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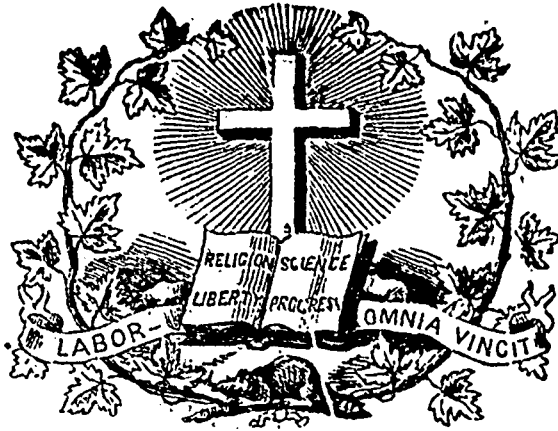
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SUMMARY.—LITERATURE—Poetry: Evening Scene from the Banks of the Detroit River. C. Sangster.—The Apple Woman, George Martin.—Canadian History: The Fort George Massacre.—Education: Arithmetic, John Bruce, Esquire, Inspector of Schools, (continued).—Reminiscences of School Days.—OFFICIAL NOTICES.—Appointments: School Commissioners.—Erection, &c., of School Municipalities.—Diplomas granted by the Boards of Examiners.—Donations to the Library of the Department.—Situations wanted.—Teachers wanted.—Errata.—ERRATA: Examinations and distribution of Prizes and Diplomas in the Lower Canada Normal Schools.—Public examinations in the Universities, Colleges and Academies of Lower Canada.—St. Francis College.—Conference of the Teachers' Association in connexion with the Laval Normal School.—Convention of the District of St. Francis.—Extracts from the Reports of the Inspectors of Schools.—MONTHLY SUMMARY: Educational Intelligence.—Scientific Intelligence.—Miscellaneous Intelligence.—ADVERTISEMENTS: McGill University.—Deaf and Dumb Institute.

The lofty woods, in summer sheen arrayed,
The trembling poplar with its silv' leaf,
The stately walnut rising o'er the glade,
The willow bending with its load of grief:

The graceful elm, the energetic oak,
The red-leaved maple, and the slender pine,
The grove of firs, half hidden by the smoke
From the white cottage clothed with jessamine;

The thirsty cattle drinking from the spring,
Or standing mid-deep in the sunny stream,
The stream itself, like Joy, meandering,—
A silver shaft shot down a golden beam:

The ruddy orchard with its tempting fruit,
The juicy apple, and the mellow pear,
The downy peach, and near the garden, mute
With eager visions of a fruitful share,

Lolled the young urchin on his bed of grass,
Thinking of Autumn, with her red ripe-store—
So Boyhood smiles to mark the seasons pass,
And Manhood sighs that they return no more:

On these the parting Day poured down a stream
Of radiant, unimaginable light,
Like as in some celestial spirit-dream
A thousand rainbows melt upon the sight,

Setting the calm horizon all ablaze
With splendors stolen from the crypts of heaven,
Dissolving with their magic heat the maze
Of clouds that nestle to the breast of even.

The fisher ceased his song, hung on his oars,
Pausing to look, a pulse in every breath,
And, in imagination, saw the shores
Elysian rising o'er the realms of Death.

And as he dreamed, the sunlight passed away,
The stream gave back no deep cerulean hue,
Eve's purple finger closed the lips of Day,
And a dim glory clothed the upper blue.

And down on tip-toe came the gradual Night,
A gentle Twilight first, with silver wings,
And still from out the darkening infinite
Came shadowy forms, like deep imaginings.

There was no light in all the brooding air,
There was no darkness yet to blind the eyes,
But through the space interminable, thro'
Nature and Silence passed in solemn guise.

LITERATURE.

POETRY.

EVENING SCENE. (1)

FROM THE BANKS OF THE DETROIT RIVER.
CHARLES SANGSTER.

I stood upon a bank that faced the West,
Beyond me lay Lake Erie, softly calm,
Calm as the thoughts that soothe the dying breast
As the Soul passes to the great I AM.

One solitary bird melodiously
Trilled its sweet vesper from a grove of elm,
One solitary sail upon the sea
Rested, unmindful of its potent helm.

There lay the Island with its sanded shore,
The snow-white Lighthouse, like an Angel-friend
Dressed in his fairest robes, and evermore
Guiding the mariner to some promised end.

And down behind the forest trees, the sun,
Arrayed in burning splendors, slowly rolled,
Like to some sacrificial urn, o'errun
With flaming hues of crimson, blue and gold.

And round about him, fold on fold, the clouds,
Steeped in some rainbow essence, lightly fell,
Draped in the living glory that enshrouds,
His nightly entrance to his ocean shell.

The woods were flashing back his gorgeous light,
The waters glowed beneath the varied green,
Ev'n to the softened shadows, all was bright,
Heaven's smile was blending with the view terrene.

(1) This, and the following pieces, are copied from Dewart's Selections from Canadian Poets,

THE APPLE WOMAN.

GEO. MARTIN.

She often comes, a not unwelcome guest,
With her old face set in a marble smile,
And bonnet ribbonless—it is her best,
And little cloak—and blesses you the while,
And cracks her joke, ambitious to beguile
Your heart to something human,
Then sets her basket down—a little rest!
The Apple Woman.

Her stock is trade that basket doth contain;
It is her wholesale and her retail store,
Her goods, and chattels,—all that doth pertain
To her estate, a daughter of the Poor;
O ye who tread upon a velvet floor,
Whose walls rich lights illumine,
Wound not with word or look of high disdain
The Apple Woman.

She is thy sister, jewelled Lady Clare,
"My sister! sting this insult in my face?"
How dare you then, when in the house of prayer,
Utter, "Our Father?" the difference of place
Nulls not the consanguinity of race,
And every creature human
Is kin to that poor mother, shivering there,
The Apple Woman.

She sits upon the side-walk in the cold,
And with her scraggy hand, hard-shrunk and blue,
And corded with the cordage of the old,
She reaches forth a *fameuse*, sir, to you,
And begs her ladyship will take one too,
And if you are a true man
Your pence will out: she never thinks of gold,
The Apple Woman.

She tells me—and I know she tells me true,
"My Good man,—God be kind!—had long been sick,
And one cold morning when the snow storm blew,
He said, Dear Bess, it grieves me to the quick
To see you venture out,—give me my stick,
I'll come to you at gloaming,
And bide you home,"—she paused, the rest I knew,
Poor Apple Woman.

Behold her then, a type of all that's good,
Honest in poverty, in suffering kin;
And large must be that love which strains for food,
Through wind and rain, through frost and snows that blind,
For a sick burden that is left behind:
Call her but common;
God's commonest things are little understood,
Poor Apple Woman.

Two April weeks. I missed her only two.
Missed her upon the side-walk, everywhere,
And when again she chanced to cross my view,
The marble smile was changed, it still was there,
But darkly veined, an emblem of despair;
A God-knit union
Grim death had struck, whose dark shock shivered through
The Apple Woman.

A widow now, she tells the bitter tale,
Tells how she sat within their little room
In yon dark alley, till she saw him fall,
Sat all alone through night's oppressive gloom,
Sat by her Joe as in a desert tomb,
No candle to illumine
His cold dead face! God only heard her wail,
Poor Apple Woman!

Now, when you meet her of the Basket-Store,
Her of the little cloak and bonnet bare,
Reach forth a friendly hand and something more,
When your pertemonnaie has a coin to spare.
Dear are the boxes that mitigate thy care,
Dear the unbought communion
Whose tall vine reaches to the golden shore,
Poor Apple Woman!

CANADIAN HISTORY.

The Fort George Massacre, (1)

AUGUST 9TH, 1757.

"Kill me," cried Montcalm, using prayers and menaces and promises, "but spare the English who are under my protection."—*Bancroft's United States, Vol. IV.*

Of the many stirring incidents which marked the "seven years war" culminating in the conquest of Canada, few have been more loudly denounced than the deed of blood perpetrated by the aborigines on the garrison and inmates of Fort George, called by the British Fort William Henry, subsequent to its capitulation; few occurrences of that day have left, between the initials of New France and New England, more bitter memories. Neither "2,000" nor 1,000, nor 500, not even 200 individuals were slaughtered on this occasion; there were enough, however, to exhibit in its true features Indian warfare in former times. The barbarities to which British soldiers and New England colonists were subjected, in direct violation of the articles signed by General Montcalm and accepted by the thirty-six Indian tribes present, have furnished those inclined to make capital out of national wrongs a welcome pretext to charge the French commander with being, in some degree, accessory to the commission of these horrors. Cooper's attractive novel "*The last of the Mohicans*," and other works, (2) have also helped to render current a belief to which the whole of Montcalm's career, as well as history, gives the lie. True, the American novelist does not go so far as to accuse the Marquis with counselling the deed, but he asserts that, during its execution, the French showed "an apathy which has never been explained." Here is a grave accusation levelled at the fair name of the chivalrous rival of Wolfe; fortunately for his posthumous fame, there is such a thing as historical truth; there are also honorable men, whose nature spurns the cheap popularity acquired by circulating a lie calculated to ruin or vilify a national enemy. To this class belongs George Bancroft, the gifted historiographer of the United States. Let us now quote from his beautiful writings:

"How peacefully rest the waters of Lake George between their ramparts of highlands! In their pellucid depths, the cliffs and the hills, and the trees trace their image, and the beautiful region speaks to the heart, teaching affection for Nature. As yet (1757), not a hamlet rose on its margin; not a straggler had thatched a log-hut in its neighborhood; only at its head, near the centre of a wide opening between its mountains, Fort William Henry stood on its banks, almost on a level with the lake. Lofty hills overhung and commanded the wild scene; but heavy artillery had not, as yet, accompanied war-parties into the wilderness.

"Some of the Six Nations preserved their neutrality, but the Onondas danced the war-dance with Vaudreuil. 'We will try the hatchet of our father on the English, to see if it cuts well,' said the Senecas of Niagara; and, when Johnson complained of depredations on his cattle, 'You begin crying quite early,' they answered, 'you will soon see other things.' (3)

"'The English have built a fort on the lands of Ontario,' spoke Vaudreuil, governor of New France, to a congress, at Montreal, of the warriors of three-and-thirty nations, who had come together, some from the rivers of Maine and Acadia, some from the wilderness of Lake Huron and Lake Superior. 'I am ordered,' he continued, 'to destroy it. Go, witness what I shall do, that, when you return to your mats, you may recount what you have seen.' They took his belt of wampum, and answered—'Father, we are come to do your will.' Day after day, at Montreal, Montcalm nursed their enthusiasm by singing the war-song with the several tribes. They clung to him with affection, and would march to battle only with him. They rallied at Fort St. John, on the Sorel; their missionaries with them, and hymns were sung in almost as many dialects as there were nations. On the sixth day, as they discerned the battlements of Ticonderoga, the fleet arrayed itself

(1) We copy this interesting article from Mr. Le Moine's valuable collection, the *Maple Leaves*, 2nd series. The speech recently delivered by Major General McClellan, and which has been so ably taken up by a writer in the *Chicago Tribune*, gives fresh interest to this point in our history. (Ed. J. of E.)

(2) "This treaty of capitulation was violated by Montcalm in a manner which fixes eternal disgrace on his memory."—*Boore's Indian war in the United States, p. 194.*

(3) Vaudreuil to the Minister, 13th July, 1757.

in order, and two hundred canoes, filled with braves, each nation with its own pennon, in imposing regularity, swept over the smooth waters of Champlain, to the landing place of the fortress. Ticonderoga rung with the voices of thousands; and the martial airs of France, and shouts in the many tongues of the red men, resounded among the rocks and forests and mountains. The Christian mass, too, was chanted solemnly; and to the Abenaki converts, seated reverently, in decorous silence, on the ground, the priest urged the duty of honoring Christianity by their example, in the presence of so many infidel braves.

"It was a season of scarcity in Canada. None had been left unmolested to plough and plant. The miserable inhabitants had no bread. But small stores were collected for the army. They must conquer speedily, or disband. "On such an expedition," said Montcalm to his officers, "a blanket and a bearskin are the warrior's couch. Do like me, with cheerful good-will. The soldier's allowance is enough for us." (1)

"During the short period of preparation, the partisans were active. Marin brought back his two hundred men from the skirts of Fort Edward, with the pomp of a triumphant warrior. He did not amuse himself with making prisoners," said Montcalm, on seeing but one captive (2); and the red men yelled with joy as they counted in the canoes two-and-forty scalps of Englishmen.

"The Ottawas resolved to humble the arrogance of the American boatmen; and they lay hid in ambuscades all the twenty-third of July, and all the following night. At day-break of the twenty-fourth, Palmer was seen on the lake, in command of two-and-twenty barges. The Indians rushed on his party suddenly, terrified them by their yells, and after killing many, took one hundred and sixty prisoners. "To-morrow, or next day," said the captives, "General Webb will be at the fort with fresh troops." "No matter," said Montcalm; "in less than twelve days, I will have a good story to tell about them." (3) From the timid Webb there was nothing to fear. He went, it is true, to Fort William Henry, but took care to leave again with a large escort, just in season to avoid its siege.

It is the custom of the red men, after success, to avoid the further chances of war, and hurry home.

"To remain now," said the Ottawas, "would be to tempt the Master of life." But Montcalm, after the boats and canoes had, without oxen and horses, by main strength, been borne up to Lake George, held on the plain above the portage, one general council of union. All the tribes, from the banks of Michigan and Superior to the borders of Acadia, were present, seated on the ground according to their rank; and, in the name of Louis the Fifteenth, Montcalm produced the mighty belt of six thousand shells, which, being solemnly accepted, bound all, by the holiest ties, to remain together till the end of the expedition. The belt was given to the Iroquois, as the most numerous; but they courteously transferred it to the upper nations, who came, though strangers, to their aid. In the scarcity of boats, the Iroquois agreed to guide De Levi, with twenty-five hundred men, by land, through the rugged country which they called their own.

"The Christian savages employed their short leisure at the confessional; the tribes from above, restlessly weary, dreamed dreams, consulted the great medicine men, and, hanging up the complete equipment of a war-chief as an offering to their Manitou, embarked on the last day of July.

"The next day, two hours after noon, Montcalm followed with the main body of the army, in two hundred and fifty boats. The Indians whom he overtook, preceded him in their decorated canoes. Rain fell in torrents; yet they rowed nearly all night, till they came in sight of the three triangular fires that, from a mountain ridge, pointed to the encampment of De Levi. There, in Goussky, or, as some call it, Northwest Bay, they held a council of war, and then, with the artillery, they moved slowly to a bay, of which the point could not be turned without exposure to the enemy. An hour before midnight, two English boats were descried on the lake, when some of the upper Indians paddled two canoes to attack them, and with such celerity that one of the boats was seized and overpowered, two prisoners being reserved; the rest were massacred. The Indians lost but one warrior, a great chieftain of the nation of the Nepissings.

"On the morning of the second day of August, the savages dashed openly upon the water, and forming across the lake a chain of their bark canoes, they made the bay resound with their war-

cry. The English were taken almost by surprise. Their tents covered the plains. Montcalm disembarked without interruption, about a mile and a half below the fort, and advanced in three columns. The Indians hurried to burn the barracks of the English, to chase their cattle and horses, and to scalp their stragglers. During the day, they occupied, with the Canadians under La Corne, the road leading to the Hudson, and cut off the communication. At the north was the encampment of De Levi, with regulars and Canadians, while Montcalm, with the main body of the army, occupied the skirt of the wood on the west side of the lake. His whole force consisted of six thousand French and Canadians, and about seventeen hundred Indians. Fort William Henry was defended by Lieutenant-Colonel Munro, (1) of the 35th regiment, a brave officer and a man of strict honor, with less than 500 men, while 1700 men lay entrenched near his side, on an eminence to the south-east, now marked by the ruins of Fort George.

"Meantime, the braves of the Nepissings, faithful to the rites of their fathers, celebrated the funeral honors of their departed brother. The lifeless frame, dressed as became a war-chief, glittered with belts and ear-rings, and the brilliant vermilion: a riband, fiery red, supported a gorget on his breast; the tomahawk was in his girdle, the pipe at his lips, the lance in his hand, at his side the well-filled bowl. And thus the departed warrior sat upright on the green turf, which was his death-couch. The speech for the dead was pronounced; the death-dances and chants began; the murmurs of human voices mingled with the sound of drums and the tinkling of little bells. And thus arrayed, in a sitting posture, he was consigned to the earth, well provided with food, and surrounded by the splendors which delighted him when alive.

"On the fourth of August, the French summoned Munro to surrender, but the gallant old soldier sent an answer of defiance. Montcalm hastened his works; the troops dragged the artillery over rocks and through forests, and with alacrity brought fascines and gabions. The red men, unused to a siege, were eager to hear the big guns. Soon the first battery of nine cannon and two mortars was finished; and amidst the loud scream of the savages, it began to play, while a thousand echoes were returned by the mountains. In two days more a second was established, and by means of the zig-zags, the Indians could stand within gun-shot of the fortress. Just then arrived letters from France, confirming on Montcalm the red riband, with rank as Knight Commander of the Order of St. Louis."

"We are glad," said the red men, "of the favor done you by the great Oronthio, but we neither love you, nor esteem you the more for it; we love the man, and not what hangs on his outside." Webb, at Fort Edward, had an army of four thousand, and might have summoned the militia from all the near villages to the rescue. He sent nothing but a letter, with an exaggerated account of the French force, and his advice to capitulate. Montcalm intercepted the letter, which he immediately forwarded to Munro. Yet, not till the eve of the festival of St. Lawrence, when half his guns were burst, and his ammunition was almost exhausted, did the dauntless veteran hang out a flag of truce.

"With a view to make the capitulation unviolably binding on the Indians, Montcalm summoned their war chiefs to council. The English were to depart with the honors of war, on a pledge not to serve against the French for eighteen months; they were to abandon all but their private effects; an escort was to attend them on their departure; every Canadian or French Indian made captive during the war was to be liberated. The Indians applauded; the capitulation was signed. Late on the ninth of August the French entered the fort, and the English retired to their entrenched camp.

"Montcalm had kept from the savages all intoxicating drinks, but they solicited and obtained them of the English, and all night long they were wild with dances and songs and revelry. The Abenakis of Acadia excited the angry passions of other tribes, by recalling the sorrows they had suffered from English perfidy and English power. At day-break they gathered round the entrenchment, and, as the English soldiers filed off, began to plunder them, and incited one another to swing the tomahawk recklessly. Twenty, perhaps even thirty, persons were massacred, while very many were made prisoners. Officers and soldiers, stripped of everything, fled to the woods, to the fort, and to the tents of the French. To arrest the disorder, De Levi plunged into the tumult, during death a thousand times. French officers received wounds in rescuing the captives, and stood at their tents as sentinels over those they recovered. "Kill me," cried Montcalm, using prayers, and menaces and promises; "but spare the English, who are

(1) Montcalm's Circular to his officers, 25th July, 1757.

(2) Montcalm to Vaudreuil, 27th July, 1757.

(3) DeBougainville to the Minister, 19th August, 1757.

(1) Captain Christie to Governor Powell, 10th August, 1757.

under my protection ;' (1) and he urged the troops to defend themselves. The march to Fort Edward was a flight ; not more than six hundred reached there in a body. From the French camp Montcalm collected together more than four hundred, who were dismissed with a great escort, and he sent De Vaudreuil to ransom those whom the Indians had carried away.

"After the surrender of Fort William Henry, the savages retired. Twelve hundred men were employed to demolish the fort, and nearly a thousand to lade the vast stores that had been given up. As Montcalm withdrew, he praised his happy fortune that his victory was, on his own side, almost bloodless, his loss in killed and wounded being but fifty-three. The Canadian peasants returned to gather their harvests, and the lake resumed its solitude. Nothing told that civilized man had reposed upon its margin but the charred rafters of ruins, and, here and there, on the side-hill, a crucifix among the pines to mark a grave."

In perusing Bancroft's narrative, we find nothing to support the allegation of British and of some American writers, "that the French at Fort William Henry acted as fiends." We cannot, either, detect any circumstance calculated to warrant Cooper's charge against Montcalm, of "extraordinary apathy" during the massacre. The reverse in fact is apparent in every line. I am indebted to the kindness of our old historian, the Abbé Ferland, for a most interesting letter, from an eye-witness of the whole proceedings. It not only corroborates entirely Bancroft's and Garneau's version of the Fort William surrender, but discloses circumstances which I have not yet read in any English work. This letter was written in French by the Abenakis missionary of the St. François village, near Montreal, and bears date 1st October, 1757; it is to be found in the *Recueil de Lettres Édifiantes et Curieuses*, reprinted at Toulouse in 1810, vol. 6. It is referred to by Bancroft and other historians, but its text in English is not given.

(Translation.)

"St. François, near Montreal,

21st October. 1757.

On the 12th July, I left St. François, chief village of the Abenakis mission, for Montreal, to present to M. De Vaudreuil a deputation of twenty Abenakis who accompany Father Virot in his undertaking to found a new mission amongst the Wolfe Indians of the River Oyo, or *Belle Rivière*.

We soon received orders to join the French army, which was camped one league higher up, towards the *portage*, close to a spot where a waterfall compelled us to convey overland to Lake St. Sacrement (George) the implements necessary for the siege. Preparations were being made for a start, when an occurrence took place which riveted the general attention. A small fleet of canoes was seen in the distance, coming up an arm of the river, decked out with trophies, heralding a victory. It was M. Marin, a Canadian officer of much merit, returning triumphantly from the expedition confided to his charge. About 200 savages had been placed under his orders to go towards Fort Lydis; he had, with a small flying camp, the courage to attack and the good fortune to take possession of—a large portion of the outer works of the fort. His savages had just sufficient time to remove the scalps from the two hundred dead warriors left on the spot, without losing a single one of their own party. The enemy, three thousand strong, in vain sought to wreak vengeance in the pursuit they made of the savages. It was whilst we were engaged in counting the number of English scalps displayed about the canoes, that we observed a French boat bearing towards us five Englishmen, tied and escorted by Outaouaks, whose prisoners they were.

The sight of these unfortunate captives caused great rejoicings amongst the savages present: these barbarous feelings they gave vent to, by horrible yells and by conduct distressing to humanity. More than one thousand savages, taken from thirty-six different tribes, under the banner of France, were at that moment lining the shores of the lake. At one instant, and seemingly without any preconceived plan, they all ran in hot haste towards the adjoining woods. I knew not at first how to explain this unexpected movement. I was not long in suspense. The barbarians in a minute returned with clubs ready to inflict on the unfortunate English the most dreadful treatment. At sight of these cruel preparations, my heart sank in me; I felt my eyes bathed with tears; my sorrow did not however render me inactive. Without a moment for thought, I flew towards those wild beasts, in hopes of restraining them; alas! of what avail was my feeble voice, but to articulate a few sounds, which the tumult, the diversity of languages, the surrounding ferocity rendered inaudible. At last I made bitter reproaches to some Abenakis who were near me;

(Montcalm to the Minister, 8th September, 1757.

my determination awoke humane sentiments in their breasts. Ashamed, they slunk off from the murderous crowd, throwing away their clubs. But what was a few less in a mass of 2,000, bent on giving no quarter? Seeing the futility of my interference, I was in the act of withdrawing in order not to witness the bloody tragedy which would soon commence. I had scarcely gone a few steps when a feeling of compassion brought me back to the bank, from which I cast my eyes on the victims doomed to certain death. Their present state caused me a new pang. Terror had so overpowered them that their strength failed them completely—they could barely stand up; death was written on their downcast and convulsed features. They were doomed; they seemed certain of being battered to death, when, lo and behold! their salvation sprung from the very acts of their murderers. The French officer who had charge of the boat had noticed what had taken place on the shore. Moved by that feeling of commiseration which misfortune rings from a brave man, he undertook to create a similar sentiment in the heart of the Outaouaks, masters of the prisoners. He played his part so well that he succeeded to inspire in them compassion for the captives. They immediately adopted a plan which succeeded to its fullest extent. As soon as the boat was within hailing distance from the shore, one of its inmates, an Outaouak, proudly uttered the following threat: "These prisoners are mine; my property shall be respected; touch them, any of you, and you touch me!" One hundred French officers might have spoken thus; they would only have been laughed at, and have brought on the captives an increase of cruelty; but a savage fears his fellow, and him only; the most trifling insult may have to be atoned for by death only: this makes them cautious. The will of the Outaouak was respected, as soon as made known; the prisoners were disembarked without any tumult, and lodged in the fort, free from insult. They were then separated and closely questioned, and soon revealed all we wanted to know. Terror made them communicative to a degree. I visited one who was placed in a room in which one of my friends was. I tried to inspire him with hope, and procured him refreshments, for which he seemed grateful.

(To be continued.)

EDUCATION.

ARITHMETIC

(Continued from our last.)

Multiplication, Division, &c.

We have now reached another stage of advancement,—another and wider field for training. Our aim should be to throw as much light on our subject as possible; make its study easy and inviting; quicken and develop the intellect of the pupil, and show how he may be so exercised as to make him a correct, expert calculator.

The progressive increase and decrease of numbers by units, tens, hundreds, &c., should, from preceding exercises, be pretty well understood. How best to extend the knowledge acquired, and make it auxiliary to farther advancement should be the ever constant study of the educator. Let us do our best to effect this.

The teacher's great object at this stage is to familiarize his pupils with products and quotients at first up to 12 times 12. I give a few examples to show how this may be done. Each example, as numbered, is understood to be one lesson.

Examples.

	1	2	3	4	5	6	7	8	9	10	11	12	Fig. to be dou- bled.	
								2						
1	{	2	4	6	8	10	12	14	16	18	20	22	24	Products.
		1	2	3	4	5	6	7	8	9	10	11	12	Quotients.
		4	3	6	8	9	7	10	12	5	2	11	1	
								2						
2	{	2	4	6	8	10	12	14	16	18	20	22	24	Products.
		1	2	3	4	5	6	7	8	9	10	11	12	Quotients.
		4	3	6	8	9	7	10	12	5	2	11	1	
								3						
3	{	3	6	9	12	15	18	21	24	27	30	33	36	Products.
		1	2	3	4	5	6	7	8	9	10	11	12	Quotients.
		4	2	11	10	9	8	6	3	1	5	7	12	

3	12	6	33	30	27	24	18	9	3	15	21	36
3	4	2	11	10	9	8	6	3	1	5	7	12
	1	2	3	4	5	6	7	8	9	10	11	12

4	4	8	12	16	20	24	28	32	36	40	44	48
4	1	2	3	4	5	6	7	8	9	10	11	12
	11	9	8	2	1	5	4	10	12	3	6	7

4	44	36	32	8	4	20	16	40	48	12	24	28
4	11	9	8	2	1	5	4	10	12	3	6	7

And so on as high as twelve.

Directions how to train them on each lesson.

1. First, go successively over the figures or numbers with them from left to right, and from right to left; and then take figures and products here and there. Continue the training till the mind gets hold on products, every way required.

2. In giving quotients, proceed in the same way,—from left to right—from right to left,—and here and there—till answers are readily obtained.

3. Then, take the multiplying and dividing processes; and make them prove results by multiplying, dividing, adding and subtracting. Continue thus analyzing and synthesizing results till every thing about the lesson is well understood.—Ex. Show how many threes are in 24 by adding? Ans. 3, 3, 3, 3, 3, 3, 3 = 24, or 8, 8, 8 = 24. Show this by subtraction? Ans. 24 - 3 - 3 - 3 - 3 - 3 - 3 - 3 = 0; or 24 - 8 - 8 - 8 = 0. Begin with 3, and add one three after another till you have 24; then count how many threes you had to take. When you added five threes, tell the sum? ans. 15. How many threes more to make the 24? ans. three threes. Add three threes to 15, and from it subtract three threes. What numbers would you have? ans. 24 - 6. Tell me the difference between these two numbers; ans. 18. Tell the half and the third of 18? ans. 9 and 6.

4. Then make them read off, without any hesitation, successively, products and quotients—additions and differences, till impressions are well deepened in their minds. And as you are going on with the work of training, be studying, how to test their growing knowledge of every exercise, and that you are carrying their understanding along with you.

5. Before passing to a new lesson, make them read products, &c., &c., off,—naming only the result: of processes—allowing them to use no words, as 5 times 7 are 35; 6 times 3 are 18; but 35, 18, &c., &c., results blotted out, the figures to be worked only seen, or named: for example,—

7											
8	9	7	4	5	10	11	12				
•	•	•	•	•	•	•	•	Products			
“	“	“	“	“	“	“	“	Quotients (1)			
a	a	a	a	a	a	a	a	Additions			
s	s	s	s	s	s	s	s	Subtractings			

N. B.—Wait not to write results, just make them name answers, and race on.

In training them use both the slate and the blackboard. When in classes, make them in turn train each other; and on seats, two and two can alternately train each other. Give the figures to be worked with special directions how to drill; and a little practice will make them expert in exercising and testing each other. On themselves it has an excellent effect. It quickens and stirs up their minds; it leads to emulation, and its whole tendency is to develop and strengthen the powers of the mind. One week of such training is of more value in giving them a knowledge of figuring than months of the individual working of sums,—requiring of them no more than merely the answer of a sum or question. In this there is no training whatever. It is the tedious wading through process to a result. And if the result be found correct—though after many goings over and corrections—no more is required. Can this be training to excellency in acquiring a knowledge of figures and figuring?

When an exercise is given to be worked by them individually on seats, let it be with strict injunction to train themselves on the work so as to master the process; and so study the different steps of the work as to be prepared for your own interrogations.

To be satisfied with answers merely at this stage especially, is not only a slow,—it is indeed the slowest way to ground children in the fundamentals of arithmetic. And instead of quickening and healthfully spurring on their minds to intelligent efforts, its tendency is rather to make them dull, and inergetic, and to create a dislike to schoolwork.

Give them now the whole of the multiplication table up to 12 times. And make each line an exercise for multiplying, adding, subtracting and dividing, as follows:

1. Table.—For multiplying and dividing, adding and subtracting — all combined.

x	+	x	+	x	+	x	+	x	+	x	+	x	+	x	+	x	+	x	+	x	+	Quo.
2	4	2	6	2	8	2	10	2	12	2	14	2	16	2	18	2	20	2	22	2	24	2
3	6	3	9	3	12	3	15	3	18	3	21	3	24	3	27	3	30	3	33	3	36	3
4	8	4	12	4	16	4	20	4	24	4	28	4	32	4	36	4	40	4	44	4	48	4
5	10	5	15	5	20	5	25	5	30	5	35	5	40	5	45	5	50	5	55	5	60	5
6	12	6	18	6	24	6	30	6	36	6	42	6	48	6	54	6	60	6	66	6	72	6
7	14	7	21	7	28	7	35	7	42	7	49	7	56	7	63	7	70	7	77	7	84	7
8	16	8	24	8	32	8	40	8	48	8	56	8	64	8	72	8	80	8	88	8	96	8
9	18	9	27	9	36	9	45	9	54	9	63	9	72	9	81	9	90	9	99	9	108	9
10	20	10	30	10	40	10	50	10	60	10	70	10	80	10	90	10	100	10	110	10	120	10
11	22	11	33	11	44	11	55	11	66	11	77	11	88	11	99	11	110	11	121	11	132	11
12	24	12	36	12	48	12	60	12	72	12	84	12	96	12	108	12	120	12	132	12	144	12

(1) Top line to be rubbed out, and quotients given from products.

2. Table.—Processes of the four rules extended to 20.

$13 + \times$	$13 \div \div$	$14 + \times$	$14 \div \div$	$15 + \times$	$15 \div \div$	$16 + \times$	$16 \div \div$	$17 + \times$	$17 \div \div$	$18 + \times$	$18 \div \div$	$19 + \times$	$19 \div \div$	$20 + \times$	$20 \div \div$
2	26	2	28	2	30	2	32	2	34	2	36	2	38	2	40
3	39	3	42	3	45	3	48	3	51	3	54	3	57	3	60
4	52	4	56	4	60	4	64	4	68	4	72	4	76	4	80
5	65	5	70	5	75	5	80	5	85	5	90	5	95	5	100
6	78	6	84	6	90	6	96	6	102	6	108	6	114	6	120
7	91	7	98	7	105	7	112	7	119	7	126	7	133	7	140
8	104	8	112	8	120	8	128	8	136	8	144	8	152	8	160
9	117	9	126	9	135	9	144	9	153	9	162	9	171	9	180
10	130	10	140	10	150	10	160	10	170	10	180	10	190	10	200
11	143	11	154	11	165	11	176	11	187	11	198	11	209	11	220
12	156	12	168	12	180	12	192	12	204	12	216	12	228	12	240
13	169	13	182	13	195	13	208	13	221	13	234	13	247	13	260
14	182	14	196	14	210	14	224	14	238	14	252	14	266	14	280
15	195	15	210	15	225	15	240	15	255	15	270	15	285	15	300
16	208	16	224	16	240	16	256	16	272	16	288	16	304	16	320
17	221	17	238	17	255	17	272	17	289	17	306	17	323	17	340
18	234	18	252	18	270	18	288	18	306	18	324	18	342	18	360
19	247	19	266	19	285	19	304	19	323	19	342	19	361	19	380
20	260	20	280	20	300	20	320	20	340	20	360	20	380	20	400

N. B.—First show your class how the columns regularly increase and decrease by ones, twos, threes, &c. The first column increases by ones, the second by twos; the third gives quotients of the second; the fourth is an increase by three; the fifth are quotients of the fourth, and so on. Then exercise them, when the principles of increase and decrease are well understood, on the different columns as directed by the signs \times , \div , and \div —that is by the same totals by multiplying and adding; and reversing processes by subtracting and dividing. In other words, make them know well how numbers increase and decrease by processes of analysis and synthesis, instead of *solely by rote* without the exercise of the understanding.—When these Tables are well understood—the first especially, then take numbers promiscuously, first, to a hundred; and on these let them be exercised, in adding and subtracting, multiplying and dividing,—combining and uncombining them as variously as you can, till they can readily give any result required, as follows:

5) 17 — 27 — 38 — 42 — 70 — 83 — 84

Quotients 3—²—5—²—7—³—8—²—14—16—³—18—⁴

Make them tell the fives in these numbers, and what, if any, is over, *at sight*, not naming the words—TIMES and OVER; but just the figures 3—²—5—², &c.

Repeat 7, 8 and 9 up to 49, 85, 96, 37, 29, 18, adding in any units wanted to complete the numbers, *i. e.* 7—14—21—28—35—42—49; 8—16—24—32—40—48—56—64—72—80, and 5 added are 85, and so on. Reverse the process—85 by 8, *viz.*, 85—77—69—61—53—45—37—29—21—13—5 remaining.

Lessen 37 successively by 7, three times; and increase it by 8 in succession, four times. Tell me the result?

Halve 96; to the half add 12; from the sum subtract 30; multiply the remainder by 5; add 19, halve the sum, and tell the quotient? Ans. 84—1. Answer to be given when the last word or figure is pronounced.

Halve 82 successively to 20—1. Divide 81 successively by 3 till nothing remains, naming each descending step without hesitation.

Continue such exercises as these—giving them as much variety as possible—till a readiness in answering is acquired; then give higher numbers, just as you find their minds are able to take them in.

JOHN BRUCE,
Inspector of Schools.

(To be Continued.)

Reminiscences of School Days.

Hardly more unlike was the lumbering stage-coach of the olden time to the locomotive—the sailing vessel to the steamboat—the hand loom to the factory—the lingering mail to the telegraph—than the schools of that same olden time—so distant if measured by events, yet so recent that the memory of the living embraces it, to those of the present day. The writer's early school days were thirty years ago, when "all things were as at the beginning," and no Horace Mann had questioned the propriety of a system originating in Puritan times. It may not be unacceptable, in the midst of the graver articles of the *Journal*, to give some reminiscences of the schools of that period, which may be new to the youthful readers, and may recall to the more venerable their own early experience.

My school-house was in a country town of the Granite State, probably in advance of most towns in general intelligence, as several of the most enterprising citizens were in the habit of making an annual visit to Boston, that great city, by stage, and by the narration of what they had seen, kept alive a spirit of inquiry that showed itself in a general desire to keep everything up to the times. My father (I am proud to record a fact so honorable to the memory of my sire) took a semi-weekly paper, the only one in the town, and, among other ways of spreading its contents, a retired schoolmaster, whose main distinction was that he had once been Edward Everett's teacher, used to be at the post office always when the stage drove up with the mail, and carry it to its destination, as a compensation for which he claimed its first reading and its news henceforth became the public property of the village.

Twice a week, then, our citizens could discuss all that was known through the Boston papers. Peace to the memory of those good old people who used to assemble in the store of an evening and talk over Gen. Jackson and the Bank. We may know more than they did, but I would their sterling honesty and unselfish patriotism more pervaded the heart of the country than I fear they do at present.

But to return to our school. It was a "little red schoolhouse," high on the top of a hill, about the middle of a district extending on a straight road from the center to the border of the town. All the school districts were thus laid out, as it was contended that a man at the outskirts of the town should have as much schooling as one in the middle, since his money was as good, so no proposition to have a center school district to benefit the greatest number could ever prevail. As the town was divided into quite a number of small districts, we had a school only about eight weeks in winter and the same in summer. In the summer a mistress was employed, and only little ones attended; in the winter the big boys and girls came together, and a master was employed with strength enough to conquer if a rebellion occurred. As a change of teachers was thus made twice a year, and the new teacher was usually a stranger, whom it took several weeks to learn the names and wants of the pupils, it can not be expected that the progress of any one term could be very marked. Indeed, as every teacher commenced with a review, for several years the pupil would finish at about the same place, which I have thought since was greatly for the advantage of the teacher, as most of them were more familiar with the beginnings than the ends of the text-books. I remember I acquired the marked dislike of one mistress, because, thinking myself a remarkable scholar, in which my father concurred, I had induced him to complain to the committee about my being put back, and the consequence was that I was allowed to start in the middle of my Colburn's with a fair prospect of completing it—no small feat in those days. I had to pay the penalty, however, of my ambition, for on every reasonable pretext I became familiar with a birch stick, and with every fresh application I could see in her eye "Complain again to the committee, will you?" I managed to square accounts with her, but I think I will not discuss that subject.

As our teachers changed twice a year, we had a great variety. Schools were regarded, to a great extent, for the benefit of the teacher, putting into his pocket so much money as the district was required by law to spend; and generally each prudential committee man had a cousin to whom the school was promised in the event of his selection, so that not a little wire-pulling was resorted to, on a small scale, to secure a position with so much official patronage at its disposal. As my mind passes them in review, they throng up, old and young, learned and unlearned, experienced and inexperienced, good and bad, a motley group.

The first few days were spent in trying the teacher, to see what stuff he was made of—if he was to rule us, or we him. How many an innocent, well-disposed young teacher, entering the school-room

with an honest intention of discharging faithfully his sacred trust, with no heart for personal combat with rough boys, has been regarded as weak, and ejected summarily from his post, because he could not reduce to subjection unruly students, whose parents felt too often a pride in the brute courage of their boys, that had thrown the master into a snow-bank! Committee man eyed the applicant from head to foot to see if he had the muscle for a contest if it came; and the writer remembers well how suspiciously he was viewed in his early examination for new schools, on account of his diminutive size. In his own justification he may be pardoned, however, for the remark, that the most lamentable failures in discipline in his knowledge have been in teachers of the stature of Anak, while some of the best disciplinarians have been of "contemptible presence."

The discipline of thirty years ago was mainly with the rod; the birch was emphatically the "tree of knowledge," and many a time has the writer gone home with sore limbs and hands, "marks of affection from his teacher," as our venerable friend, Mr. Greenleaf, would say. Some scholars expected a whipping every day, as a part of the regular school exercise. To teach school without corporal punishment is decidedly a modern invention. Rarely was any complaint made unless the severity became really brutal. The methods of punishment were various, according to the whims of the teacher. I have witnessed a severity with the ruler that made my young heart tremble, and but little regard was paid to age or sex. Sometimes students were obliged to stoop over with hand on the floor, "holding a nail in the floor," as it was termed, which was painful, as it caused a flow of blood to the head, and other such unnatural punishments were used which "time would fail me to tell." Monitors were frequently used who exercised a very natural discrimination in reporting offenders, taking care in this way to pay off many an old grudge against a fellow student, while they never saw the tricks of their friends. One teacher used to wait until a large number of unruly pupils had been collected, and then punish by detachments, hearing from his monitor the offense and meeting out its due, and then starting again. Yet I always observed the most severe teachers frequently had the most difficulty in governing. Little heads are often crafty, and many a "committee of ways and means" was held to devise pieces of annoyance so cunningly contrived that detection would be difficult, and not rarely the master had the worst of it.

The studies of the school were few, consisting almost entirely of reading, writing, spelling, arithmetic, and geography. Very rarely an ambitious parent wished his child to study grammar, and such pupils prided themselves much on their intellectual superiority. I was a hopeful boy, as I have intimated, and early took up this study. I remember my first lesson was to learn the conjugation of the verbs; and after three or four lessons I began to parse, without the most distant conception of what I was about. If the teacher told me *van* was a noun common, third person, singular, nominative case, I tried to remember it, as I would any other fact, as the population of Boston, for which no reason could be given. I think hard as was the study to me, it was still harder for the teacher, for I can recall very distinctly the perplexity of countenance in the attempt to tell us what part of speech particular words should be called. Teachers then were not very intimate with Lindley Murray.

In written arithmetic, at that time, classification and the use of the blackboard were unknown, each one "ciphering" as well as he could, and when difficulties were met with, going up to the teacher, a large part of whose time was employed in working out problems for individual pupils. I went through the arithmetic very young, working out the questions by rule, never questioning, or being questioned as to the reason of my operations, nor did I ever bestow a thought on the true meaning of the rules until some years after, when I became a teacher.

For reading, I remember but two rules were given, "speak loud" and "mind your stops." The meaning of the first was easy, and we generally gave no ground for complaint in strength, though I think the quality of the voice was not always to be commended. A loud, prolonged monotone, was decidedly the fashion. The rule for "stops and marks" was, "Stop long enough to count one at a comma, two at a semicolon, etc.," as senseless a rule as ever found its way into a school book, though still given, I regret to say, by many teachers who ought to know better.

Geography was taught then, as it is two often now—a mere memorizing of the book, asking the questions and requiring answers. Much remains still to be done for the cause of education in this branch; who will do it?

Spelling was one of the branches to which most attention was given, and in this the students of thirty years ago far excelled

those of the present day. To misspell a word was always in some way punished, and the pride of scholarship was here particularly manifested. To stand at the head of the class was an honor of which mothers boasted in their children, and it was always rewarded by some token of approbation. Spelling-schools in the evening were held, at which students from different districts were brought into antagonism, sides were chosen, and victories won were discussed for many a subsequent day. But I must confess the opportunity to exercise gallantry after the close of the school, gave them not a little of their popularity and interest.

In penmanship, too, the schools of a former period, I think, excelled the present. A round, plain hand, was sought for, and I know many a parent now shames his child as he produces his neat, clear, copy-book for inspection. The teacher wrote better than now. He was obliged to set all the copies; and however able he might be to conceal ignorance in other branches, it was impossible in this. His own penmanship was, alike with that of his students, the subject of inspection in the copy-book by every pupil, and parent, and the august committee as they made their stated visits, and nothing would atone for a slovenly hand. Most of the copies the teachers must set at home, and this and making pens were serious drafts on his time, from which he is now happily exempt.

As our studies were few, we had much spare time, which girls employed in sewing patch-work, being early taught they could not marry till they had worked enough for a quilt. Boys were required to commit hymns and passages of Scripture, not always a pleasant exercise for them, however much they might be profited.

In one other respect, I think our schools have deteriorated, viz., in the attention paid to the manners of children. Boys were always required to bow, and girls to courtesy, as they entered and left the school-room, as they stood arranged in the class before the recitation commenced and at its close; and it was carried so far that I remember children were required to salute strangers whom they passed in the street, and were punished for its neglect. They were taught, too, to respect age and authority, and to uncover in their presence. When the committee or others visited our school, we rose as they entered, and stood till they were seated; and if a plain "no" or "yes" came from a boy's lips to one he was bound to respect, he was reminded in a way he would not soon forget to use "sir" with it. In what awe we stood of the committee! How clean and nice we tried to look on examination day, and how we early hurried to school, and took our seats in anticipation; and when we were obliged to wait for the august presence, for dignity was always slow, from time to time the teacher would send to an elevation a little way off to see if they were coming; and when the minister, and doctor, and esquire, who usually formed our committee, were sure enough in sight, and some parents with them, how hushed we were as they entered, and how eagerly we tried to look and do our best! And when the classes were through, and they made their remarks to us, usually words of praise, and then the minister offered a prayer, and we waited till the spectators were all gone, and then were dismissed, how fast we ran home and told our mothers all about it! I wonder if boys do so now. Somehow, I can not tell how it is, but every thing seems to be different from what it was even with the children. Well, perhaps I had better conclude, for my readers may think me garrulous, and older than I really am, and then I may lose my place, for people now do not have much respect for an old teacher.—*Mass. Teach.*

OFFICIAL NOTICES.



APPOINTMENTS:

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 26th July last, to approve of the following appointments of School Commissioners:

County of Beauce.—Aubert-Gallion: M. Joseph Dutil.

ERLECTIONS, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 26th July last,

1st. To detach from the School Municipality of Notre-Dame de la Vic-

toire, in the County of Lévis, the portion of territory hereinafter described, and to erect the same into a separate school municipality under the name of the Municipality of the Village of Bienville, to wit:

Comprising a tract of territory of six arpents, eight perches and three feet in front, by forty arpents in depth; bounded as follows: on the north-east by the line dividing the Parish of Notre-Dame de la Victoire from the Parish of St. Joseph de la Pointe Lévis; on the south-east by the line dividing the land of Isidore Bégin from that part of the land of Michel Bégin which is situated in the Town of Lévis; on the north-west, partly by the Town of Lévis and partly by the River St. Lawrence, extending in depth to forty feet of water at low tide; on the south-west by the line of the lands of the first range.

2nd. To erect into a separate school municipality, the Parish of St. Bridget, situated partly in the County of Nicolet, partly in the County of Yamaska, and partly in the County of Drummond, with the same name and the same limits as were assigned to the said Parish by Proclamation of His Excellency the Governor General, bearing date the 12th November, 1863, and inserted in the *Canada Gazette*, at page 3457, volume xxii.

3rd. To erect into a school municipality, the Parish of St. Fulgence, situated partly in the County of Drummond, and partly in the County of Bagot, to be called the *School Municipality of St. Fulgence*, and to have the same limits as were assigned to the said Parish by Proclamation of His Excellency the Governor General, bearing date 19th December, 1864, and inserted in the *Canada Gazette*, at page 120, volume xxiii.

4th. To erect into a school municipality the Parish of St. Tite, in the County of Champlain, with the same name and the same limits as were assigned to the said parish by Proclamation of His Excellency the Governor General, bearing date 11th July, 1863, and inserted in the *Canada Gazette*, at page 2038, volume xxii.

5th. To detach from the School Municipality of Percé, in the County of Gaspé, that portion of territory extending from the rivulet which runs through the land of James Gain, at the place called Cap-Rouge, as far as the line dividing the said Municipality of Percé from the Municipality of Cap-Désespoir, on the west, and to annex this portion of territory to the said Municipality of Cap-Désespoir, in the same County.

6th. To detach from the School Municipality of Victoriaville, in the County of Arthabaska, the eight lots in each of the first five ranges of the Township of Arthabaska, and to annex the said lots to the School Municipality of Arthabaskaville in the same County.

7th. To detach from the School Municipality of Orford, situated within the limits of the electoral Town of Sherbrooke, the lots of land of the 17th and 18th ranges of the Township of Orford lying between the 1st and 6th lots inclusively, and to annex the same to the School Municipality of North Stukely, in the County of Shefford.

8th. To detach from the School Municipality of St. Irénée, in the County of Charlevoix, the concession known under the name of St. P.-gdeleine, extending from the property of Thadée Bonchard to that of Louis Malbaie exclusively, and to annex the same to the School Municipality of Malbaie, in the same County.

9th. To detach from the School Municipality of Coteau St. Pierre, in the County of Hochelaga, the portion of territory hereinafter described, and to annex the same to the School Municipality of St. Henry, in the same County, to wit:

The lot of land belonging to the heirs of Philippe Turcot, bounded on the north by the Lachine Railway, on the south and east by the Côte St. Paul road, and on the west by the land belonging to Désiré Turcot, including the property of Jean Baptiste Cazalais.

10th. To give a new demarcation to the School Municipality of Hull and to that of St. Etienne of Chelsea, both in the County of Ottawa, as follows, to wit:

First.—Municipality of Hull: To be bounded on the north by the line dividing the fifth from the sixth concession, as far as Lot No. Twenty-One; thence, by the line dividing Lot No. Twenty from Lot No. Twenty-One as far as the seventh concession, lying between the sixth and seventh ranges, to the line dividing the Township of Hull from that of Earldley; retaining on the west, south and east the same limits as were formerly assigned.

Secondly.—Municipality of St. Etienne of Chelsea, bordering upon that of Hull, to be bounded as follows, to wit:

On the north by the line dividing the Township of Wakefield from the Township of Hull; on the east by the line dividing the Township of Templeton from that of Hull as far as the fifth concession exclusively; thence, on the south, by the line dividing the fifth from the sixth concession, as far as Lot No. Twenty-One; thence, by the line dividing Lot No. Twenty from Lot No. Twenty-One, as far as the seventh concession, lying between the sixth and seventh ranges, to the line dividing the Township of Hull from that of Earldley.

11th. To detach from the School Municipality of St. Barnabé de Gati-neau, in the County of St. Maurice, the portion of territory hereinafter

described, and to annex the same to the School Municipality of St. Etienne, in the same County, to wit :

All that portion of the third range of the Township of Caxton lying between the land of Gabriel Duplessis, inclusively, and that of Edouard Rivard, also inclusively.

12th. To detach from the School Municipality of Valcartier, in the County of Quebec, that portion of territory hereinafter described, and to erect the same into a school municipality, under the name of the Municipality of West St. Gabriel, to wit :

All that portion of territory which has been erected and constituted into a distinct local municipality for municipal purposes by Act of Parliament sanctioned on the 18th May, 1861. 24 Victoria, Chapter 73.

13th. To detach from the School Municipality of St. Andrew of Acton, in the County of Bagot, that portion of territory hereinafter described, and to erect the same into a separate school municipality, under the name of the Municipality of the Parish of St. Andrew of Acton, to wit :

That portion of territory which includes the five first ranges of the Township of Acton, excepting the Lots No. Thirty-Two, No. Thirty-Three, and No. Thirty-Four of the third range of the said Township, and also excepting the western half of the Lot No. Thirty-Two, and the whole of the Lots No. Thirty-Three, and No. Thirty-Four of the fourth range of the said Township.

DIPLOMAS GRANTED BY THE BOARDS OF EXAMINERS.

PROTESTANT BOARD OF EXAMINERS OF BEDFORD.

1st Class Elementary (E).—Mrs. E. D. L. Turner ; Misses Mathilda E. Baillie, Lucy P. Bell, Essie E. Bankely, Hester Ann Lawrence, Mathilda A. McLean, Eliza Manson, Arabella O. Olds, Valeria M. Taylor.

2nd Class Elementary (E).—Misses Didamia Gardner, Margaret A. Hale, E. J. Kathan, R. Kathan.

Aug. 2, 1864.

WM. GIBSON,
Secretary.

BOARD OF EXAMINERS OF PONTIAC.

1st Class Elementary (E).—Messrs. Francis Murray and James McCreedy.

2nd Class Elementary (F)—Miss Emerance Berthiaume.

2nd Class Elementary (E).—Messrs. James Patrick Mullan, Thomas Stephens, and Miss Susan Connolly.

March 21, 1864.

SAME BOARD.

2nd Class Elementary (E).—Messrs. Robert Angus, Thomas Coulter, and Miss Elizabeth Anna Best.

May 3, 1864.

1st Class Elementary (E).—Miss Mary Jane Gray.

2nd Class Elementary (E).—Miss Elizabeth Wilson.

Aug. 2, 1864.

OVIDE LEBLANC,
Secretary.

BOARD OF EXAMINERS OF GASPÉ.

1st Class Elementary (E & F).—Mr. Daniel John Anderson.

1st Class Elementary (E).—Mr. Charles Hunt.

May 3, 1864.

1st Class Elementary (F & E).—Mr. Philippe Terrien.

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

2nd Class Elementary (E).—Mr. Abraham Piton.

Aug. 2, 1864.

FR. VIBERT, Jr.,
Secretary.

BOARD OF EXAMINERS OF BEAUCÉ.

1st Class Elementary (F).—Miss Artémise Campagna.

2nd Class Elementary (F).—Misses Rosalie Blouin, M. Emilie Bouchard, Obéline Denis, M. Adéline Hébert, Catherine M. McKenzie.

Aug. 2, 1864.

J. T. P. PROULX,
Secretary.

BOARD OF EXAMINERS OF SHEBROOKE.

1st Class Elementary (E).—Misses Emily Brooks, Almira Hawley, Amelia M. Mallory.

2nd Class Elementary (E).—Messrs. Lebourveau, Edward A. Winslow ; Misses Alecia Burrows, Ann McDonald, Helen M. Pierce.

Aug. 2, 1864.

S. A. HUED,
Secretary.

BOARD OF EXAMINERS OF CHICOUTIMI.

1st Class Elementary (F).—Misses Victorine Boivin, Léonille Coté Marie Lavoie, Zoé Rose de Lima Martel, Philomène Simard.

2nd Class Elementary (F).—Misses Calixte Maltais, Marie Maltais.

Aug. 2, 1864.

THOMAS Z. CLOUTIER,
Secretary.

BOARD OF EXAMINERS OF OTTAWA.

1st Class Elementary (E).—Misses Annie Letimer, Jane McMaster.

2nd Class Elementary (E).—Mr. James Parkinson ; Misses Emily Kimball, Charlotte McGillivray, Grace McCallum.

Aug. 2, 1864.

JOHN R. WOODS,
Secretary.

BOARD OF EXAMINERS OF KAMOURASKA.

2nd Class Elementary (F).—Miss Emilie Roy dit Desjardins.

Aug. 2, 1864.

2nd Class Elementary (F).—Misses Mario Flore Deschenes, Marie Rebecca Roy.

Aug. 16, 1864.

P. DUMAIS,
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent of Education acknowledges with thanks the following donations :

From Messrs. Beauchemin & Valois, Booksellers, Montreal : *Notes sur la Coutume de Paris, 2ème édition, revue et augmentée de plusieurs notes additionnelles* ; By T. K. Ramsay, advocate

From the author, M Boucher de Perthes :

"De la Création : essai sur l'origine et la progression des Etres," 5 vols.

"Satires, Contes et Chansonnettes," deuxième édition, 1 vol.

"Opinion de M. Christophe, sur les prohibitions et la liberté du commerce," 1 vol.

"Petit glossaire, traduction de quelques mots financiers : esquisses de mœurs administratives," 2 vols.

"Les Masques : biographie sans nom. Portraits de mes connaissances dédiés à mes amis," 2 vols.

"Sous dix rois. Souvenirs de 1791 à 1860," 6 vols.

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"Voyage en Espagne et en Algérie, en 1855," 1 vol.

"Voyage en Danemark, en Suède, en Norvège, par la Belgique et la Hollande. Retour par les villes anstéatiques, le Mecklembourg, la Saxe, la Bavière, le Wurtemberg et le Grand-Duché de Bade. Séjour à Bade. En 1854," 1 vol.

"Voyage à Constantinople par l'Italie, la Sicile et la Grèce. Retour par la mer Noire, la Roumélie, la Bulgarie, la Bessarabie russe, les Provinces danubiennes, la Hongrie, l'Autriche et la Prusse, en mai, juin, juillet et août, 1853," 2 vols.

"Voyage en Russie. Retour par la Lithuanie, la Pologne, la Silésie, la Saxe et le duché de Nassau. Séjour à Wisebade, en 1856," 1 vol.

"Antiquités celtiques et antédiluviennes. Mémoires sur l'industrie primitive et les arts à leur origine," 2 vols.

"Hommes et choses ; alphabet des passions et des sensations. Esquisse de mœurs faisant suite au petit glossaire," 4 vols.

"Sujets dramatiques," 2 vols.

"Éléments ou quelques lettres de femme," 1 vol.

"Mémoires de la société royale d'émulation d'Abbeville," 1836, 1837, 1838, 1839, 1840, 1841, 1842 et 1843, 3 vols.

"Mémoires de la société d'émulation d'Abbeville," de 1844 à 1852, 2 vols.

"Mémoires de la société impériale d'émulation d'Abbeville," de 1852 à 1860, 2 vols.

Brochures—"Notes sur le fossile humain d'Abbeville," 5 brochures. Brochures scientifiques—"Origine et antiquité de l'homme," 1869-1864, 16 brochures.

SITUATIONS WANTED.

A teacher who holds a diploma from the Montreal Board of Examiners, authorizing him to teach English and French, wishes to obtain employment. He has taught during nine years in Lower Canada and can produce credentials. He is 50 years of age and a Roman Catholic. Apply at this Office.

A married lady who is provided with a 1st class Elementary Diploma, wishes to obtain a school or a situation as private teacher. She could teach French in an English Family. Apply at this Office.

An experienced teacher who is competent to teach Latin, Greek, English, the elements of the French language, and arithmetic, wishes to obtain a situation. He is 35 years of age and a Protestant. The highest testimonials can be produced. Apply at the Education Office.

A lady from France desires to obtain a situation as teacher in a private family. She can give lessons in French, English, Music, &c. Reference kindly permitted to the Education Office, at which application is also to be made.

TEACHERS WANTED.

A teacher holding a first class certificate is wanted in the Municipality of Chichester, County of Pontiac. Address Mr. A. McGillis, Secretary to the School Commissioners of Chichester.

ERRATA—In the list of Elementary School Diplomas granted by the Laval Normal School, published in our last, read Miss M. Malvina Morin, Miss M. Juliette Fortin and Miss Léa Beaudet, instead of Mrs. Malvina Morin, Mrs. Juliette Fortin and Mrs. Léa Beaudet.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), AUGUST, 1864

Examinations and Distribution of Prizes at the Normal Schools.

A full account of the proceedings at the McGill Normal School having appeared in our last, we will dismiss this institution with a very brief notice. The examination extended over several days and concluded with the usual distribution of honors and rewards. The Superintendent of Education, who presided on the occasion, highly complimented the Principal on the continued progress of the Institution. He alluded also to the new regulation adopted by the Council of Public Instruction and approved by His Excellency the Governor General in Council, by which Bachelors from the Lower Canada Universities are now admitted to teach in Government schools on complying with certain conditions relative to the Art of Teaching and such other requisite branches as may not have formed part of the course previously followed by them. Professor Dawson also addressed the auditory, showing the results of the year's labors to have been as follows: of the 74 pupils on the rolls during the year, an unusually large number were prevented by illness from undergoing examination, yet 40 diplomas were awarded, viz.: 2 for Academies, 14 for Model Schools, and 24 for Elementary Schools. Of these, 6 only had been conferred on male pupil-teachers, the remainder having been awarded to females, who, the Principal observed, have always constituted the great majority of the pupils in attendance. By adding the foregoing figures to the total as published in the Report of the Superintendent for 1863, it will be

seen that the number of diplomas granted by the McGill Normal School since its foundation is 312, while the number of pupils on whom they were conferred is 216.

At the Laval Normal School the examination was held on the 4th and 5th July. The first day's examination was held in the large hall of the Ursuline Convent, the Superintendent presiding. Among those who were assembled to witness the proceedings were the Solicitor General East, the Mayor, and many distinguished citizens of the capital. The pupils answered with great precision during the examination on the histories of Canada and England, geography and French Grammar. The tracing of maps during the examination, and the ingenious method displayed by the pupils of illustrating history by means of small tables prepared by themselves, also gave an idea of the rational and practical character of the system of instruction followed. These exercises having been enlivened with vocal and instrumental music, which was duly appreciated by the auditory, the valedictory address on behalf of the graduating class was pronounced by Miss Lachaine. The prizes and diplomas were then distributed, and addresses followed by the Superintendent, the Solicitor General and the Mayor. The Hon. Mr. Langevin declared himself strongly in favor of the Normal Schools; he admitted that these institutions did not receive a sufficient grant, and hoped the Government and Legislature would vote more considerable sums for public instruction whenever the finances of the country would allow of this being done. The Mayor of Quebec, Mr. Tourangeau, observed that he had, in his official capacity, lately attended many public school examinations, and was happy to say that he found everywhere a great change for the better, due to the superior methods of teaching now generally adopted. He also spoke in the same sense as the Hon. Solicitor General had done touching educational grants generally, and more particularly those to the Normal Schools. Six model school and twenty one elementary school diplomas were awarded.

On the following day the examination and distribution of prizes and diplomas took place at the young men's department of the Laval Normal School, in the presence of the Superintendent of Education, the Solicitor General, the Rev. Mr. Cazeau, Grand-Vicar, C. Delagrave, Esq., member of the Council of Public Instruction, and a numerous assembly. The pupils were examined on natural philosophy, the history of Canada, the history of England and French grammar. Interesting experiments, conducted by means of the very fine apparatus belonging to the institution, accompanied the examination on natural philosophy. Several songs and choruses, including the *Chant* of the Voltigeurs in character, were admirably rendered by the pupils, Mr. N. Mercier very successfully acquitting himself of his part as a comic singer. Thirteen diplomas were conferred; viz., six for model and seven for elementary schools: total thirteen. Grand total for both male and female departments, 40. The Prince of Wales' Prize was awarded to Mr. François Simard.

The distribution of prizes and diplomas at the Jacques Cartier Normal School took place on the 9th of the same

month in the hall of the school. The Principal opened the proceedings with an address; and, after some remarks from Messrs. Delany and Boudrias, the Superintendent presented the prizes to the pupils of the model school maintained in connection with the institution. In the course of his observations Mr. Delany stated that the year just ended had been remarkable for the close application of the pupils to the school work. Although the school was frequented by children of British and of French origin in numbers almost equal, the most pleasing harmony had subsisted throughout; indeed, the general accord had been less disturbed than if the attendance was exclusively composed of one nationality. The list of prizes awarded will also show that the children of both origins have nobly contended together in their respective studies.

Immediately preceding the distribution of prizes to the pupil-teachers of the Normal School, the Principal, in very appropriate terms, bore witness to the more than ordinary assiduity which had characterized the labors of the year. Although, on the whole, the average success had been greater than in former years, yet several pupils, who had previously carried away prizes, failed in their examination for the diploma, and would have to follow another year's course if it were their intention to become qualified as teachers. This fact indicates that the examinations are conducted with due severity, and that the Normal School Diploma offers an excellent guarantee as to ability. The Prince of Wales' Prize was not awarded in the Jacques Cartier Normal School this year, nor had it been conferred the year previous. This is easily explained by the fact that as male pupil-teachers only are admitted, the number of those who can compete for this honor is much smaller than at the other schools, a circumstance which diminishes of course the chances of any arriving at the required degree of excellence in all the branches prescribed.

The number of diplomas conferred is twenty-three. Of these, four are for academies, fifteen for model schools and four for elementary schools. Among the first class graduates we notice the name of Mr. Archambault, formerly a pupil of the Institution and now Principal of *l'Académie Commerciale*—a very flourishing school established in Côté Street by the Catholic School Commissioners of Montreal—and also that of Mr. Cassegain, the recently appointed Principal of the *St. Mary Academy*.

After the conferring of diplomas, the Superintendent of Education, Rev. Mr. Fabre and C. S. Cherrier, Esq., LL.D., member of the Council of Public Instruction, addressed the pupils, the last speaker insisting on the necessity of some legislative action being taken to oblige School Commissioners to provide better remuneration for their teachers. "The Department of Education," said he "the Normal Schools, and the teachers do their duty nobly, it remains for the country to support them in their arduous undertaking."

If we now add to the foregoing figures, the totals given in the Report for 1863, published in our last, we shall obtain the following as the results of the work accomplished by the Normal Schools since their establishment: Jacques

Cartier Normal School: diplomas granted for academies, 12, model schools, 72, elementary schools, 74; total, 158. McGill Normal School: diplomas granted for academies, 3, model schools, 102, elementary schools, 207; total, 312. Laval Normal School: diplomas granted for academies, 13, model schools, 133, elementary schools, 106; total, 252. Diplomas granted by the three schools since their establishment: academies, 28, model schools, 307, elementary schools, 387; total, 722.

Public Examination at the Colleges, Academies and Model Schools.

The examination and distribution of honors and rewards at Villa-Maria took place in the presence of His Excellency the Governor General and Lady Monck, Mgr. Bourget, Bishop of Montreal, and many of the Clergy; Lieutenant-General Sir F. Williams, Commander of the Forces, and Staff, Major-General Lindsay, Commanding the Brigade of Guards, and Staff, and officers of the garrison; Hon. Messrs. Cartier, McGee, Dorion and Young, His worship the Mayor, and many other distinguished citizens of Montreal. The exercises consisted of music, vocal and instrumental, an address of welcome in verse, recited by Miss Pinsonnault, a dialogue on the celebrated women of France and another on the state of public education in that country during the 17th century, and a farewell address, also in verse, spoken by Miss Sweeney. The crowns and other prizes were presented by Lady Monck, who embraced several of the younger pupils and shook hands cordially with the elder, after which His Excellency addressed a few gracious remarks to those present, complimentary to the ladies under whose enlightened management Villa-Maria had attained an enviable reputation, even outside of the country, for the perfect union subsisting between its pupils, so many of whom belonged to diverse denominations and nationalities. He hoped the ties of amity and friendship formed here would not be forgotten, but that their influence would be felt and acknowledged in after life, and would tend to soften the asperities—and even the hostility—which the diversity of national feeling is apt to engender among the populations of this continent. Mgr. Bourget then addressed some congratulatory remarks to the pupils, and thanked Lord and Lady Monck for the mark of interest they had been pleased to bestow on an institution so dear to him.

The Seminary of Quebec, the oldest college in the country, held its examination on the 11th July last, in the great Hall of the Laval University. Mr. Côté, a student at the college, opened the proceedings with an essay, and was followed by Prof. Langelier, Faculty of Law, who insisted on the duty which devolved on the great educational institutions, of taking a determined stand against the culpable laxity with which many American universities conferred degrees. Dr. Sewell of the Faculty of Medicine, in the most feeling terms, rendered homage to the memory of his late associate, Dr. Nault, who had died during the year. The prizes founded by the late Dr. Morrin were then conferred. The Prince of Wales' prize was not awarded, as none of the candidates had preserved the required number of points. An address by the Rector of the University and an invitation to adjourn to the Cathedral, where a *Te Deum* would be sung in honor of the occasion, closed the proceedings.

The examination at the Montreal College took place on the 5th of the same month, and was preceded by a discussion on the Influence on Society of the Arts and Sciences, in which three of the students participated, an essay on Physics by Mr. J. Laroque, and another on Patriotism, by Mr. Goodwin.

At the St. Hyacinthe College the most noticeable feature in the examination was an able essay on Education. Many distinguished guests were present, among whom we may instance Hon. Judge Morin, Mr. Raymond, member for St. Hyacinthe, and Rev. Mr. Granet, Superior of the Seminary of St. Sulpice. The Bishop of St. Hyacinthe closed the proceedings with an address.

St. Mary's College opened its examination under the most favorable auspices. Among those present on the occasion, were the Hon. Superintendent of Education, C. S. Cherrier Esq., Member of the Council of Public Instruction, His worship the Mayor of Montreal, Hon. Judge Monk, Hon. Messrs. Lafranboise and Renaud, Rev. Mr. Langevin, Principal of the Laval Normal School, and many clergymen. Essays, literary and historical, were read, and altogether the exercises were very creditably gone through. Fox, Burke, Lally Tollendai, and Bishop Plessis were the chosen subjects, and Messrs. Lindsay, Johnson, Quincy, Languedoc, Lewis, Drummond, Labbe, Power, Brunet, and Larocque, the commentators and essayists of the day. The musical exercises consisted of selections from the works of Rossini, Auber, Verdi and other eminent composers.

Annual examinations were also successfully held as usual at the Colleges of Terrebonne, St. Laurent, Joliette and many other institutions of the same class; but, having a word to say about the ladies' schools, we will not take up our limited space with further details.

At the Ursuline's Seminary, the greatest part of the sitting was taken up with a dialogue on the principal events in the history of the convent—a history so closely interwoven with that of Quebec that one cannot well be separated from the other. The skill of the pupils in oil painting, pastel and crayon coloring, embroidery and needle-work was very remarkable, while their musical performances excited general admiration. Miss Marie Lemoine pronounced the valedictory.

The two ladies' schools under the direction of the Order of the *Congregation de Notre-Dame*, also held public examinations at which many persons attended.

The examination at the academy known as *Mont St. Marie*, one of these institutions, was presided over by Rev. Mr. Billaudelle; among those present were the Superintendent of Education, His worship the Mayor, Hon. Messrs. McGee and de Beaujeu, C. S. Cherrier Esq., Member of the Council of Public Instruction, and the former Superintendent of Education for Lower Canada. The exercises were varied and pleasing, a dialogue in verse on Education being among the most admired.

The examination at the *St. Denis Academy* was presided over by Rev. Mr. Granet, Superior of the Seminary, and attended by the Hon. Messrs. L. J. Papineau, Chauveau and Dorion, many clergymen and other persons. A charming operetta by J. T. de St. Germain, entitled *Le Miracle des Roses*, was performed with entire success; while the rendering of an historical dialogue in character, at once displayed the tact and proficiency of the pupils. Miss Elisa Chauveau pronounced a valedictory address in verse.

The examination at the Seminary of the *Ladies of the Sacred Heart*, at Sault-au-Recollet, was conducted under the auspices of Mgr. Bourget, Bishop of Montreal, while His Lordship, Bishop Morrison, occupied the chair on a similar occasion at the Convent of the Sisters of St. Anne, Lachine, and Rev. Mr. Cazeau, G. V. at the Boarding School of the Sisters of the Order of *Jesus and Mary*, Point Levis.

In these institutions and many others besides, meetings of the kind we have attempted to describe, have been held, and a lively interest has been excited in consequence which cannot but prove favorable to the development and progress of public education throughout the country. Schools of less pretensions, though not necessarily less useful on that

account, have also closed the labors of the year with public examinations.

St. Francis College Richmond.

The midsummer Exhibition of the students of the St. Francis College took place on Tuesday evening. The lecture Hall was comfortably filled, and W. H. Webb, Esq., M. P. P., a Trustee of the College, was in the Chair, the President of the Corporation, Lord Aylmer, being absent.

After Prayer by the Rev. Jno. McKay, and a few preliminary remarks by Principal Graham, the usual exercises, declamations and essays were given by the students.

Principal Graham and Professor Green severally gave their Reports, from which it was gathered that the progress of the College is steadily proceeding. Mr. Graham stated the order of exercises much as follows:—

COMMENCEMENT EXERCISES.

The examination of the several classes began last Wednesday. The Rev. T. G. Smith delivered an admirable address at the first annual meeting of the College Young Men's Christian Association, last Friday evening, on "The Young Men of the Bible.

The college military company, consisting of fifty-three members under the instruction of Sergeant-Major Ruifs, went through a satisfactory Drill review last Saturday afternoon.

This evening's public exercises close the collegiate Year of 1863-64. The vacation continues till the first of September.

The following young gentlemen have been accepted as matriculants: W. L. Mills, Wm. Hutchison, W. H. Fowler, W. H. Wadleigh, A. Campbell and J. White. They are from nineteen to twenty-five years of age. Several of them are preparing themselves for the Christian Ministry.

The real value of the Institution is not to be estimated by numbers alone, yet it is highly satisfactory to be able to report an increasing patronage. The number of students in attendance during the past year has been one hundred and twenty, of whom thirty-five have boarded in the College.

The Catalogue just published—surpassed in neatness by few, if any, ever published in the Province—gives a very full summary of College affairs for the past three years. It is believed it will afford great satisfaction to the governors and all the patrons of the institution. It will also show what is necessary to be done in order to relieve the College of a debt with which it has been burdened since its origin. It is to be hoped that the appeal soon to be made to the liberality of our own vicinity and throughout the Townships, will be heartily responded to.

Besides the liquidation of the present debt of \$2,400.00, the growing importance of the College urgently demands an early endowment of at least \$10,000.00, for the support of an additional Professor.—*Exchange*.

Twenty-second Conference of the Teachers' Association in connection with the Laval Normal School.

The minutes of the last meeting having been read and adopted, the Secretary submitted a statement of the financial affairs of the association, as laid before the Council in January last; also, a resolution adopted by the latter a few minutes before the opening of the convention, as follows:

Moved by Mr. Jus. Letourneau, seconded by Mr. B. Pelletier and Resolved.—That henceforth each convention of this association be divided into two sittings, the first to be held on Friday evening and the second on Saturday morning, so as to afford teachers greater facilities for attending.

An essay on *Book-keeping* was then read by Mr. D. McSweeney, followed by a lecture on geology by Mr. Lafrance.

After a debate on a series of questions submitted at a previous meeting, the following additional answers were adopted:

Question 16th.—What is meant by the terms *set-hand* and *running-hand* as applied to writing?

Answer.—A *set-hand* is that in which all the characters are slowly and distinctly formed, the penman aiming at a regular formation of the letters; whereas a *running-hand* is written with great freedom, the words being generally formed without lifting the pen from the paper.

Question 17th.—In what manner should these different kinds of hand-writing be practised.

Answer.—The first should be practised until the pupil has acquired a firm and well formed hand, and should never be altogether discontinued. The last should be practised without arresting the motion of the hand in any part of a word that has been commenced; and the pupil should first be taught how to connect certain letters together without lifting his pen.

Question 18th.—What are the defects to be guarded against in this particular mode of writing?

Answer.—Shortening the heads and tails of projecting letters, want of uniformity in the size of the other letters, irregular inclination and many other defects.

After an adjournment of an hour and a half the convention was again called to order; and a long debate followed on *Book-keeping* in which Messrs. Dufresne, McSweeney, Ryan, Lacasse and Lafrance took an active part.

It was then moved by Mr. S. Laroche, seconded by Mr. Thomas Tremblay and

Resolved.—That the Principal of the Laval Normal School, Messrs. Dufresne, McSweeney, Cloutier, Lafrance and the mover, be appointed a committee to examine a work on book-keeping, to be submitted by Mr. Lacasse at the next meeting.

Messrs. Pelletier, Lacasse, Carrier and others having promised to lecture before the association at its next meeting, the Principal announced the following as the chosen subject for debate "The conditions necessary to constitute a good reader," and the meeting adjourned.

St. Francis Teachers' Association.

This Association held a semi-annual convention at Coaticook, on Friday the 8th inst., under the Presidency of Dr. Nicols, of Lennoxville University.

Amongst those present were Dr. Miles, of Bishop's College, Principal Graham and Prof. Green, of St. Francis College. Mr. Ball, B. A., of Stanstead, Mr. Parker, B. A., of Compton, Inspector Hubbard, M. A., W. E. Jones, M. A. (Sec.-Treas.) Revs. Messrs. Moulton, Salmon and Foster, M. A., and a large number of the Teachers of the District.

At the first session, on Friday evening, the President gave an address on the "Objects of Teacher's Associations," after which Mr. Inspector Hubbard read a paper, "What to teach and how to teach it," and a lively debate ensued, led off by Mr. Steeper, who objected to the use of the grammar in our common schools. The Inspector being obviously taken by surprise at the novelty of the idea started by Mr. Steeper, moved the adjournment of the debate to the following morning. The Secretary then read an essay by Mrs. Hammond, of Richmond, on the subject, "Integral Education," which was very well received, and gave rise to some remarks, some of the views enunciated by the writer being novel and ingenious.

The President having named the usual committees, on "Business," and "Membership," after the singing of the Doxology the convention adjourned.

The second session was opened at nine o'clock on Saturday morning, when the Secretary brought up the reports of the various committees, and Inspector Hubbard resumed the debate, followed by Messrs. Parker, Graham, Green, Wood, and Revs. Foster, Moulton and Salmon, some of them strongly advocating the retention of grammar as a text-book in all our schools, while others regarded it as an open question. Drs. Nicols and Miles, and Mr. Jones, the Secretary, took opposite grounds, and for awhile the discussion was characterized by a great deal of animation, and Mr. Steeper afterwards replied in a very ingenious speech.

Dr. Miles followed with an essay on "The Advantages of a Provincial Teachers' Association," and

Rev. Mr. Foster offered some remarks on the educational aspect of the district around Coaticook, and was followed by the Rev. Mr. Moulton.

At the afternoon session the Association unanimously passed the following resolution:—

"That this Association heartily approves the action taken in the formation of a Provincial Association, and pledges itself to cooperate in effort for the attainment of the important objects proposed."

Messrs. Miles, Graham, Hubbard and the President spoke in favor of the resolution.

Professor Green read an able essay on "School Books," and was followed by Principal Graham, Mr. Parker, Dr. Miles and Inspector Hubbard, in short addresses on the same subject. The convention then came to a close, after passing a vote of thanks to

the inhabitants of Coaticook for the hospitality extended to the visitors.

The Association is under obligations to Messrs. Foster, Sleeper, Adams and Thompson, especially, for the interest they evinced in the matter, and their efforts to make the Convention a success.—*Exchange.*

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

Extract from the Report of Mr. Inspector HUBBARD.

COUNTIES OF STANSTEAD, RICHMOND, COMPTON AND WOLFE, AND PART OF THE COUNTIES OF DRUMMOND AND ARTHABASKA.

I have the honor to submit my Annual Report for 1861 on the state of the Schools in my District of Inspection.

I am happy to state that in many respects I have found marked indications of improvement during the past year. While those indications are not by any means as universal, nor as extensive as I could wish, and while I have to say, with deep regret, that in some localities the movement has been backward rather than in advance, still there is, on the whole, decided progress. New municipalities are establishing schools, several of the older ones are getting into better working order, and there appears to be a general increase of interest, and of determination to have good schools, and to have them sustained.

With these introductory remarks, I will proceed in detail with an account of the several municipalities under my inspection.

COUNTY OF STANSTEAD.

1. *Stanstead.*—I am happy to report a manifest improvement in the school affairs of this old and populous municipality in comparison with last year. The commissioners have engaged in their labors with commendable zeal. Early last autumn, feeling that the number of school districts (32) was too large, and that the success of several of the schools was thereby much impeded, they made a strenuous effort to re-model the districts, so as to remedy the evil; but, owing to a strong opposition on the part of the inhabitants, they finally thought it most expedient to abandon the attempt for the present. They have also been more particular and careful in the employment of teachers. I found none in the summer without a diploma.

In all these districts, except the few specified, the school-houses are good, and in this respect, as also in the competency of the teachers, and the general character of the schools, Stanstead compares well with other municipalities in the district. A serious evil in this, as in several other municipalities, is the constant changing of teachers.

The Stanstead Seminary has been successfully and satisfactorily conducted by Mr. Lee and Miss Stevens. The report shows a good attendance, and I am happy to learn that the teachers are re-engaged for the coming year. Grangeville High School—satisfactory progress has been made. At Cassville High School, Mr. Locke, from McGill Normal School, sustained a good reputation.

2. *Barnston.*—I regret that I cannot speak of signs of improvement in the school affairs of this municipality, as much as I could wish. I fear that the commissioners have not been sufficiently zealous in the discharge of their duties. I found the secretary badly behind hand in his returns, and the commissioners meet but seldom.

In all the 21 districts, schools were sustained during most of the eight months, and they were generally of a good character.

The school-houses in this municipality are generally good. Barnston High School had a large attendance during the fall, winter and spring, under the management of Mr. Hall, who has been quite successful as a teacher. Miss Harvey, the preceptress, has added much to the character and usefulness of the school. I find it much regretted by the managers that Mr. Hall decided to remove to Hatley. A new teacher has been engaged, who will, I hope, do well. Coaticook High School has not been so successful.

3. *Hatley.*—There has been no marked change in relation to the school affairs of this municipality since last year. The commissioners have 14 districts, and the dissentients (Catholic) have one. Schools have been sustained during the required period in all but two of the districts, and for a part of the year in one of those. The schools appeared to be making fair progress. No 13 has not yet erected a new house; the school having been kept during the year in the same unfinished room in a private house, or rather a shed, in which I found it a year ago.

The dissentients are struggling on under the difficulties incident to a new settlement. They have sustained their school under the same teacher as last year, and have their school-house finished so as to be comfortable. The school has not been large, but appeared to be under excellent management. Fair progress had been made by the scholars.

Charleston Academy was taught during the fall, winter and spring by Mr. Johnson, from McGill Normal School. He was regarded as a good teacher. In the summer, Mr. Hall, who had been in charge of Barnston High School, was employed, and under him and Miss Harvey the school is making a good beginning and promises to have a large attendance. The people seem to be more awake to the importance of sustaining their school.

School matters seem to be, on the whole, well managed in this municipality. There are a few poor school-houses, but the larger number are good, and compare favorably with those of other sections.

4. *Magog*.—The commissioners have added another district in this municipality, making 8, though a school has not yet been opened in the new district. The other districts, with one exception, have sustained their schools. The school district No. 1 was rather small and backward, though I saw no reason to impute blame to the teacher. In No. 2, I found a large and interesting school. The scholars had made good progress for their age, and the recitations were quite creditable. The teacher seemed quite competent and efficient, but, I was sorry to find, had no diploma. No. 3 is united with Magog High School, which has been taught with good success by a young man from New England. The school-house in this district is not used for a school, being quite old; the school is kept in the model school-house. An efficient private school for smaller children was kept in summer. The other school was at vacation. No. 4 has a poor house; school small and rather backward. In No. 5, the school was small and did not appear to be making much progress; teacher without diploma. No. 6 is also a small school; the scholars were young and not advanced, but seemed to be well taught. No. 7, suspended in summer for want of scholars. Districts 5 and 6 have good school-houses. As a whole, the schools of this municipality are, perhaps, hardly up to those in the adjoining townships in the district, though those in Nos. 2 and 3 will compare well with others. The model school will, I trust, prove of valuable service in fitting teachers for the other schools.

5. *Barford*.—School matters are, I think, well-cared for as a whole. Finances are in good condition, as a comparatively large assessment is laid. There were only five districts, as heretofore, at the time of my visit, but a movement was being made for a new district, which seemed to be needed. There appeared to be some difficulty, however, about the erection of a new district, from the fact that an assessment had lately been levied in the district which it was proposed to divide (No. 1), for the erection of a school-house. (This case has been already reported, and your advice taken in regard to it.) District No. 1 sustains a good school, and I expect at my next visit to find a well-finished new school-house. No. 2 also had a good school, and likewise a prospect of a well-constructed new house. This district, as well as No. 1, may soon have to be divided or somewhat changed. No. 3 had a fair school—small, good house. No. 4 had a good school; teacher competent, and scholars making good progress—good house. No. 5 had a fair school, not advanced; good house. The teachers in winter had diplomas, and seemed generally efficient. A good degree of interest is felt in schools in this municipality as in the others in this county, and, for a new township, things are in good condition. The commissioners had dispensed with the school fees to which I objected as being, in my view, illegal and unwise. I intend soon to visit this municipality again.

All the schools in Stanstead County (80), with the exception of the dissentient school in Hatley are English, and a very large proportion of the families Protestant. The branches of study pursued, the text books used, methods of teaching, form of school houses, &c., are quite similar in all, though there is considerable diversity in the advancement of the pupils, the quality of the houses, &c., as has been already intimated. As a whole, this county stands decidedly at the head in its schools; for, though there are some excellent schools in the other counties, still the schools in this county are more generally good. The seven high schools have, on the whole, done good service to the cause in fitting teachers for the elementary schools. The Board of Examiners are men careful in their examinations, and will, I trust, raise the standard of teachers. A large proportion of the children in the county attend school, I

shall give statistics in the tables. A large proportion of the teachers are females.

COUNTY OF COMPTON.

6. *Compton*.—This municipality has still the largest number of schools of any in the county. The school commissioners manifest a good degree of energy and faithfulness in the discharge of their duties. Much pains is taken to secure competent and efficient teachers, and all have diplomas. The meeting of the Teachers' Association, held here in winter, which was a decided success, seemed to produce an admirable influence upon the locality, in awakening interest in school matters. The attendance at the schools generally is good. The houses are, most of them, of much the same quality as those in Stanstead county, and the branches of study pursued are similar; arithmetic, geography and grammar receive a good share of attention, particularly the former. I found no pupils in history.

Compton High School is respectably sustained, and does, I think, good service, considering its limited funds.

7. *Clifton*.—This municipality has four districts. All the districts sustain schools, and have good houses, except No. 4. District No. 3 sustains, perhaps, rather the best schools. No. 1 has a fair school; that in No. 4 is backward. All the teachers held diplomas, and received fair wages. The funds are, I think, judiciously applied.

8. *Hereford*.—This municipality still labors under the difficulties incident to new settlements. The people are scattered, and the face of the township, being in part quite hilly, operates against the success of the schools. There are still but the four districts in the southern part of the township, and these have to be united into two for a part of the year. The commissioners have had much trouble, too, growing out of matters connected with government lands. Commendable effort is, however, made by the commissioners to keep up the schools, and to have them well kept, and the scanty funds are, I think, judiciously applied. The schools were not all open when I made my visit; scholars are yet backward. I hope for gradual improvement in the schools affairs of this municipality. The school-houses are in fair condition.

9. *Eaton* continues to sustain a high position, as regards the state of its schools. The commissioners have deemed it necessary, this season, to re-model and increase their number of school districts, and they have added three, making now 15, although the new districts have not, as yet, erected school-houses, or opened schools. There are still quite a number of the inhabitants who are badly accommodated, and it may be found necessary to make further changes. Several settlements are so connected with other municipalities, and so isolated, as regards their own, that great inconvenience is experienced in properly arranging districts. There is no section of my district where the operation of municipal limits is so unfavorable for school purposes as in Eaton and townships adjacent to it. A good assessment is raised, and the accounts, &c., are kept in fine order.

Schools will probably soon be opened in the districts lately erected.

Cookshire academy is in successful operation, under the tuition of Edward Terrill, A. B. The school-houses, except those mentioned as poor, are generally good; and some compare well with the best in the district. All the teachers have diplomas, and are well paid. The meeting of the Teacher's Association, held in Eaton in May, was well attended and awakened much interest. The independent school is well kept up. They have a good house, and sustain a good school.

10. *Newport*.—This municipality has recently been enlarged in its limits by the addition of Auckland, Ditton, Chisham, and part of Clinton, but the addition is, as yet, only in extent of territory, there being no inhabitants in the townships annexed, unless there are one or two families in Auckland. There are 4 districts, though nearly all are below the legal requirements, as to the number of scholars, and some are badly arranged. Schools have been kept in all the districts, and an independent school has been kept part of the year near Auckland.

The scholars in the three first mentioned schools, more particularly in Nos. 3 and 4, are as well advanced as in the most favored townships, as schools have been kept in these districts for years. The teachers all have diplomas. Commissioners labor under great difficulties in carrying out the law, arising from the scattered nature of the settlement and other causes. The fact that the settlements are in close proximity to others in Eaton, operates against the success of the schools in both municipalities. This was referred to in

my last report. The state of the accounts, &c., was more satisfactory than last year and appeared correct. I was unable to visit the independent school, as it was not opened when I visited the others.

11. *Bury* has added another district to the number reported last year, having now seven. The school in district No. 1 is still united with the male school, and under the charge of Mr. Best, of the Colonial Church and School Society and taught with his wonted care and thoroughness. With the exception of No. 5, the teachers all have diplomas.—Except in Mr. Best's school, the scholars have not, as yet, advanced very far. But little is done out of the elementary branches,—reading, spelling and writing—and but few read well. This is attributable very much to the newness of the schools. The commissioners seem disposed to do what they can to advance the cause. The funds are tolerably fair, and the teachers are promptly paid.

12. *Lingwick* remains much *in statu quo*, as to the number and character of its schools. The people in most of the townships remain so indifferent to the success of their schools, that but little is done. The schools are poorly attended, and but little progress can be made. I ought, however to except No. 2. In that district the attendance is fair, and the school is well taught; the scholars have made very fair progress. The teachers are all paid the same (\$12 per month); three had diplomas, and one had not, but promised to present himself at an early meeting of the board. I thought him competent.

13. *Winslow (South)*.—When I visited this municipality, in January, school matters were going on much as last year, with perhaps a little improvement. In the seven nominal districts, four schools were kept in winter. Affairs are yet in a very crude state. The school houses which are built, are of the roughest kind, having a few apologies for seats and writing desks. A French settlement towards Stratford should have a school, and I hope that one may ere long be started. Other schools, too, are needed in the Scotch settlements.

14. *St. Romain (North Winslow)*.—I visited this new municipality in winter, in connection with South Winslow. The organization was not then fully completed, and no commissioners had been appointed. I much regretted, too, that the leading men were away from the district at the time.

15. *Whitten, Marston and Hampden*.—This municipality was not erected when I was in this part of the district.

16. *Westbury*.—This municipality still remains as last year, with three districts and the same number of schools. The school-houses are nearly new, and are very respectable. The scholars have not made great advancement yet, but are doing well. The government aid is small, and the commissioners have found it difficult in some cases to collect assessments. The teachers employed in winter had diplomas.

Recapitulation: in the 11 municipalities enumerated within this county, there are 64 elementary schools, two academies and one model school. The schools which are established are all English, and a very large majority of the children are Protestants. The new municipality of St. Romain will establish two or more French schools, and perhaps a French school may be needed in Compton. It will be desirable, perhaps, to open a French school before very long in a new settlement in Hereford.

17. *Sherbrooke*.—This municipality is well supplied with schools. Five have been kept up by the commissioners; in addition to those, the academy, in two departments, the French college, the convent, the Newfoundland school, and several independent schools, have been kept up.

The assessment is not collected with due promptness, which circumstance causes inconvenience to the teachers. Complaint is made here, as in some other municipalities, that the Council is slack in its collection and payment of the school rates. All the teachers have diplomas.

I regret to say the academy does not flourish as well as could be desired. I cannot say that there is a fault, particularly in its management, but the want of success seems to be owing more to unfavorable circumstances than to anything else. The institution has a good, I may say excellent, new building, well constructed, commodious, and pleasantly located. The female department, under the efficient instruction of Miss Robertson, has been tolerably well sustained, and the pupils have made commendable progress. The male department has had a competent teacher; but the attendance has been small and irregular, and much less has been done than

could have been desired. I trust the newly employed teacher, Mr. Green, may succeed in improving the position of his school. The constant changing of teachers has had a very injurious effect upon the prosperity and usefulness of this school.

The French college has a fair attendance. Both French and English are taught; the course is commercial rather than classical, and thus, I suppose, answers the object of the institution. I cannot commend too highly the assiduity and energy of the Rev. Mr. Dufresne, in his oversight of this school, the nursery, and the other Catholic schools in the neighborhood.

The Newfoundland school, under the Colonial Church and School Society, has had a large attendance. The teacher, Mr. Pope, seems to be very faithful and thorough in his teaching, and I was much gratified with the appearance of his school. This is the largest school in the town. I did not have an opportunity to visit the other independent schools, but I shall give their statistics as far as I am able.

18. *Ascot*.—Schools have been kept for part of the year, in all the 17 districts, and in nearly all for the eight months. The school commissioners have complied with the requirements of the law more closely than formerly, and find no disadvantage in doing so. The school in district No. 1 had been stopped for several terms until the past summer, when it was opened under a competent female teacher, whom I found doing well, although the pupils were rather backward. No. 2 (visited in winter) had an experienced and efficient female teacher, and was making good progress. No. 3 did not appear as well as I could wish, though I think the teacher efficient, as I have seen her in other schools where she did well. No. 4 (Lennoxville) is a large school; needs a better house than it now has; was taught by a male teacher in winter and a female in summer, both good.

The principal obstacle in the way of the success of the schools in this township is that there are too many, and they are, consequently, too small. The teachers all have diplomas.

19. *Orford*.—A new school has been opened in this municipality, making five districts. There has not as yet been much advancement in school matters here, though perhaps as much as could be expected. The schools are much scattered, one being 18 miles from most of the others.

Of the 27 elementary schools in this division, 7 are French; the other 20 have a large majority of English-speaking Protestant children. The school-houses and schools are perhaps rather behind those in Stanstead and Compton counties, though a few are exceptions; as a general thing, the pupils in the common schools are not as far advanced as in the former counties. Nearly all the teachers have been females and have diplomas from the local board; I think that only one has a normal school diploma.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The Report of the Committee of the Privy Council on Education for the year 1863 has been published, from which it appears that the number of schools, or departments of schools, under separate teachers, actually inspected during the year, has increased, as compared with 1862, by 312, and the number of children by 35,315. The number of certificated teachers shows an increase of 503. The number of new schoolhouses built was 125. The inspectors visited 11,234 daily schools, and found present in them 1,692,241 children, 9481 certificated teachers, and 13,849 apprentices. The male scholars were 45.08 per cent. of the whole number, being the highest per centage which they have yet reached. The inspectors also visited 40 separate training colleges, occupied by 3109 students, and 150 schools for pauper children. With regard to the expenditure of the grant, it seems there was a net decrease last year of £53,331 6s. and 7d.

The whole number of day-scholars in the elementary schools of England and Wales under the revised code is 870,560, and of Scotland 117,900. The whole number of night-scholars in Great Britain is computed at 40,000. The estimated sum expended by Parliament on the instruction of these numbers is £472,897.—*Educational Times*.

SCIENTIFIC INTELLIGENCE.

—M. E. Gosselin has presented to the French Academy a specimen of a new terrestrial globe embodying recent geographical discoveries, and

made to a scale of $\frac{1}{50,000,000}$. Its circumference being 80 centimetres, two millimetres measured on it, represent 100 kilometres. In the colouring, blue represents water, and bistre mountains.—*Intellectual Observer.*

—M. Dancel has laid before the French Academy some experiments and observations on corpulence, from which he deduces the conclusion that it is greatly promoted in man and animals by drinking much fluid, and may be reduced by diminishing the liquid supply.—*Idem.*

—M. Maisonneuve of the Maison Dieu recently had for a patient a girl of sixteen, suffering from general paralysis in consequence of a displacement of the second cervical vertebra by which the chin was pressed down on the collar-bones and the spinal marrow squeezed. Three months before the paralysis the girl had experienced pain and difficulty of moving her neck. On this account she entered the hospital, and in the following night her head fell forwards and paralysis ensued. Her face retained its color and a lively expression; but her body was like a corpse, and death would have followed had not the diaphragm preserved its action and maintained respiration. M. Maisonneuve succeeded in replacing the vertebra in its proper situation, and recovery was immediate. To avoid a repetition of the accident an artificial support was arranged for the head.—*Idem.*

—*Poggendorff's Annals and Archives des Sciences* contain the paper from which M. Magnus remarks that if a little soda is introduced into a non-luminous gas flame, it becomes luminous, and at the same time its heat-radiating power is augmented. The flame must have lost heat by vapourizing the soda, but still it emitted nearly one-third more heat. If a plate of platina was introduced instead of the soda, the radiation was still greater. When a little soda was put on the platina the effect increased, and a still further augmentation of emitted heat occurred if some soda was also introduced into the flame below the platina. In the latter case, three times as much heat was radiated as when the flame was employed without any addition. From these experiments M. Magnus concludes that solid bodies radiate much more heat than gaseous bodies, and consequently he thinks that solar heat cannot reside in a photosphere of gas or vapours.

—Leiberkahn states that when sponges are about to perish they emit prolongations which detach themselves and glide over vacant portions of the silicious skeleton, at the bottom of the vessel in which they are kept. The detached portions will be found at the end of a few weeks to have developed silicious needles and vibratile cilia. Dying sponges also separate into fragments that perish, and cannot at first be distinguished from the divided portions destined to live. The latter put forth filaments like actinophrys, and some of them become encysted. Out of the cysts came four or five monads with one whip, which can swim or creep like amoeba. These objects are not integral portions of the sponge, and similar bodies appear in the eggs of other animals when they are perishing.—*Archiv. f. Anat. ; Archiv. des Sciences.*

MISCELLANEOUS INTELLIGENCE.

Tomb of Napoleon.—One can not enter Paris, or move in any direction there, without almost feeling the presence of Napoleon I. Monuments to his memory meet you continually. He yet lives, a mighty influence in France. I visited the Hotel des Invalides. It is a large and costly structure, with wide grounds surrounding it. It is now more than a century and a half since it was built, under the reign of Louis XIV. As its name imports, it is a home for invalid soldiers. The whole number there is generally between 8 000 and 4,060. We walked through the buildings, saw the dining-rooms and kitchens, and the church, from the pillars of which hung the flags, tattered and perforated with bullets, which have been taken by the French from their enemies. The soldiers whom we meet in the yards and within the building, many of them, had medals hanging on their breasts. They are well clothed and fed, and lodged; but, as in all such asylums, life is evidently a weariness. One day is precisely like another, and there is nothing to anticipate but the same routine till life closes. But the tomb of Napoleon, which is in this building, is what now attracts visitors.—Whatever wealth and the highest art could do, has been done to give magnificence to the resting-place of the great Emperor. An immense bronze door gives access to the crypt, which is under a lofty dome. Over this entrance, on a black marble slab, are these words, in French, quoted from the Emperor's will:

"I desire that my ashes repose on the banks of the Seine, in the midst of that French people that I have so much loved."

The pavement of the crypt, which is circular, and on which you look down over a balustrade, is decorated with a crown of laurels in mosaic. Twelve colossal statues representing as many victories, stand against the pilasters facing the tomb. The tomb is hewn from a single stone of porphyry weighing more than six hundred tons, and costing, before its elaborate workmanship, \$30,000. The whole expense has been about two millions of dollars. One lingers there, and recalls all he knows of the great man whom the nation thus honours—his noble deeds and his deeds of wickedness—and wonders where in the home of the spirit whose earthly tabernacle has found so magnificent a resting-place? He had uttered some noble sentiments in regard to the world's Redeemer,

but did he love him?—did he repent and believe in him? Away from all the beauty and splendor of the tomb did my thoughts travel, asking, where is the deathless soul? What the thoughts, what the consciousness of that ambitious, indomitable spirit now?—*Cor. Boston Paper.*

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Aug., 1864.

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