APPOINTMENTS.

The Lieutenant-Governor, by an Order in Council, dated the 14th inst., was pleased to appoint the following

#### SCHOOL COMMISSIONERS.

City of Montreal, (Protestant Board) The Revd. Charles Bancroft, D.D., in the room and stead of himself.

City of Montreal. (Catholic Board) Peter S. Murphy, Esq., in the room and stead of himself.  
 City of Quebec. (Protestant Board) William Walker, Esq., in the room and stead of himself.  
 City of Quebec. (Catholic Board) The Revd. Joseph Auclair, in the room and stead of himself.

2nd Class, (E) :—Misses Catherine Anne Scott, Eliza J Smith, Amelia Letts, Sarah Paterson, Messrs. James E. Maxwell, (F. E.) and George Blais (F).

G. H. BRABAZON,  
 Secretary.

**ERECTION AND ANNEXATION OF SCHOOL MUNICIPALITIES.**

The Lieutenant-Governor, by an Order in Council, dated the 14th inst., was pleased

1. To erect, into a separate School Municipality, to be known by the name of "Ste. Anne de Stukely", the Parish of Ste. Anne de Stukely, in the County of Shefford, with the same limits as have been assigned to it for civil and religious purposes;
2. To annex, to the School Municipality of St. Lazare, in the County of Bellechasse, that part of the fourth Range of St. Raphael, in said County, comprised between the property of Laurent Goulet, exclusive, and that of Jean Godbout, Père, inclusive, having a frontage of fifty-nine and a half arpents.

**REVOCATION OF ORDER IN COUNCIL.**

The Lieutenant-Governor, by an Order in Council, dated the 2nd inst., was pleased  
 To revoke the Order in Council of the 29th of March last, relating to the School Municipalities of Sault-au-Recollets and Haut du Sault, and to reestablish the latter as it existed previous to the passing of said Order in Council.

**DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.**

**MONTREAL (CATHOLIC).**

Session of May 2, 3, and 4, 1871.

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—**Misses Elizabeth Alain dit Dumaine, Elizabeth Alard, Dame Joséphine Bénard, (veuve F. Jetté), Misses Eméala Bernard, Mélanie Bessette, Marie Emma Boue, Julie Bienvenue, Adeline Boucher, Léopoldine Brault, Elzire Cadieux, Céline Chaplelaine, Asaïde Chaput, Caroline Chênevert, Alphonsine David, Elisa Desrivières, Marguerite Deguire Desrosiers, Alphonsine Drapeau, Georgina Laura Durand, Mathilde Fortier, Emma Fortier, Virginie Genéron, Adeline Girard, Hermine Hébert, Elisa Hébert, Déja Lacombe, Arzelie Lapointe Desautels, Elmira Latour dit Forget, Georgina Leduc Malvina Lefebvre, Azilda L'Heureux, Clémence Malhiot, Denise Emélie Mathieu, Estelle Menard, Rose Alcana Elénore Martin, Mary Catherine McCreary (E. and F.), Louise Niquette, Rose de Lima Ostigny dit Domingue, Zéphirine Paquette, Marie Louise Phénix, Elmira Provost, Honorine Provost, Zénaïde Provost, Marie Emma Quintal, Elmira Racine, Zoé Ratelle, Mélima Rémillard Glaphire Rousse, Adeline Sanguinet, Marie Louise Sauvé, Philomène Sylvestre, Eléonore Touchette, Zéline Turcot and Rose de Lima Venne.

2nd Class, (F) :—Misses Elizabeth Bonin, Philomène Boyer, Marcelline Defond, F bronie Delorme, Edesse Héroux dite Boisclair, Marcelline Gemme dite Carrier, Joséphine Lavardière, Onésime Lefebvre, Julienne Marion, Cornélie Menard, Mélima Millier, Henriette Racette, Marie Louise Richard, and Elvire Turcot.

F. X. VALADE,  
 Secretary.

**RIMOUSKI.**

Session of May 2nd, 1871.

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—**Misses Desange Bérubé, Marie Beaumont, Marthe Durette, Philomène Dubé, Marie Langis, Mathilde Langis, and Marguerite Lepage.

2nd Class, (F) :—Misses Flore Grant, Louise Lepage, and Joséphine Lizotte.

P. G. DUMAS,  
 Secretary.

**CHARLEVOIX.**

Session of May 2, 1871.

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—**Misses Céline Bailey, and Ernestine Boily.

C. BOIVIN,  
 Secretary.

**PONTIAC.**

Session of May 2nd, 1871.

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) :—**Messrs. John Griffith, Robert W. McKechnie, Misses Susan Gordon and Eliza Paterson.

**THE JOURNAL OF EDUCATION.**

QUEBEC, (PROVINCE OF QUEBEC) JUNE, 1871.

**Ladies' Institute in Montreal.**

We have given up our editorial space to the reproduction,—in extenso from the columns of the Montreal Gazette,—of the report of the meeting held in Montreal Natural History Society's Rooms on the 10th inst., with the view of establishing a Ladies' Educational Institute for the higher education of women.

It is needless on our part to recommend a scheme, which commends itself to every intelligent and thinking man and woman. We believe we may say, that if there was one, present at the meeting, who felt more pleased than another at the results of the day's proceedings, that was Dr. Dawson, who has never failed on all occasions, 'in season and out of season', to urge the necessity of such an Institution as that contemplated by the ladies who have taken the initiative in the matter, as well as Technical Instruction for young men, which we are glad to see he has succeeded in establishing in connection with McGill University for the forthcoming session.

There are one or two allusions in his Lordship, the Metropolitan's remarks which must be gratifying to colonists, the more so as coming from a gentleman of such distinguished social and literary culture—namely—that "he had met with very many ladies of great culture and refinement during his stay in Montreal," and that "If he might venture to give a hint, he would say first of all that they should select for their lecturers, so far as they were able, men of native talent." Now, the first, we think, speaks well for the ladies themselves and the institutions at which they have been educated, and the second, that his Lordship, from his home and colonial experience, believes, that we have some native talent which many are disposed to deny.

Apropos of this report, we have given two articles in this number bearing on the subject of female education, one,—from the "School-Board Chronicle," a new English organ, called into existence, by the New School Act of last year,—on "The Education of Girls;" and one,—from the prolific pen of Mrs. H. B. Stowe,—on "Institutions for the Education of Women," which will repay perusal in connection with the subject discussed at the meeting.

**Ladies' Education Associational of Montreal.**

For months past many good ladies and gentlemen too, have been trying to arrive at some means by which a higher education may be given to young women. The effort seems to have taken more definite shape about a month since, when a number of ladies met together, formed a provisional committee, and prepared a report, which embodied a scheme for the first year's conduct of what may be called a Ladies' University; at any



rate there can be little doubt but it will be the foundation of such an institution.

A meeting was held on Saturday afternoon (10th inst.) in the hall of the Natural History Society's building for the purpose of submitting the scheme to the public, and ascertaining how it would be received.

Before four o'clock, the hour at which the meeting was called, the hall was densely packed with an audience composed chiefly of ladies.

At four o'clock the Chair was taken by Principal Dawson, who said in opening the meeting that he had the honour to represent there the lady president of an association which is to be, but which to a certain extent had an existence already. They (the gentlemen on the platform) were the humble representatives of the ladies, and, for his part, he felt proud to take a leading part in a movement which he believed to be one of the most important steps in education, not only of women, but of men, which had ever taken place in this country. The ladies who had had this work in charge had worked privately, sending out a circular. They would understand, too, that the proceedings heretofore had been merely preliminary, and this meeting was held in order to ascertain the feelings of the public towards the scheme, with a view to making a decisive movement. It would, of course, have been absurd to have come before the meeting without something definite, and a report had therefore been prepared, but a great share of the details had been left to the future. It was desired to be able to engage lecturers during the ensuing winter, and to arrange a course of lectures. The object of the movement was not to do anything in the way of school education, or in the way of popular lectures, but was merely to arrange what might be called a college course for women. In an humble and small way it was true, but still it was a commencement. These were two essentials of a college course. They must have not only school teachers, or amateur lecturers, if they wanted a college course, but they must have professional specialists, who had made studies with that view, and being perfect in their own speciality, they must have an aptitude for teaching, and one of the great difficulties in a new country like this in the way of a college course, was the difficulty of obtaining those specialists. The second essential to a college course was, that the learners should be not merely school girls and school boys, but that they should be students. That they should be prepared to go through a course of mental gymnastics. The object which this Association had in view was the securing of professional specialists to do the work of teaching. In the second place they must have young women for students, and it was his experience that young women could do just as much as young men in the way of hard study. It might be said that this association would die, or its members fall off, when the first gloss had worn off. But he would say that whether they had large classes or small classes, it would be worth while to do the work, even if they trained but a very few. The report, which would be read to them, was not the working out of a thing which had never been done before; the ladies had had the experience of classes in England, Scotland, and in Toronto, too, to guide them. They had for the most part based their calculations on the experience of the Ladies' Educational Association of Edinburgh.

Rev. M. GIBSON then read the

#### REPORT OF THE PROVISIONAL COMMITTEE.

A few ladies, interested in education, met at Belmont Hall, the residence of Mrs. Molson, on the tenth of May, 1871, to consider the possibility of making some provision in Montreal for the higher education of women. The ladies then present determined to constitute themselves a Provisional Committee of an Association to be called "The Ladies' Education Association of Montreal" and proceeded at once to add members to their number for which purpose they issued a general circular.

It was thought advisable to make the advantages and privileges of membership as great as possible for many reasons, of which

the two following are the most prominent:—1st, That the greatest possible number of matrons and influential ladies should have an opportunity of expressing their views and requirements in the matter of female education, and 2nd, to form a fund by subscription, in advance of the issue of Student's tickets, in order to have the necessary means for the engagement of professional assistance. After some thought and discussion the members' subscription was placed at \$12.00, the same sum being the fee for a single student. The member has a right to a Student's ticket for a friend or daughter as well as access herself to the classes at all times.

It may here be noted that a member may herself be a student if she desires it. The enrolment of members for the present year will cease on the 15th July, 1871, when the Provisional Committee will make the best arrangements, their funds permit for a course of higher instruction than has yet been offered to women in Montreal. The Committee have availed themselves of the experience of the Principal and Professors of McGill College and sought their advice on all professional questions. It is proposed to constitute such gentlemen as may consent to share in the work of instruction (being Professors of the McGill University) a Committee of advice.

The Provisional Committee will go out of office at the end of the session, that is, in the month of May, 1872, when it will be competent for the Association to proceed to fresh elections and make such changes in their organization and objects as the experience of the first year may dictate. The object of the Provisional Committee is to promote *general*, not *technical*, education. Mental culture, as high as she can profit by, is woman's unquestioned right, and how high that may be is yet to be ascertained. It is no argument against the aim of this association that the elementary education of women in Montreal is without plan or consistency, and does not seem to admit of a superstructure. In the first place, all our young women have not been educated in the city, and of those who have, many have received better instruction than the public is aware of, and then, no high school for girls, with its board of examiners, exists in Montreal, which is rather the misfortune of the women than their fault. Public and private schools are differently constituted of necessity. In the former an abstract standard of educational attainment is set up, and it is required that pupils be brought up to the mark. In the latter the degree of educational attainment is a matter of private agreement between the parents and the teachers, and exceptional treatment for exceptional cases is both possible and proper. But this association strives to make the best of present circumstances, refrains from interference in public matters, seeks to be self-supporting, and if it does not do all that is in its *will*, it aims at all that is in its *power*. The Committee has arranged, as far as it is possible to do so at an early date, for four courses of lectures to be given during the ensuing winter, two courses before Christmas and two after. A letter just received from Professor Goldwin Smith leads us to hope that he will deliver a course of lectures upon English history in the month of November and December. He is not able to promise definitely at present, but he will send a final answer to our invitation in September. Professor Darcy will be invited to give a course of lectures on the French language, its construction and its idioms, preliminary to the study of French literature, which will be taken up, time and opportunity permitting. A scientific course will also be provided, consisting probably of lectures on physiology, with a few on chemistry introductory to the subject. The last course is still unprovided for, but its subject will be English language or literature, or some allied literary study. If the present effort should prove successful and the Association grow in years and financial strength its objects will become more definite and its organization more complete. The Committee greatly desires to see systematic examinations introduced and will do its utmost to promote the same, but it remembers that it is but provisional and tentative and must not legislate. If it should indeed make a successful *step* towards a full collegiate education the difficulties of future committees will be lessened. They may be encouraged and assisted

by the establishment of public schools for girls on the one hand and University examinations on the other.

LUCY SIMPSON.  
Secretary.

June 10, 1871.

Rev. Mr. GIBSON said that it was a pleasing duty to him to move the reception and adoption of the report. He thought he might say for the report that it was very explicit and very modest. This was one of the occasions when a little exaltation might have been pardoned. But he thought the anticipations of success were quite as moderate as the most cold-blooded and unenthusiastic person could have desired to see. There was one sentence in the report which struck him as being of the very greatest importance; that was that women had a right to the highest education for which they could prove themselves qualified. That God had given to woman all the faculties for learning universal experience had demonstrated. In the class at Toronto the ladies had seemed to take most interest in the study of metaphysics, and he was sure from what he knew of Professor Young that they had not gone into the subject superficially. He had not the slightest doubt that ladies would be found able to compete with the sterner sex in all branches of study. If they took the average of school girls and school boys in mixed schools, the average intelligence of the girls would in his belief be found above that of the boys. Therefore he thought that women had a right to the highest education that could be given to them, a moral right; and a political right. And if this was the case, what was the right which gave to young men the exclusive privilege of college education and withheld it from young women. By some the question of expediency might be raised. They would find many who would say, that higher education may turn the minds of ladies from their peculiar duties. But he would ask what were those duties? They would answer, perhaps, household duties. Were they merely those which had to do with eating, drinking and clothing? He pitied the man who considered that his wife's sole duty was to look after his comfort in those respects; or rather he pitied the woman who had such a husband. He had no doubt that a mother's influence in forming the minds of her children was far greater than a father's. The head of the house was more away from home, and had less of that direct influence that the mother always possessed. The writer of a memoir of Professor Wilson, of Edinburgh, had said the whole Wilson family were indebted to their mother for their success. Let them look too at the book of Chronicles, whereas each character was introduced, his mother's name was mentioned. So that it was quite an old story—the power of a mother's influence on the minds at home. People would tell them that ladies who had been educated in the higher spheres of study would neglect their family. But he would say that if a woman had so little conscience as to neglect her family for study she would without that study easily find excuses enough to do so. And he had little doubt that it would be found that those women who had been most thoroughly educated in their youth would perform all those household duties the most faithfully. Another reason that many had for objecting was the fear of the competition of women in the learned professions. However, there was no need to fear this now; for whatever they might do in the future, it was not intended to give a technical course at present. The ladies had proceeded with very great caution. They had proceeded on the principle of raising the funds before they proceeded with the work, which was more than could be said of many undertakings managed by men. There was the want of an elementary superstructure on which to found an education. He thought that was one difficulty which had been spoken of,—this movement would be found to regulate the matter. What was it that gave a standard to our grammar schools but the universities, and therein was to be found the systematic teaching of young men. He believed that this institution would have the same effect on ladies' schools. It had occurred to him that a great deal that had been said, and well said, about the development of our country had been said with one eye shut. He

believed that in nine cases out of ten we shut our eyes to the very best of our resources. It might be all very well to develop our material resources, but we must not forget that we have great intellectual resources which had not been properly developed in the past. He believed that this field, which had previously been so much neglected, was one of the most fertile, and that it was one which would tell in the ages to come. He would appeal to the matrons of Montreal, as well as to the young women, to assist the undertaking, and he trusted to meet with a hearty response.

Sir A. T. GALT, said it gave him a great deal of pleasure to be permitted to second the resolution. He felt that after the explanations which had been given, the subject was fully understood by them all, and after paying a high tribute to the ladies, who had begun this movement and to the ladies of Montreal, he proceeded to say a few words on the general subject of education. The question of education was one of paramount importance, and was receiving the closest attention throughout the world. He was rejoiced to say that in Canada it was receiving due attention and that the education of the masses, was being well looked after. But all the efforts heretofore, in regard to higher education, had been bestowed upon young men. Where so much depended on the education of young women, he thought that they should not hesitate in any way to advance it. It was the mother who gave the character to the children, it was to her that they looked for instruction and help. It was therefore to the future mothers of this country that they should give their attention. It had been said that when the novelty had worn off, the Association might not receive so much support. He quite agreed with the recommendation of the report, and thought that something of the nature of competitive examinations should be introduced. Emulation was one of the strongest elements which they could excite in the young, and he hoped to see it cultivated. There was another element of this subject which had not yet been touched upon. In all communities there were many changes. Opulent people were often reduced to poverty, and there might come a time to many young women when the fact of possessing the diploma of this institution, would be of the utmost importance to her and her family. And if they looked at the means which were afforded for women to make themselves useful to society, he thought that regarded in both aspects, they might feel that they were working in the interests of society in this movement.

The resolution was then carried.

His Lordship, the BISHOP OF MONTREAL AND METROPOLITAN, then moved the following resolution:—

"That this meeting entirely recognizes the necessity for exertion in the matters of the higher education of women in Montreal, and supports the association in its endeavour to obtain for them a higher culture than they have heretofore enjoyed."

He said that when he had been asked to move the resolution, he felt that it required some little delicacy in speaking to it, for the reason that it might seem to imply a want of culture heretofore in the ladies of Montreal. He thought that nothing of that kind had been intended. And he might also say that for himself, during his stay in Montreal, he had met with very many ladies of great culture and refinement. What seemed to be wanted was that the women of Montreal should have a better opportunity for self-culture. Women in general laboured under a great disadvantage as compared with men, inasmuch as they had fewer means of fixed definite employment, and especially in this city, where almost every man had some employment. He scarcely knew either, a town where the young men were so universally employed as here. But the case was not the same with our women. They were more or less kept at home, where they had no fixed definite employment. They might be abundantly useful, but still they were not so fully employed as their brothers were. What they wanted to accomplish by this movement was to give them the opportunity to cultivate their minds, which were as capable of culture as men's were. They did not wish to raise them to a transcendental state of culture, but what they wished

to do was to give their minds something to feed upon. The mind of man or woman must feed upon something. It would feed upon itself and become selfish and morbid; it might feed upon pleasure and seek that unhealthy excitement which the reading of novels gives. What they wished for the women of Montreal was that they might have just the same advantages as the other sex possessed. He was very glad that the Association had begun moderately, as he thought for that reason it was a great deal more likely to succeed. If he might venture to give a hint, he would say first of all that they should select for their lecturers, so far as they were able, men of native talent. He would also advise that the lecturers should be rather elementary in their teaching. If the lecturers took too high flown a course, it would be apt to discourage the students. In conclusion he reminded the ladies of Montreal that they had an immense influence as mothers, as sisters, as wives; and women who were worldly minded and frivolous might do a great deal of harm, not only in their own circle but all around them; whereas women who had good and pure hearts might spread refinement and piety on every hand. He begged them to remember that their influence for good or evil was immense, and that it would be increased the more knowledge they possessed.

Mr. BRYDGES seconded the resolution. He felt quite sure that many of the ladies present could give much better advice than he was able to do; but they of the sterner sex had always to do what they were told by the ladies, and he and others had therefore come forward to do their utmost for this institution. He thought that all who were acquainted with the history of the world and had seen the changes which had taken place in the education of men would be prepared to admit that it was high time that some change should take place in the education of women. The spread of scientific knowledge had rendered it obviously necessary that they should be able, at their own firesides, at any rate, to enter into a community of thought with their companions for life. There were two points which appeared to him to be especially valuable in this movement. It had become fashionable for girls to receive their education in whole or in part on the other side of the Atlantic. He was certainly of opinion that it would be of the very greatest importance that young women should have their education conducted where they would be under home influences, and could have the care and supervision of their mothers. And he thought it of the greatest importance that the young women of the present day should be able to give instruction to their children. He believed that the movement gave promise of good results, and that those among them who were fathers were very deeply indebted to the ladies of Montreal for the efforts they had been making for the education of young women.

The resolution was then carried.

The Rev. CANON BANCROFT and Rev. Dr. CORDNER also spoke of the movement in terms of the highest commendation.

After a few closing remarks from Dr. Dawson the meeting adjourned.

The following are the names of the Ladies who have up to the present time joined the Association:

*President*—Mrs. Molson.

*Vice-Presidents*.—Mrs. T. B. Anderson, Mrs. Brydges.

*Recording Secretary*.—Mrs. Simpson.

*Financial Secretary*.—Miss Lunn.

*Original Members*.—Mrs. Champion Brown, Mrs. Carpenter, Mrs. Chapman, Mrs. Cramp, Mrs. Dawson, Mrs. Durnford, Miss Gordon, Mrs. Greenshields, Mrs. Lay, Mrs. Lovell, Mrs. Macdonnell, Mrs. Major, Miss McIntosh, Mrs. Mercer, Mrs. George Moffatt, Mrs. Oxenden, Mrs. Redpath, Mrs. H. Scott, Mrs. Joseph Tiffin, Jr; Mrs. Thos. Workman.

*Additional Members*.—Mrs. H. McKay, Miss McDonald, Mrs. H. McLennan, Miss Law, Mrs. John McDougall, Mrs. D. Scott, Miss A. Campbell, Mrs. Tylee, Mrs. Baldwin, Miss Hunt, Mrs. Prentice, Mrs. Esdaile, Miss Morgan, Mrs. Fraser, Mrs. Freer, Mrs. Muller, Miss Blackwood, Mrs. Vanneck, Lady Galt, Mrs. T. McDuff, Mrs. S. E. Dawson, Miss McCord, Mrs.

H. Thomas, Miss E. Ramsay, Mrs. John Scott, Mrs. Stanley Bagg, Miss Lane, Miss Young, Mrs. Drummond, Mrs. W. McKenzie, Mrs. Geo. Frothingham, Mrs. Robert McKay, Mrs. H. Lyman, Mrs. Dow, Mrs. John Torrance, Miss Ross, Miss Rimmer, Mrs. E. H. King, Miss Hall, Mrs. W. Muir, Mrs. Fred. Kay, Miss Eadie, Mrs. Wilkes, Mrs. T. M. Thompson, Miss Hervey, Mrs. T. M. Taylor, Mrs. E. K. Greene, Miss Gairdner, Mrs. James Ferrier, Mrs. Spicer, Mrs. James Hunter, Mrs. Christie, Mrs. Lewis, Miss Peck, Miss Phillips, Miss MacIntosh, Mrs. Miles Williams, Mrs. G. W. Stephens, Mrs. Marler, Mrs. Ferguson, Mrs. W. N. Dart, Mrs. Cordner, Mrs. A. G. Wood, Mrs. Spaulding, Mrs. P. D. Brown, Mrs. N. B. Corse, Miss Auldjo, Mrs. Holton, Mrs. MacMullan, Mrs. D. A. P. Watt, Mrs. R. P. Howard, Mrs. Barker.

The following, with the officers above named, were chosen by the original members to constitute the Provisional Executive referred to in the Report:

Mrs. Dawson, Mrs. Durnford, Mrs. Lovell, Mrs. H. Scott, Mrs. Thos. Workman.—*Montreal Gazette*.

### **An Act to Improve the Common and Grammar Schools of the Province of Ontario.**

(Received the Royal Assent 15th February, 1871.)

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

#### **PUBLIC SCHOOLS TO BE FREE—FEES IN CITIES, &C., FOR TEXT-BOOKS.**

1. All Common Schools, which shall hereafter be designated and known as Public Schools, shall be free Schools; and the Trustees of school sections, and the municipal councils of cities, towns, villages and townships, shall, in the manner now provided by law, levy and collect the rate upon all the taxable property of the school division, or municipality, (as the case may be), to defray the expenses of such schools, as determined by the Trustees thereof; Provided that Public School-Boards in cities, towns and villages, may, if they deem it expedient, collect from parents and guardians of children attending their school, a sum not exceeding twenty cents per month, per pupil, to defray the cost of text-books, stationery and other contingencies.

#### **SCHOOL ACCOMMODATION TO BE PROVIDED BY TRUSTEES.**

2. Each School corporation shall provide adequate accommodations for all children of school age in their school division or municipality.

#### **PROVISIONS IN REGARD TO THE RIGHT OF CHILDREN TO BE EDUCATED.**

3. Every child, from the age of seven to twelve years inclusive, shall have the right to attend some school, or be otherwise educated for four months in each year; and any parent or guardian, who does not provide that each child between the ages aforesaid under his care shall attend some school, or be otherwise educated, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided nevertheless, that any pupil who shall be adjudged so refractory by the Trustees (or a majority of them) and the teacher, that his presence in the School is deemed injurious to the other pupils, may be dismissed from such School, and, where practicable, removed to an Industrial School; Provided that nothing herein shall be held to require any Catholic to attend a public school, or to require a Protestant to attend a Catholic school.

4. It shall be competent for the Police Magistrate of any city or town, and for any Magistrate in any village or township or town, where there is no Police Magistrate to investigate and decide upon any complaint made by the Trustees, or any person authorized by them, against any parent or guardian for the violation of this Act, and to impose a fine not exceeding five dollars for the first wilful offence; and double that penalty for each subsequent offence; which fine and penalty shall be enforced as provided in the hundred and fortieth section of the Consolidated School Act; Provided nevertheless, that the police magistrate or justice shall not be bound to, but may in his discretion, forego to issue the warrant for the imprisonment of the offender as in said section is provided; Provided always, that it shall be the duty of such Magistrate to ascertain, as far as may be, the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or ill-health, or too great a distance from any school; and in either of the latter cases, the Magistrate shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

**SCHOOL INSPECTORS IN COUNTIES, CITIES AND TOWNS—THEIR QUALIFICATIONS.**

5. In each county or union of counties, there shall be one or more School Officers, to be called County Inspectors, who shall have charge of not more than one hundred and twenty, nor less than fifty Schools each; Provided always, that it shall not be necessary to appoint more than one such officer in each riding of a county; And provided further, that in Counties containing any Municipality wherein the French or German language is the common or prevailing language, an Inspector may have charge of any number of schools not less than forty.

6. Each city or town shall be a county for the purposes of this Act; and the Inspector shall be called the City or Town Inspector, and shall possess all the powers of a County Inspector in such city or town, except such as relate to investigating and deciding on School Trustee election complaints, which now by law devolve on the county judge.

7. The qualifications of county, city or town Inspectors shall, from time to time, be prescribed by the Council of Public Instruction, which shall determine the time and manner of examination of candidates for certificates of qualification, and grant certificates of qualification; and no one not holding such certificate of qualification shall be eligible to be appointed an Inspector.

8. Each County Council, and each Board of Public School Trustees in a city or town, shall appoint from among those holding the necessary certificate of qualification, one person to be Inspector of Public Schools in such county, city or town; and in counties where there are or shall be more than fifty Public Schools, the County Council may appoint two or more persons, (according to the number of Schools,) holding such certificates, to be Inspectors, and prescribe and number the territorial limits of each; Provided nevertheless, that any County, City or Town Inspector shall be subject to dismissal at pleasure by the Council or Board appointing him, or by the Lieutenant-Governor in Council, (as regards any County Inspector,) for misconduct or inefficiency; and the vacancy thus caused shall be filled from the list of those legally qualified by the Council or Board authorized to appoint such Inspector; Provided likewise, that no Inspector dismissed shall be reappointed, without the concurrence of the party who has dismissed him; And provided furthermore, that in a county where there are two or more County Inspectors, the Council of such county may, from time to time, change or remove such Inspectors from one circuit or riding of the county to another.

9. Each Inspector of Schools so appointed, shall have the oversight of all Public Schools in the townships and villages within the county or union of counties, or part of the county or union of counties for which he shall be appointed, and shall have all the powers in each municipality within his jurisdiction, and be subject to all the obligations conferred or imposed by law, upon "Local Superintendents," and which are conferred or imposed by this Act, according to such instructions as may be given to him, from time to time, by the Chief Superintendent of Education.

10. The remuneration of each City or Town Inspector of Schools shall be determined and provided for by the Board appointing him; and the remuneration of the County Inspector shall not be less than five dollars per school per annum, to be paid quarterly, by the County Council, which shall also have authority to determine and provide for the allowance for travelling expenses: Provided also, that it shall be lawful for the Lieutenant-Governor in council to direct the payment, out of the Consolidated Revenue, of an additional sum not exceeding five dollars per school per annum to each County Inspector.

**EXAMINATION OF PUBLIC SCHOOL TEACHERS.**

11. Each County Council, and the Board of Public School Trustees in each city, shall appoint a county or city Board of Examiners, (for the examining and licensing of Teachers, in accordance with the regulations provided by law,) consisting of the county or city Inspector (as the case may be,) and two or more other competent persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction; Provided always, that in no such county or city Board of Examiners, the number of members appointed exceed five; and in all cases, the majority of the members appointed shall constitute a quorum for the transaction of business; and the payment of their expenses shall be provided for as authorized by the sixteenth section of the School Law Amendment Act of 1860.

12. It shall be the duty of the Council of Public Instruction, from time to time, by a committee of its appointment or otherwise, to prepare and prescribe a programme and papers for the uniform examination and classification of Public School teachers; Provided, that first class certificates of qualifications of teachers shall be

awarded by the Council of Public Instruction only, and second and third class certificates by county and City Board of Examiners only; And provided also, that first and second class certificates, given under the authority of this Act, shall be permanent during the good behaviour of the holders, and valid in all the municipalities of the Province; Provided likewise, that all existing certificates of qualifications of teachers shall remain in force in their respective Counties on the terms and conditions of the Act under which they were granted, and that upon their ceasing to be valid as provided by law they shall be renewed from time to time under the regulations and programmes prepared under the authority of this Act; Provided furthermore, that all Local Superintendents of Schools shall continue in office, and discharge their duties as heretofore, until provision shall be made for the appointment of County Inspectors, under the authority of this Act.

**PROVISION FOR TEACHING NATURAL HISTORY, AGRICULTURAL CHEMISTRY AND MECHANICS.**

13. It shall also be the duty of the Council of Public Instruction, by the training of teachers, the programme of studies, the selection of text-books, and special regulations, to provide for teaching in the public schools, the Elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture.

**TOWNSHIP PUBLIC SCHOOL BOARDS MAY BE FORMED.**

14. The municipal council of any township may, in case a majority of the resident householders and freeholders in two-thirds at least of the several school sections, at public meetings called in each section of the township, shall so desire it, form the township into one School Municipality, as is each city and town, and establish a Township Board of Public School Trustees, as provided by the thirty-second section of the Consolidated School Act.

**SIZE AND FORMATION OF PUBLIC SCHOOL SECTIONS IN TOWNSHIPS.**

15. No School section shall be formed after the year one thousand eight hundred and seventy-one, which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of such section shall contain more than four square miles.

16. The majority of the Trustees, or any five rate-payers of a school section, shall have the right of appeal or complaint to their county council against any by-law or resolution which has been passed, or may be passed, by the township council for the formation or alteration of their School section; and it may and shall be lawful for such county council to appoint a committee of not more than five, or less than three competent persons (two of whom shall be the County Judge and a County Inspector, and the majority of whom shall form a quorum,) to investigate the matter of such appeal or complaint, and confirm or disallow the by-law or resolution complained of; and on the representation and petition of the majority of the Trustees, or ratepayers, of two or more School sections in a township, present at special meetings called for that purpose, the county council shall have authority to appoint a committee of not less than five competent persons (two of whom shall be the County Judge and a County Inspector, and a majority of whom shall form a quorum.) to revise and alter the boundaries of the School sections of such township, so far as to settle the matters complained of; Provided always, that no person shall be competent to act on either of the committees mentioned in this clause of this Act, who was a member of the township council that passed the by-law or resolution complained of; And provided also, that the alterations made in the boundaries of any School section by such committee, shall not take effect before the end of the year during which they shall be made, and of which alterations due notice shall be given by the Inspector to the clerk of the township and to the trustees of the school sections concerned; Provided furthermore, that the school boundaries of a village, existing at the time of its incorporation, shall continue in force, notwithstanding its incorporation until altered under the authority of the school laws.

**OWNER OF LAND MUST SELL SCHOOL SITE SELECTED—EXCEPTION.**

17. On the selection of land, as provided by law, for a school site, for the erection of a school-house and necessary buildings, or for enlarging school premises, if the owner of such land shall refuse to sell the same, or shall demand therefor a price deemed unreasonable by the Trustees of any section or Board of Trustees in cities, towns or incorporated villages, the proprietor of such land, and the Trustees, or Boards of Trustees, shall each forthwith select an arbitrator; and the arbitrators thus chosen and the County Inspector, or any two of them, shall appraise the damages to the owner of such land, and upon the tender of payment of the amount of such

damages to the owner by the School Trustees, the land shall be taken and used for the purpose aforesaid; Provided nothing herein contained, shall authorize the selection in a township of a site within a hundred yards of a garden, orchard, pleasure ground or dwelling house, without the consent of the owner of such site; And provided further, that in cities, towns and incorporated villages, vacant land only shall be taken without the consent of the owner or owners.

**FORMATION AND ALTERATION OF UNION SECTIONS—INSPECTOR'S DUTY—ASSESSMENT.**

18 On the formation or alteration of a union School section or division, under the authority of the fifth section of the School Law Amendment Act of eighteen hundred and sixty, it shall be the duty of the County Inspector concerned forthwith to transmit a copy of the resolution, by which the formation or alteration was made, to the clerk of the municipality affected by such resolution; Provided also, that it shall be competent for any County Inspector to call a meeting of the parties authorized to form and alter union School sections, and it shall be lawful for, and be the duty of the Reeves of the Township out of which the section is formed, with the County Inspector, to equalize the assessment.

**TOWNSHIP CLERK REQUIRED TO PREPARE SCHOOL MAP OF THE TOWNSHIP.**

19. Should the clerk neglect or refuse to prepare and furnish the map of the School divisions of his municipality, as required by the forty-ninth section of the Consolidated School Act, he shall render himself liable to a penalty not exceeding ten dollars, to be recovered before a magistrate, for the School purposes of his municipality, at the instance of any ratepayer thereof.

**PROVISION FOR SECURING A TEACHER'S RESIDENCE.**

20. The Trustees of any School section or municipality shall have the same authority to provide a residence for a School teacher that they now have by law to provide a School site.

**TRUSTEES' ANNUAL SCHOOL REPORT—AUDITORS—SCHOOL INSPECTOR.**

21. The report of the School Trustees required by law to be laid before the annual School meeting, shall include a summary of their proceedings and state of the School during the year, together with a detailed statement of receipts and expenditure, signed by either or both of the School auditors of the section, and in case of difference of opinion between the auditors on any matter in the accounts, it shall be referred to and decided by the County Inspector.

**WHO SHALL CALL SCHOOL TRUSTEE MEETINGS.**

22. Should the secretary of a Trustee corporation neglect or refuse at any time to give notice of a School Trustee meeting, it shall be lawful for any Trustee to do so.

**TRUSTEES MUST TAKE SECURITY FROM SECRETARY-TREASURER—THEIR RESPONSIBILITY.**

23. All moneys collected in any School section by the Trustee corporation, shall be paid into the hands of the secretary-treasurer thereof; and should the trustees refuse or neglect to take proper security from such secretary-treasurer, they shall be held to be personally responsible for such moneys; and the provisions of the one hundred and thirty-seventh section of the Consolidated School Act shall apply to them.

**CHAIRMAN WHEN ELECTED TRUSTEE TO MAKE DECLARATION OF OFFICE.**

24. Any chairman of a School meeting, who may be elected School Trustee at such meeting, shall make the declaration of office, now required of Trustees by law, in presence of the secretary of such meeting.

**APPOINTMENT OF SCHOOL SITE ARBITRATORS—THEIR POWERS.**

25. Should the majority of the School Trustees, or the majority of a public School meeting, neglect or refuse, in case of a difference in regard to a School site, to appoint an arbitrator, as provided in the thirtieth section of the Consolidated School Act, or should the owner of land selected as a School site, as provided by section seventeen of this Act, refuse to appoint an arbitrator, it shall be competent for the County Inspector, with the arbitrator appointed, to meet and determine the matter, and the County Inspector, in case of such refusal or neglect, shall have a second or casting vote, provided they should not agree.

26. Should only a majority of the arbitrators appointed to decide any case under the authority of the School Laws of this Province, be present at any lawful meeting, in consequence of the neglect or

refusal of their colleagues to meet them, it shall be competent for those present to make and publish an award upon the matter or matters submitted to them, or to adjourn the meeting for any period not exceeding ten days, and give the absent arbitrator notice of such adjournment.

**ARBITRATION BETWEEN TRUSTEES AND TEACHERS ABOLISHED.**

27. All matters of difference between Trustees and teachers, authorized and required by the eighty-fourth, eighty-fifth, eighty-sixth and eighty-seventh sections of the Consolidated School Act, passed in the twenty-second year of Her Majesty's reign, and chaptered sixty-four; the ninth section of the School Law Amendment Act, passed in the twenty-third year of Her Majesty's reign, and chaptered forty-nine; and the ninth section of the Grammar School Improvement Act of 1865, passed in the twenty-ninth year of Her Majesty's reign, and chaptered twenty-nine, to be settled by arbitration, shall hereafter be brought and decided in the division court by the judge of the county court in each county; and the said clauses of the said Acts are hereby repealed; Provided always, that the decision, of any county judge in all such cases may be appealed from, as provided in the one hundred and eighth and five following sections, or sub-sections of the said Consolidated Common School Act, and the twenty-eighth section of this Act.

**WHAT COUNTY JUDGE MUST DO IN APPEAL CASES.**

28. Any division court judge receiving an intimation of appeal from his decision, under the authority of the one hundred and eighth and five following sections of the Consolidated School Act, shall thereupon certify, under his hand, to the Chief Superintendent of Education, the statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereto.

**VACATION FROM 15TH JULY TO 15TH AUGUST IN PUBLIC SCHOOLS.**

29. The summer vacations of all the Public Schools shall be from the fifteenth day of July to the fifteenth day of August, inclusive.

**PUBLIC SCHOOLS IN CITIES, TOWNS AND VILLAGES.**

32. The public schools in cities, towns and incorporated villages shall be under the management of Boards of Public School Trustees; and each of such boards shall be a corporation under the designation of Public School Board, and shall succeed to all the property, rights, obligations and powers of Boards of Common School Trustees in such cities, towns and villages; Provided that the Common School Boards shall continue in office until their successors are elected, as provided by the thirty-third section of this Act.

33. The members of the Public School Boards shall be elected and classified in the manner provided by law for the election and classification of Common School Trustees in cities, towns, and incorporated villages.

**COURSE OF STUDY IN HIGH SCHOOLS.**

34. Boards of Grammar School Trustees shall be designated High School Boards; and the Grammar Schools shall be designated and known as High Schools, in which provision shall be made for teaching to both male and female pupils the higher branches of an English and commercial education, including the natural sciences, with special reference to agriculture, and, also, the Latin, Greek, French and German languages, to those pupils whose parents or guardians may desire it, according to a programme of studies and regulations, which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor in Council; and the Council of Public Instruction shall have power to exempt any High School, which shall not have sufficient funds to provide the necessary qualified teachers, from the obligation to teach the German and French languages.

**GRAMMAR SCHOOL ACT TO APPLY TO HIGH SCHOOLS—NEW ONES.**

35. All the provisions of the Grammar School Act shall as far as is consistent with the provisions of this Act, apply to High Schools, their Trustees, head-masters and other officers, as fully as they apply to Grammar Schools and their officers. And as far as the fund will permit, it shall be lawful for the Lieutenant-Governor in Council to authorize the establishment of additional High Schools upon the conditions prescribed by the Grammar School Act and this Act.

**LOCAL ASSESSMENT FOR HIGH SCHOOLS IN CITIES, TOWNS AND VILLAGES.**

36. The Grammar or High School grant shall be exclusively applied in aid of High Schools; and of the sums of money required to be

raised from local sources for the support of a high school a sum equal to one-half of the amount paid by the Government to any High School in a city or town withdrawn from the jurisdiction of the county, together with such other sum as may be required for the accommodation and support of such school, shall be provided by the Municipal Council of such city or town, upon the application of the High School Board. In the case of a High School in towns, incorporated villages or townships, one-half of the amount paid by the Government shall be paid by the Municipal Council of the county in which such High School is situated, upon the application of the High School Board; and such other sums as may be required for the maintenance and school accommodation of the said High School, shall be raised by the Council of the Municipality in which the high school is situated, upon the application of the High School Board; or, in the event of the county council forming the whole or parts of a county into one or more High School districts, then such other sums as may be required for the maintenance of the said High School shall be provided by the High School district upon the application of the High School board in the manner hereinafter provided:

(1) The Council of any municipality or the councils of the respective municipalities, out of which the whole or part of such high school district is formed, shall, upon the application of the High School Board, raise the proportion required to be paid by such municipality or part of the municipality, from the whole or part of the municipality, as the case may be.

CONDITION OF RECEIVING PUBLIC AND HIGH SCHOOL GRANT.

37. No Public or High School shall be entitled to share in the Fund applicable to it unless it is conducted according to the regulations provided by law; and each High School conducted according to law, shall be entitled to an apportionment at the rate of not less than four hundred dollars per annum, according to the average attendance of pupils, their proficiency in the various branches of study, and the length of time each such High School is kept open, as compared with other High Schools.

ADMISSION OF PUPILS TO HIGH SCHOOLS.

38. The County, City or Town Inspector of Schools, the Chairman of the High School Board and the head master of the High School shall constitute a Board of Examiners for the admission of pupils to the High School, according to the regulations and programme of examination provided according to law; and it shall be the duty of the Inspector of High Schools to see that such regulations are duly observed in the admission of pupils to the High Schools; Provided nevertheless, that the pupils already admitted as Grammar School pupils according to law, shall be held eligible without further examination for admission as pupils of the High Schools; And provided furthermore, that pupils from any part of the County in which a High School is or may be established shall be admitted to such school on the same terms as pupils within the town or village of such school.

INSPECTORS OF HIGH SCHOOLS.

39. The Inspector or Inspectors of Grammar Schools now authorized by law, shall be known as the Inspector or Inspectors of High Schools.

HIGH SCHOOL DISTRICTS TO BE DEFINED—TRUSTEES.

40. Every county council shall determine the limits of each High School district for each Grammar School now existing within the county, and may form the whole or part of one or more townships, towns and villages within its jurisdiction into a high school district; and the high school board of such district shall possess all the powers within the said district, for the support and management of their high school, and in respect to the county council, as are possessed under the Grammar School Acts and this Act by high school boards in respect to the support and management of the schools under their care; and such county council may appoint and determine the continuance and succession in office of six duly qualified persons as members of such high school board. Provided, however, that existing Grammar School divisions already established shall be called High School districts, and continue as such till otherwise altered by law of such county council.

ESTABLISHMENT OF COLLEGIATE INSTITUTES—CONDITIONS OF GRANT.

41. And whereas it is desirable to encourage the establishment of superior classical Schools, it shall be lawful for the Lieutenant-Governor in Council to confer upon any High School, in which not less than four masters are fully employed in teaching the subjects of the prescribed curriculum, and in which the daily average of male pupils studying the Latin or Greek language shall not be less than sixty, the

name Collegiate Institute; and towards the support of such Collegiate Institute it shall be lawful for the Lieutenant-Governor in Council to authorize the payment of an additional sum, at the rate of, and not exceeding seven hundred and fifty dollars per annum out of the Superior Education Education Fund, provided under the authority of the tenth section of the Consolidated Grammar School Act, passed in the twenty-second year of Her Majesty's reign, and chaptered sixty-three; Provided, that if in any year the average of pupils above described shall fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year: and if the said average shall continue to be less than sixty, or the number of masters less than four, for two successive years, the institution shall forfeit the name and privileges of a Collegiate Institute, until restored by the Lieutenant-Governor in Council, under the conditions provided by this section.

ESTABLISHMENT OF INDUSTRIAL SCHOOLS IN CITIES &c.

42. The Public School Board of each city, town and village may establish one or more Industrial Schools for otherwise neglected children, and make all needful regulations and employ the means requisite to secure the attendance of such children and for the support, and management and discipline of such school or schools.

ANNUAL PAYMENTS TO SUPERANNUATED SCHOOL TEACHERS' FUND.

43. Each male teacher of a public school holding a certificate of qualification under the School Acts of this Province shall, and each such female teacher may, pay into the fund for the support of superannuated school teachers the sum of four dollars annually; and each Inspector of Schools is hereby authorized and required to deduct one half of such sum semi-annually from any payments made by him to any male teacher under his jurisdiction, and transmit the same to the Education Department; Provided always, that any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one half of any sums thus paid in by him to the fund; And provided further, that on the decease of any teacher, his wife, or other legal representative, shall be entitled to receive back the full amount paid in by such teacher, with interest at the rate of seven per centum per annum.

VACATION FROM 1ST JULY TO 15TH AUGUST HIGH SCHOOLS.

44. The summer vacation in the high schools throughout the Province shall be from the first day of July until the fifteenth day of August inclusive.

AUDIT OF HIGH SCHOOL TREASURER'S ACCOUNT.

45. The treasurer of every High School Board shall submit his accounts to the county Auditors to be audited by them in the same manner as the county treasurer's accounts are audited, and it shall be the duty of the county Auditors to audit such accounts.

TRUSTEES' ACCOUNTABILITY FOR SCHOOL MONEYS, &c.

46. The one hundred and thirtieth and seven following sections of the Consolidated School Act, passed in the twenty-second year of the reign of Her Majesty, and chaptered sixty-four, shall apply to every school trustee or other person, into whose hands any school moneys or school property shall come, and who neglects or refuses to account for, or deliver up the same when called upon by competent authority to do so; and the county Judge, upon application of any two ratepayers in a school section or division, supported by their affidavit of the facts made before a Magistrate, shall have the same jurisdiction in the case, as he has in that of a secretary-treasurer, by the said sections of the Consolidated School Act; Provided always, that it shall be the duty of school trustees to exact security from every person to whom they entrust school money, or other school property, and to deposit such security with the Township Council for safe keeping.

TORONTO SCHOOL ACT OF 1869.

47. The provisions of the Act passed in the thirty-second year of Her Majesty's reign, chaptered forty-four, intitled "An Act to amend the Act respecting Common Schools in Upper Canada," are, except the ninth and tenth sections thereof, hereby declared to apply to the city of Toronto alone.

INCONSISTENT PROVISIONS OF OTHER ACTS REPEALED.

48. All the provisions of the Grammar and Common School Acts which are inconsistent with this Act are hereby repealed.—*Ontario Journal of Education.*

### Qualifications of Public School Inspectors and County Examiners of the Province of Ontario.

PRESCRIBED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR ONTARIO, UNDER THE AUTHORITY OF THE SCHOOL ACT OF 1871, SECTION 7 AND SECTION 11.

#### I. QUALIFICATIONS OF INSPECTORS.

All County and City Superintendents of Common or Public Schools who have held that office consecutively for three years; all Teachers of Public Schools who have obtained or who shall obtain first-class Provincial certificates of qualification; all Head-Masters of Grammar or High Schools, who have taught the same school three years, and who shall prepare and transmit to the Education Department a satisfactory thesis on the organization and discipline of Public Schools; and all Graduates who have proceeded regularly to their degrees in any University in the British Dominions, and who have taught in a college or school not less than three years, and who shall prepare and transmit to the Education Department a satisfactory thesis on the organization and discipline of Public Schools, shall be considered legally qualified for the Office of County Inspector of Public Schools, without any further examination, on their obtaining, in each case, from the Education Department, the certificates required by law.

#### II. QUALIFICATIONS OF EXAMINERS.

All Head-Masters of Grammar or High Schools, and all Graduates who have proceeded regularly to their degrees in any University in the British Dominions, who have taught in a college or school not less than three years; and all Teachers of Common or Public Schools who have obtained a first-class Provincial certificate of qualifications, or who may obtain such certificate under the provisions of the present law, shall be considered as legally qualified to be appointed members of a County or City Board of Examiners, without further examination on their obtaining from the Education Department the certificates required by law.

### The Late Judge Short.

We copy the following obituary notice of the late Judge Short from the *Montreal Gazette* of the 9th inst. :—

The late Honorable Edward Short, Judge of the Superior Court in the District of St. Francis, was born in Bristol, England, in July, 1806, and was therefore within about a month of completing his 65th year when he died. He was a son of John Quirk Short, Esq., who for many years served the Imperial Government in many of the Colonies of the British Empire, as well as in England, as Inspector General of Army Hospitals. The grandfather of the late Judge, the Rev. Robert Short, had also resided in Canada, and was for many years Rector of Three Rivers.

The late Judge came to Canada when quite young, and studied the profession of law in the office of the late A. D. Bostwick, Esq., of Three Rivers, and also in the office of Messrs. Le Gourday & Mondet, of Montreal. He was admitted to the practice of the profession within a few months of his attaining the age of majority, and remained in Three Rivers for a few years only. Being of English origin and tastes, he soon, however, determined to remove to the Eastern Townships, which at that time were peopled almost exclusively by English and American settlers. He formed a partnership in Sherbrooke with the late E. Peck, Q.C., who at that time held the foremost position at the bar in that section. This partnership continued for several years, until the Judge's brother, John Short, Esq., the present joint Prothonotary of the Superior Court in the District of St. Francis was admitted to the Bar, and he then formed a partnership with him. After some years inducements were held out to him, which took him to Quebec to practise, and he there went into partnership with the Hon. T. C. Aylwin. It is safe to say that there were few as able men at the Lower Canada Bar as the two members of the firm of Aylwin and Short. He remained there, however, for but very few years, when he returned to Sherbrooke. After his return he was appointed Crown Prosecutor in the District of St. Francis, and also acted as Chairman of the Quarter Sessions.

About the year 1850, when the abolition of the Seigniorial Tenure was being advocated throughout Canada, the late Judge took an active interest in political matters. He came forward as a candidate for the Provincial Parliament in the electoral division of Sherbrooke, and after a sharp contest with John Griffith, Esq., was elected by a considerable majority. Before the close of the first session, however, he received his appointment as Judge of the Superior Court, on the death of Judge Gairdner, and his place in Parliament was immediately

taken by Sir A. T. Galt, who has ever since continued without interruption to represent the constituency.

The Judge's appointment was received throughout the district with the greatest favor. He served the Crown faithfully in that high office. Every man in the district felt the utmost confidence in the administration of justice at his hands, and it is not too much to say, that the late Judge was universally respected, admired and beloved. His memory will ever be cherished among the people of the St. Francis District with feelings of the greatest reverence and affection. His successor, whoever he may be, will find that the place is one where much is expected and required, if he would hold an equal level in the hearts and minds of the community. The late Judge leaves a large family—five daughters and two sons, besides his aged widow, to mourn for a parent and husband, whose care and affection for them was ever watchful, earnest and kind. To them the blow is a terrible one indeed and they have the heartfelt sympathy of the entire community in their irreparable loss.

### The Late Messrs. Spaight and Lodge.

On the 24th ult., the *Montreal Gazette Staff* sustained a terrible blow in the deaths (by drowning by the upsetting of a boat at Lachine rapids) of two of their co-labourers, namely: sub-editor and night editor.

The following is taken from the *Gazette* of the 26th ult. :

Mr. Spaight was a man of wonderfully varied information, and of large personal experience. He was educated at Trinity College, Dublin, which has been the Alma Mater of so many able men; and his love of adventure led him into all parts of the world. He travelled extensively in Europe, and spent some years in the Australian Colonies, and his faculty for close observation, and remarkably retentive memory, made him an infallible authority in relation to any country ever visited by him; and gave him an advantage in the discussion of public questions possessed by few journalists. He was a brilliant writer—in some special departments, he had no equal in the Canadian press; and his loss will be keenly felt, not only by ourselves, who for the last four years have been closely associated with him, but by the public, to whom his contributions to the columns of the *GAZETTE*. we have reason to know, were always especially welcome. Since August last, he occupied the position of sub-editor, his taste in the arrangement of a newspaper, no less than his literary abilities, eminently fitting him for such a position.

Mr. Lodge was night editor, a position he filled for about eight months. He was a man of good education and a versatile and clever writer. Like Mr. Spaight he had travelled much, having been among other places, in the East. He at one time held a commission in H. M. 16th Regiment, but was compelled to retire owing to an accident by which both his ankles were fractured, an accident which gave him great pain and annoyance. In Canada his first press connection, if we mistake not, was with the *Globe*, where he filled the same position that he has recently filled on the *GAZETTE*. He had, from time to time, connection with other journals; his great versatility, and the ease with which he wrote, making him a valuable attaché of a daily paper. He was exceedingly attentive to his duties, and filled a post, that of night editor, in some respects the most laborious and responsible on a morning newspaper with very great credit.

## MISCELLANY.

### Education.

—*What an Englishman Thinks.*—At a recent meeting of the Primary School Teachers of Boston, Mr. Philbrick, the Superintendent, presented to the meeting Mr. A. J. Mundella, a member of Parliament, and an intimate friend of Mr. Thomas Hughes. Mr. Mundella stated that one-half of the children in England do not attend school, and of the army thirty per cent. can neither read or write. In July last they succeeded, after a long and hard struggle, in making provision for the education of every child in Great Britain. He gave a very interesting account of the schools in Germany, where the children are compelled to attend school for eight years consecutively, at least three hours each day for forty-eight weeks of the year. If absent from school they are very closely followed up, and stringent measures used to compel their attendance. In Germany every child pays for its education a sum amounting to about five cents per week.

Mr. Mundella's opinion of the American Common School system is very

flattering. The following interesting letter on the subject was addressed to General Eaton, U. S. Commissioner of Education :

WASHINGTON, D. C., Nov. 2, 1870.

MY DEAR GENERAL : I have much pleasure in answering your inquiry as to my opinion of the American School system. I may congratulate you without reserve on possessing, in all the States through which I have passed, the best and most commodious school houses in the world. Nothing which I have seen in any European country will compare with them. The State of Massachusetts, and especially the city of Boston, stand pre-eminent. The Normal Schools, which I have seen, are excellent, and the attainments of the teachers, especially of the female teachers, beyond anything I could have expected, and far beyond anything I have witnessed elsewhere.

The munificence of the American people in the sections I have visited in providing schools, is, in my opinion, entirely without a parallel, a good education being offered free to every American child. If I have any regret, it is to notice that where such ample, almost lavish, provision has been made, there are still many who partake very sparingly only, while others absent themselves altogether from the feast. If you could introduce a plan for enforcing regular attendance for a course of years as is done in Germany, your educational system would leave little or nothing to be desired. I may state, from long experience, that where the education of children is wholly dependent upon the parents, selfishness or indifference or intemperate habits of many, will cause a considerable number to be entirely neglected or only partially educated; and in a country like yours, where the only guarantee for your free institutions is the intelligent assent and support of your citizens, the state and the nation have a right to demand that those who share in the government of the country, and enjoy its privileges, shall have had the advantage of education and a virtuous training.

In my opinion, the successful working of the schools in Boston is mainly attributable to the fact that large compulsory powers are exercised by the school board of that city. I can quite understand that American citizens generally need no compulsory powers to enforce the education of their children; but with the immense influx of emigrants from all quarters of the world, too many of them, also, entirely illiterate, it is not safe to commit to the discretion of such persons the question whether the future citizens of this country shall, or shall not be, educated. It appears to me that a great impulse could be given to the work of education in every State by the exercise of some central inspection and supervision from your own department. Great emulation, I think, would follow from a fair annual estimate of the quality and result of the instruction afforded in every State emanating from some central authority. I think the District of Columbia might and ought to be made a model for every other section of the Union.

My observations have been entirely confined to the Elementary, Grammar, High, and Normal Schools, and institutions for technical instruction; but I have not seen any of your universities or professional colleges, and am unable, even if I were qualified, to give an opinion as to their extent and value.

While there is so much room for congratulation, there is an immense field remaining unoccupied which cannot be neglected without grievous loss to the nation. I refer to technical, industrial, and art education, which, so far as National and State effort is concerned, seem to have been much neglected. The Cooper Institute of New York, and the Institute of Technology, at Boston and Worcester, are bright exceptions. The first I regard as one of the most noble and useful instances of private benevolence I have ever encountered. I remain, dear General, yours faithfully

A. J. MUNDELLA.

*Pennsylvania School Journal.*

—*Corporal Punishment in School.*—A case was heard recently in the Superior Court of Massachusetts, involving a question which, so long as there exists the necessity for educating the young, would seem likely to reappear periodically before the courts. It was the old vexed question as to the right of a school teacher to flog or chastise his pupils. The facts of the case were of the stereotyped character, and the Judge, in summing up, declared that the law recognized the right of teachers to control their pupils, if necessary by "force, proper in kind and degree." The jury, however, failed to agree, after having spent five hours in discussing the evidence and the rights of parents. The duties of a teacher are, admittedly very onerous, and it is well that a certain latitude should be accorded in the management and sometimes necessary correction of pupils; but excessive punishment should always be avoided. The spirit of insubordination amongst pupils is very apt to spread, if not checked, and it would be a foolish mawkish sentiment which would object to a teacher taking vigorous measures in extreme cases, to maintain his authority.

### Science and Literature.

—*The Metric System of Weights and Measures.*—During the recent session, Hon. Mr. Morris introduced and carried through Parliament a Bill "to render permissive the use of the Metric system of weights and measures." This Act was passed, so the preamble runs, "for the promo-

tion and extension of the internal as well as the foreign trade of Canada and for the advancement of science." It is now in force and any one may, if he chooses, use the Metric system in his business. The fourth clause of the Act provides that

"Whereas the Governor in Council is of opinion that it has become necessary and desirable, he may direct standards of Metric weights and measures to be procured and legalized, and verified copies of them to be provided, and may by an Order in Council make regulations for authorizing and facilitating the use of the same for the verification of Metric weights and Measures in use in Canada."

This system has found much favour among scientific men, and has frequently been recommended by scientific bodies as the basis of a uniform international system. It was adopted in France in 1840 and all other systems declared illegal. In 1864 by Act of the Imperial Parliament, the use of the Metric system was made permissive, and it is now, conjointly with the Imperial system, in use throughout the United Kingdom.

Last year a royal commission was appointed on the subject. In their report the Commissioners bear testimony to the utility of the system and to the progress of public opinion in its favour, and recommend that the Government afford facilities for its more extensive use. They reported that it is used exclusively in the following countries:—France, Belgium, Netherlands, Italy, Spain, and her colonies, Portugal and her colonies, Greece, Mexico, Chili, Brazil, New Grenada, and the other South American republics. It has been partly adopted in Switzerland, Hanse Towns, Denmark, Austria, and British India; and its use is permissive in Great Britain and Ireland, the United States, and Prussia and North Germany. By a recent Act of the North German Parliament its use will be compulsory in that country after the 1st of January next. In the session of 1870 a committee of our own Senate reported in its favour, and the result of their report is Mr. Morris' Act. A schedule gives tables of the values of the principal denominations of weights and measures of the metric system, expressed in terms of the standard weights and measures of Canada. Measures of length are expressed by *metres* and decimal multiples of a metre, one metre being 1.093944 yards; measures of surface by *ares* and decimal multiples of an are, one are being 100 square metres or 119.6714 square yards; weights by *grams* and decimal multiples of a gram, one gram being .002204 of a pound avoirdupois; and measures of capacity by *litres*, and decimal multiples of a litre, one litre being 26.428 of a wine gallon. The system is no doubt an excellent one from a scientific point of view, but the jaw-breaking words in which its denomination are expressed will prevent its coming into popular use. People whose mother-tongue is the Saxon do not take kindly to such words as *miriametre*, *millimetre*, *centiare*, *myriagram*, *kilolitre*, *hectolitre*, and the like. If Mr. Morris could translate these terms into plain English he might bring the system into general use; but we fancy it will be a long time before we hear of ladies calling at fashionable counters for a decametre of muslin or a centimetre of ribbon; of farmers selling pork at so much a hectogram; or of whiskey being retailed by the decalitre.—*Toronto Globe.*

—*What Literature and Science have lost by the Siege of Paris.*—Some time must elapse, says the *Pall Mall Gazette*, before we shall be able to estimate with accuracy the losses which the interests of literature and science have sustained through the siege of Paris. Not a few eminent professors and members of the Institute have been serving in the ranks of the National Guard and the Army of Defence, and it is hardly possible that they can all have escaped without injury. Already we learn that the Abbe Moigno, editor of *Les Nouvelles* has been wounded by the explosion of a shell; that Mr. Desnoyers, fils, of the Museum Library, has been killed, and that M. Tenad is a prisoner in Germany. As to the interruption to study, it is only necessary to bear in mind how very few philosophers have the habit of abstraction attributed to Joseph Scallager, who is said to have been so engrossed in the study of Homer that he became aware of the Massacre of St. Bartholomew and of his own escape only on the day subsequent to the catastrophe.

The damage inflicted on buildings devoted to science is more obvious. The Galleries of Zoology and Mineralogy have both been penetrated by shells; the College de France has not escaped unhurt; and the Meteorological Observatory, lately erected in the Champs de Mars, has been converted into barracks. In the Jardin des Plantes and Jardin d'Acclimation the ruin has been complete, all the animals being slaughtered either for food or by way of precaution, and the rare trees—some of them of priceless value—have been cut down for defensive purposes, or else to make charcoal. In the gardens and nurseries outside the city, the devastation has been equally severe. Chatenay the chief establishment of M. Croux, formed the headquarters of the Bavarian artillery; the large palm-house was turned into a stable, and the flower tubs used as cribs. Sheep and cattle have been pastured in the Jardin pour les Etudes Pomologiques, near Aulnay and everywhere the young trees have furnished stakes for gabions and branches for faggots. These are a few of the effects of "civilized warfare."



**Comparative Statistics.**

Mr. Edward Young, Chief Clerk of the Bureau of Statistics, furnishes a valuable table, setting forth the public debt, revenue, population, expenditure, railroads, telegraphs, etc., of all the prominent nations in the world.

From it we extract the following table :

	Population.	Public Debt.	Debt per capita.
United States.....	40,000,000	\$2,369,234,476	\$59
Great Britain.....	30,500,000	3,985,158,250	132
Germany.....	38,514,000	565,229,903	15
France.....	38,200,000	2,833,400,285	73
Netherlands.....	3,592,060	408,953,995	112
Belgium.....	4,984,000	1,253,501,052	52
Spain.....	16,732,000	819,667,365	50
Austria.....	36,000,000	1,512,157,948	42
Russia.....	68,390,000	1,372,728,850	19
Denmark.....	1,750,000	74,312,325	46

It will be observed that the debt of France is nearly five times that of Germany. The debt of all Europe is \$13,411,000,000.

With respect to the revenue and the expenditures of the respective powers, the following figures will show what the people pay for the luxury of Government :

	Revenue.	Expenditure.
United States.....	\$408,000,000	\$292,000,000
Great Britain.....	450,000,000	360,000,000
Germany.....	187,000,000	188,000,000
France.....	410,000,000	325,000,000
Netherlands.....	45,000,000	30,000,000
Belgium.....	32,000,000	33,000,000
Spain.....	140,000,000	143,000,000
Austria.....	150,000,000	152,000,000
Russia.....	355,000,000	365,000,000

The people of Europe pay annually the enormous sum of \$2,100,000,000 from their earnings to keep the wheels of government moving and provide for the interest upon the thirteen and a half billions of dollars spent recklessly by their ancestors. The United States adds to this \$108,000,000, of which \$115,000,000 is to pay the interest upon her debts. When it is considered that none of the Asiatic or South American nations are included in this statement, some idea may be formed of the proportion of earnings of each year consumed in preserving peace and good order. There is, at least no ground for believing that governments have been maintained for the happiness of the people.

The positions of the different leading powers in point of merchant marine is shown by the following statement of the tonnage of sea-going vessels.

	Steam tons.	Total tons
United States.....	513,792	2,914,399
Great Britain.....	1,651,767	8,644,920
Germany.....	106,139	1,151,157
France.....	212,976	1,104,804
Netherlands.....	30,495	483,416
Belgium.....	6,357	100,144
Spain.....	72,845	618,452
Austria.....	44,312	362,092
Russia.....	28,412	374,578
Sweden and Norway.....	25,944	1,356,024

**WANTS.**

Wanted three Female Teachers, holding first Class Elementary School Diplomas, for Districts, Nos. 1, 2, and 3, (for the last immediately and for the other two by first July) in the Municipality of St. Jean Chrysostôme de Châteauguay, No. 1.—Address A. Seever, St. Jean Chrysostôme, P. O., for No. 1; and W. Dinnigan, Norton Creek, P. O. for Nos. 2 and 3.

A teacher holding the Academy Diploma 1st Class is open to an engagement. The best references and testimonials will be furnished. Apply to the Education Office, Quebec, care of Dr. Miles.

**Meteorology.**

From the Records of the Montreal Observatory, Lat. 45° 31' North; Long. 4h. 54m. 11 sec. West of Greenwich; height above the level of

the sea, 182 feet; for the month of May, 1871. By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

DAYS.	Barometer corrected at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	29.826	29.844	29.900	45.0	61.1	43.0	N E	N E	N E	91.12
2	30.024	30.032	30.051	37.1	58.1	48.0	N E	N E	N E	101.18
3	.049	.166	.200	44.2	67.3	47.2	N E	N E	N E	81.67
4	200.	.174	.101	42.0	44.2	39.7	N E	N E	N E	214.12
5	29.947	29.875	29.890	40.1	44.3	42.2	S E	N E	N E	191.10
6	.801	.704	.700	40.1	50.2	54.1	N E	N by E	N by E	142.24
7	.502	.461	.550	46.2	60.2	43.6	N by E	N by E	N by E	104.17
8	.525	.691	.763	39.6	50.4	44.2	N by E	W	W	261.14
9	.900	.894	.900	42.1	64.4	52.4	W	W	W	167.12
10	.927	.946	30.000	42.4	58.2	47.8	N E	N E	N E	101.18
11	.949	.797	29.842	41.1	50.2	50.1	W	W	W	216.11
12	.917	.802	.970	47.0	69.8	58.4	W	W	W	89.12
13	.951	.987	.901	40.3	50.3	41.1	N E	N E	S W	197.28
14	.989	.887	.849	44.2	66.1	48.0	N E	N by E	N by E	204.12
15	.862	.856	.850	38.4	16.3	50.2	N by E	N by E	N by E	167.81
16	.800	.562	.500	48.1	70.4	56.2	W	S W	S W	141.10
17	.749	.911	30.002	47.6	62.5	46.2	S W	W	W	180.41
18	30.151	30.136	.100	43.3	88.3	54.1	W	W	W	84.26
19	.125	.104	.028	51.6	69.2	61.0	W	W	W	68.94
20	29.998	29.996	.010	62.1	85.2	72.1	W	W	W	221.11
21	30.000	.961	29.874	69.4	92.3	76.2	W	W	W	318.12
22	29.782	.794	.800	66.0	96.4	64.0	W	W	W	204.10
23	.943	.987	30.067	48.0	70.1	53.6	N by E	N by E	W	114.12
24	30.250	30.261	.225	45.2	71.8	54.0	N by E	N by E	W	121.13
25	.174	.015	29.750	52.0	35.1	74.2	W	W	S W	109.00
26	29.965	29.895	30.016	54.0	80.4	62.2	W	W	W	197.87
27	30.247	30.220	.200	49.6	69.6	58.0	N E	N E	S W	200.12
28	.148	.106	.024	53.7	69.2	60.2	S W	S W	S W	97.10
29	.001	29.987	29.200	61.7	89.0	75.1	S W	S W	S W	81.12
30	29.624	.901	.901	70.6	87.8	78.4	S W	W	W	244.13
31	30.000	30.041	30.064	11.6	84.2	69.1	W	N E	N E	187.14

The highest reading of the Barometer was on the 24th day, and was 30.346 inches; the lowest was on the 11th day, and indicated 29.451 inches, giving a range of 0.895 inches. The highest reading of the Thermometer was on the 7th day and was 68°; the lowest occurred on the 1st, and was 27°; giving a monthly range of 30° 9'.

—Observations taken at Halifax, Nova Scotia, during the month of May, 1871: Lat 44°39' North; Long, 63°36' West; height above the Sea 175 feet; by Sergt. John Thurling, A. H. Corps, Halifax.

Barometer, highest reading was on the 4th.....	30.250 inches.
" lowest " " 7th.....	29.014
" range of pressure.....	1.236
" mean for month (reduced to 32°).....	29.670
Thermometer, highest in shade was on the 30th.....	88.0 degrees.
" lowest " " 28th.....	26.2
" range in month.....	61.8
" mean of highest.....	61.4
" mean of lowest.....	35.3
" mean daily range.....	26.1
" mean for month.....	48.3
" maximum in sun's rays.....	126.8
" minimum on grass.....	19.2
Hygrometer, mean of dry bulb.....	51.9
" " wet bulb.....	46.0
" " dew point.....	40.0
" elastic force of vapour.....	247 inches.
" weight of vapour in a cubic foot of air.....	2.8 grains.
" required to saturate do.....	1.6
" the figure of humidity (Sat. 100).....	64
" average weight of a cubic foot of air.....	537.2
Wind, mean direction of North.....	11.75 days.
" " East.....	1.25
" " South.....	2.25
" " West.....	15.75
" daily horizontal movement.....	Anem. broken.
" daily force.....	2.2
Cloud, mean amount of, (0-10).....	7.0
Ozone, " " (0-10).....	2.7
Rain. No. of days it fell.....	13
Snow.....	1
Amount of rain and melted snow collected.....	3.30 inches.