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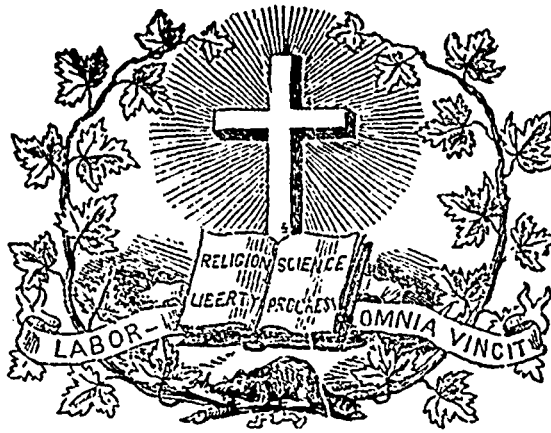
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SUMMARY.—**LITERATURE.**—Poetry: Under the Maple Tree—Old Letters—Fall—Indian Summer by I. G. Ascher.—The *Voyageurs* of Canada; by W. George Beers.—Selling Old Things.—**EDUCATION:** Permanency.—Do n't Fret.—Arithmetic; by John Bruce, Esq. (continued).—**OFFICIAL NOTICES:** Election, &c. of School Municipalities.—Appointment of School Commissioners and Trustees.—Diplomas granted by Boards of Examiners.—**EDITORIAL:** Appointment of Teachers.—Permanency.—The Provincial Exhibition.—Semi-annual Convention of the District of Bedford Teachers' Association—Report of the Chief Superintendent of Education for Upper Canada; 1862—Extracts from Reports of School Inspectors (continued).—**NOTICES OF BOOKS AND PUBLICATIONS:** *La Franciade*; by Viennet—*Recueil de Poésies par M. Ad. de Puibusque—Le Foyer Canadien* (Nos. for Aug., Sept. and Oct.)—*Les Beaux Arts, journal littéraire des arts, des sciences et de l'industrie*—Exercises on the French Past Participles; by M. Boimeau—The Student's Companion, or Elementary lessons and exercises in translating from English into French; by Prof. Darey—Voices from the hearth; by I. G. Ascher.—**MONTHLY SUMMARY:** Educational Intelligence—Literary Intelligence—Scientific Intelligence—Miscellaneous Intelligence.

Under the maple tree,
With joyful hearts and free
We'll boast in our pride, of our land, far and wide,
In glorious, thanksgiving song;
For our hearts are as true as the heavenly blue,
As our hopes and our arms are strong.
So let old and young,
With prayer on each tongue,
Praise their God for the maple tree,
For the beautiful maple tree.

I. G. ASCHER,
(Voices from the Hearth).

LITERATURE.

POETRY.

UNDER THE MAPLE TREE.

Under the maple tree,
With tuneful voice of glee,
The choristers near, without tremulous fear,
May echo our heart-stirring song,
That syllables praise, through the long summer days;
When thy leaf-crested branches, strong
Are waving aloft,
To the music soft,
That we sing to the maple tree,
To the beautiful maple tree.

Under the maple tree,
That veils thy eyes from me,—
O would that their lustre might fall and alight—
On the heart now beating for thee!
The shadowy gloom, may betoken my doom,
And the rustling sound, mocking glee;
A jest or a scoff,
A coquettish laugh,
That I hear 'neath the maple tree,
'Neath the beautiful maple tree.

Under the maple tree,
That spreads its arms for me,
I sit in the shade of a calm mossy glade;
And longing for rest, lay me down,
Or wondering muse, in the cool evening dews,
Of the buzz of the babbling town—
The strife and the din,
That steals not within
The folds of this dear maple tree,
Of this beautiful maple tree.

OLD LETTERS.

Don't burn them—they preach love and wisdom,
Of life's purest joys they are part;
I read loving mem'ries within them,
Deeply traced on the scroll of the heart.
Don't burn them—the past fades too swiftly,
O! let these dim treasures remain;
Faint records of life's fleeting moments
That the heart yearns to scan o'er again.

I gaze at a heart's fond confession,
And tears blind my eyes as I read;
It breathes love! well, well, it don't matter,
Some hearts, 'tis ordained, are to bleed.
Such letters I'll fold uncomplaining,
And lock them away from the sight,
The bitterness folded forever,
Regrets locked in stillness and night.

These lines, touched with Time's shrivell'd fingers,
Are yellow and dim, like dead leaves;
Yet the light of remembrance glows o'er them,
Like rays that make golden the sheaves.
The letters, though blurred, are not faded,
But speak like an old tender strain,
That flashes at once, when its music
We strive to recall, but in vain!

Don't burn them—they speak mystic wisdom
That sermons or lore cannot teach,
And from the vague twilight of memory,
Deep lessons of comfort they preach:
They cling to hard rocks of existence,
Like mosses deep rooted for e'er,
Made green with the years that pass o'er them,
Though sorrow or ruin be there!

These letters are links that bind closer
The heart to the dead, buried years;
Why scatter in dust and in ashes
The relics that memory endears?

Our hopes may not ripen like blossoms,
 Regrets prove that past joys are vain;
 But there's truth in these dumb, aged treasures
 That the heart loves to scan o'er again.

—Ibid.

FALL.

I hear the sobbing rain,
 As if the Heavens weep at Autumn's breath;
 I see the leaves of Summer fall again,
 Their beauty changed in death

The idle wind is still,
 A spectral vapour haunts the barren earth;
 Upon our teeming joys there comes a chill—
 The chill of Winter's dearth.

What if the tinted woods
 With outward loveliness are gay and fair,
 As if around them blushing Summer broods,
 Yearning to linger there!

What if their beauteousness
 At death's cold touch is strangely glorified?
 Their leaves will crumble soon to nothingness,
 Or else be swept aside.

Their change is type of all,
 The hectic loveliness forlorn's decay,
 Steeped with a dying glow before they fall
 To mingle with the clay.

All that we love and prize,
 Changeth like leaves upon our toilsome way;
 Man's hoarded wealth, but dust before his eyes,
 Passing, like life, away.

O leaves and blossoms, fall!
 An after-life shall rise from out the gloom;
 The Autumn mists are but the outward pall,
 That hides perennial bloom.

O children of decay!
 Swept by the blast and trodden by the rain,
 Thy scattered dust shall eloquently say,
 That naught will fall in vain.

—Ibid.

INDIAN SUMMER.

With dying splendor on her face,
 Her robes of beauty laid aside,
 The hectic Summer sighs to glide
 From the flushed earth, to yield a place.

To the dry foliage sere and gold,
 And trees whose rugged arms are bare,
 And the shrill moanings of the air,
 And the dim glories of the wold.

Unnatural silence, like a pall,
 Enwraps the world, and the sun streams,
 In mellow waves of glinting gleams,
 A saintly splendor over all.

Hush! is the wind,—discorsolate
 That summer glories all should die,
 While the calm azure of the sky
 Looks down in throned, regal state!

And grand old maples upward gaze,
 Like sentinels upon the road,
 As if they mused of nature's God,
 Who crowns them with a myriad rays.

No summer sun shall pour his beams
 Like those that flood my path to-day;
 Pallid and beautiful each ray,
 Like shapings of our sweetest dreams.

O youthful prime! O golden hours!
 Ephemeral glories that have flown;
 O future yearnings mellowed down,
 Yet tinted with the hue of flowers!

O tempered sunlight! happy calms,
 When nature sleeps, or wakes to see
 The hours gliding silently,
 O'er-loaded with a myriad balms.

Around our hearts the sunshinn waves,
 A calmed splendor, like the morn,
 While summer airs anew are born,
 To sigh amid the flowerets' graves.

O golden moments toucht with balm!
 Temper Fate's hostile storms abroad,
 Instill a tranquil hope in God,
 And in our lives infuse your calm.

—Ibid.

The "Voyageurs" of Canada.

BY W. GEORGE DEERS, MONTREAL.

"And ever and anon they sung,
 Yo, heave ho!
 And loud and long the echo rung,
 Yo, heave ho!"

Have you, my friend, ever been on one of our Canadian steamers, on the St. Lawrence or Ottawa, and met with a raft, or perhaps a dozen of them, on their passage down to Montreal or Quebec? And if you have, you have seen the Voyageurs at work at their big paddles, like a family of Hercules; and perhaps you have heard them singing some of their beautifully simple melodies, while they kept time to the dipping of their oars. You may have seen them on their great rafts of lumber, with arms bare to the shoulder, and their long black hair waving in the wind, while they step backwards and forwards as the long stroke of their oars necessitates; you may have seen them straining every muscle as they pass you in such graceful attitudes, their rich swelling voices keeping time to the simple

"En roulant ma boule roulant,"

or,

"Trois canards s'en vont baignant,"

or,

"Si mon moine voulait danser,
 Un beau cheval je lui donnerais!"

all of which are great favorites of the Voyageurs. But rafts in a current and steamers in a hurry wait for no man; and soon the fine fellows on their lumber home float out of sight—their song dying away in the distance till it sounds like faint echoes on the hills. You have witnessed this picturesque scene, and have thought it very fine and romantic; and you think 'twould need not only the pen of the writer, but the painter's brush, and the art of the musician to express even half of its beauty. Well, so it would. You never heard songs more melodious than the songs these untutored voyageurs sing; neither Mozart nor Handel could compose songs so peculiarly adapted to their particular application. The simple fascination and *chanson de voyageur* of the steersman, if the raft is not over large, and anon the bursting melodious chorus of the entire crew is beautiful. The greatest charm of the voyageurs is their singing. Nothing will arouse them from a lethargy like a song; nothing will keep them in a better humour. They will row from morning to night, singing together some favorite airs, and not appear wearied. That charming melody of

"Row, brothers, row! the stream runs fast,
 The rapids are near and the daylight's past,"

was heard by Moore when passing a raft of voyageurs who were singing it: and I have heard something very like it sung by these men.

Well, I'm sure you'd like to know something about the life and habits of these daring fellows, who sleep on their rafts far more contentedly than the most of us sleep on our feather beds. The voyageurs of Canada are a fraternity of peculiar interest, to be found only in our country—a class of men strangely incompatible with the rest of humanity, as brave as they are strong, as wild as they are happy, as careless of life as they are capable of enduring hardship; always ready to give their heart and hand to a friend, or put their knives through a foe. Born, reared, and living amid the thickets of life, instead of its clover, accustomed to nothing but the extremes of hardship or indolence, "roughing it" in the wilds of our mighty forests, risking their lives on a raft of logs, fastened

together, crashing down the rapids—verily, the refinements of city life are far from being congenial to their wild nature. Nature in all her freedom, unrestrained by the customs or civilization, has made the *voyageurs* a peculiarly intrepid, romantic race—with rather a tendency to the savage. The *voyageurs* are a proof that when man is placed in circumstances at all favourable, he soon learns to assume the savage. There is an actual romance about their lives, in the continual exposure to danger of every kind, which cannot but interest us in studying their character and habits. Washington Irving, in his “*Astoria*,” describes their peculiar condition and mode of life, so far as he saw, and Henry was interested in them also. The former writer has, however, given them too much credit for “submission to their masters.” I notice this particularly, because it is a great mistake. Generally, you do not find men who are free, and whose passions are unrestrained, submit to every whim of those above them. The master cannot force them to labor, he dares not strike them; it is only by conciliation, and not coercion, that they will respect their superiors. It is the most difficult thing in the world to get them to obey their leaders, and the man appointed captain of a raft is usually chosen by and from among themselves. It is not every man they will obey; and they would think no more of pitching him into the river, if their passions were aroused, than they would a rotten log. I have seen these men in every mood and in many circumstances, and I assure you submission is not one of their virtues. Even in the matter of rowing and working, they will do neither if eating and fighting is more agreeable. I may remark however, that the Hudson Bay Company’s authority is somewhat respected by the *voyageurs*.

The *voyageurs* consist chiefly of Half-breed Indians, French Canadians, and some Scotch and Irish. But I never heard even the latter two speak in English to each other. Their language is a mixture of Indian, French, and English, very much intermixed with “*sacres*.” It is the most inconceivable jargon or *patois* and curses that humanity ever devised. One would think it was a trial to see who would make the most noise, the most gesticulation, and be the least understood. They will yell in each other’s ears, like the chattering of a thousand monkeys, till your senses seem wandering, and you expect to see them eat each other up. While disputing with each other, and if a civilized being is near, they will suddenly turn round upon him for his opinion, with an expression of face and action that *might* start the hair of some people on end, and set them to reciting their prayers. And, as generally, the man they select doesn’t understand a word they say, he has to shrug his shoulders and say “*pas comprendre*.” I pity the nervous man who gets into their company.

Now some may conclude that such a class of men, who seem partial to every thing rough and noisy, can be no tempting addition to our population. True; and the roughness and the noisiness are not, but the men are indispensable. Very much of the lumber trade of Canada, and business of the Hudson’s Bay Company could not be carried on. Canada could not do without them, and the Hudson’s Bay Company might paddle their own canoe “*brigades*,” or shut up their establishment, if the *voyageurs* refused to work. The Hudson’s Bay Company and Canadian lumberers principally employ them. Those engaged by the former, bring the furs, packed—in which the Company traffics—in Spring, to the three chief depôts on the sea coast, viz.: Fort Vancouver, at the mouth of the Columbia River, on the Pacific Shores; Fort York, on the shores of Hudson’s Bay; and Moose Factory, on the shores of St. James’ Bay, from whence they are transported in the Company’s ships to England. The *voyageurs* of this Company are consequently oftener in the canoe than on the raft, and are not the same we are so familiar with—the lumberers. A great commotion is caused by the brigade of boats laden with merchandise and furs. “The still waters of the lakes and rivers are rippled by the paddle and oar, and the long silent echoes, which have slumbered in the icy embrace of a dreary winter, are now once more awakened by the merry voices and tuneful songs of the hardy *voyageurs*.” I cannot do better than give you the following quotation from Mr. Ballantyne’s “*Hudson’s Bay*,” on selecting the men for a brigade:—

“Choosing the men for this long and arduous voyage was an interesting scene. L’Espérance, the old guide who had many a day guided this brigade through the lakes and rivers of the interior, made his appearance at the fort a day or two before starting; and at his heels followed a large band of wild, careless, happy looking Half-breeds. Having collected in front of the office door, Mr. McK. went out, with a book and pencil in his hand, and told L’Espérance to begin. The guide went a little apart from the rest, accompanied by the steersmen, (seven or eight in number), and then, scanning the group of dark, athletic men who stood smiling before him, called out “*Pierre!*” A tall, herculean man answered to the

call, and stepping out from among the rest, stood beside his friend and guide. After this, one of the steersmen chose another man, and so on till the crews of all the boats were completed. Their names were then marked down in a book, and they all proceeded to the trading room, for the purpose of taking “advances,” in the shape of shirts, trowsers, bonnets, caps, capotes, tobacco, and all the other things necessary for a long and toilsome journey.”

This recruiting must be a strange scene indeed. When a brigade of boats are on their journey they go well stocked with food, and encamp on the shores at certain times for their meals. Then, they consist mostly of pemican and flour, boiled into a thick soup, called *robbiboo*. The same materials are sometimes fried, for variety, and is then called *richeau*. The latter is preferable, I think. I suppose you know what *pemican* is. It is made by pounding the best parts of the meat very small, dried by frost or a fire. This is put into bags made of the skin of the animal, and melted fat poured into it. When spiced it is really splendid. The above soup is boiled in kettles, hung upon tripods over a fire, and is constantly stirred while boiling. I may here mention that when the *voyageurs* are travelling they measure distances by pipes, as they call it. They stop paddling at certain times, light their pipes and smoke for a few minutes; then start again, refreshed, paddling at the rate of about fifty strokes a minute. “*Trois pipes*” (three pipes) are about twelve miles, and I can tell you the *voyageurs*’ pipe yearning is a perfect sun-dial, and they can tell exactly when “a pipe” is to commence again.

It is a fine sight to see one of these canoe brigades leaving on their voyage. “*B n jour*,” “*au revoir*,” “*hooroo!*” and strange exclamations of farewell greet those on shore. Then the stroke is taken up and away they go, the fine manly fellows keeping time to the lively chorus of “*A la claire fontaine*,” or to the *tigraote* which every one of them joins in, and which runs precisely like this:—

“Ta la th’ ra te,
Ta la, la, la,
Ta la th’ ra te,
Ta la, la, la, la! Hooroo!”

It is amusing what life this absurd bit of composition will put into them. I wish I could give you the air here; it is so laughable. The scene is really beautiful as you see the regular motion of the light red paddle, and hear the swelling voices across the waters.

Their arrival at Lachine, nine miles from Montreal—where is the depot of the late Hudson’s Bay Company—is a time of great excitement. The wild picturesque appearance of the men, and the distance they have come, awakens a sympathy for them, and hundreds will go from town to see them. Their appearance in the city is very odd. They go along the streets, either gaping and staring at everything, and in such haste and excitement that they run against people and stumble over little obstructions. They laugh out straight in the face of some exquisite, roar aloud with laughter at the extensiveness of the ladies’ hoops, and the peculiarity of their hats, &c.; look in the windows at the jumble of new things, to them, and have hearty laughs at what they consider the absurdities and curiosities of city people.

The dress of the *voyageur* is half-civilized, half-savage. Some of them dress very fantastically; light blue capotes (hoods) corduroy trowsers, or leather or b’auket leggings, moose skin moccasins, striped blue and white shirt, and a belt of scarlet; the leggings and other parts of their dress being decorated with beads and bits of colored cloth, or curiously cut tin. The covering for their head are often adorned with feathers, gold and silver tinsel cord, &c. But we don’t often see this swell-*voyageur*; never among the lumberers. The shirt is left open from the neck half way down the breast, showing the sunburnt, brawny neck and bosoms. Many of them trust to their thick, black hair for a head covering; many of them wear felt hats, especially when coming into the city. In fact, one notices the affectation to the savage style of dress. The *voyageurs* of the Hudson’s Bay Company dress more fantastically than the raftsmen; are mostly finer men also; and a good many more of them are married. Surely the woman who would “of her own free will” marry a *voyageur*, and follow him, at times, through the woods, and on the rafts, and labor for his comfort, surely such a woman must have devoted love in her heart. What a blessing so many people in the world are so easily satisfied!

The *voyageur* is never a “man of property.” His worldly possessions are generally the clothes on his back, a knives—sometimes a gun—and a well-tempered axe; not forgetting the minutæ of tobacco, short handled pipe, a piece of another piece of comb, a bit of looking-glass, matches, flint, &c., only surpassed in number by the contents of a little girl’s pocket. When a *voyageur* buys a

pipe, he immediately breaks off the handle to within a few inches of the bowl, logically concluding, that it is not so liable to break in his pocket or hat—they often stick them in the bands of their hats—as if it was long; and accident might break it nearer the bowl than intention. Towels and hair-brushes are alien to his nature; one large piece of sail-cloth or old rag is made to serve for towel for the whole crew. Some voyageurs can shake the water from themselves, like a dog, and think that quite sufficient. Don't laugh; for I've repeatedly seen them do it. To give them some credit, however, they do not altogether exclude soap from their toilet; but that is a luxury to be used, perhaps, once a week. As to shaving, some of them do when they think about it, but the majority let their beards grow; or some one of the crew who boasts of a pair of scissors, clips them to a suitable size for *une pipe de tabac*, for the whiskers, and *deux pipes*, for the hair of the head. You seldom see a voyagour without a chew of tobacco in his mouth, and many of them keep it in while at meals. Their habits of life being unrestrained by etiquette or conscience are by no means exemplary. There is always a moral in the vilest of natures, but seldom a model. They are civil and complacent, and sometimes exceedingly obliging to strangers; but if you accept their invitations "to dine," you must expect to see appetites as voracious as that of a beast, and gormandizing that would put to shame that civilized beast of a man who won a prize by stuffing himself at one time with enough for a respectably large family.

The integrity of the voyageurs is not always as it should be; but voyageurs are not alone in this respect. Their hospitality is unbounded, and they always esteem themselves favored by the visit of a stranger when they are at meals. Their bump of combativeness is rather much developed; so much so, that they are sometimes obliged to "let it out" by fighting their friends as well as foes. Some of the most savage think nothing of gouging your eye out—an accomplishment introduced into Canada by our Southern neighbours. Their ideas of law and government were once merged in Judge Lynch, and "every man for himself," but since the visit of H. R. H. the Prince of Wales, and the reception they gave him in canoes, they understand something about "the Sovereign," and respect to the throne. Summary punishment, though, is in accordance with their feelings. I knew a habitual thief, who had his legs and arms tied, and a rope passed around his body, and was then plunged in the river, from a raft, a dozen times. Their orisons are few and far between, and superstition replaces devotion. They neither care for man or the devil, and would sail even where Charon ferried. They have a strange way of calculating on their fingers, or with bits of wood or stone, and count by "threes"—those who can count. Very few of them can sign their own names; and a great many don't remember their surnames.—I seldom knew of any who could read. Some of them have extraordinary powers of imitation, and imitate birds and animals perfectly—a power very useful when hunting. They have no desire to be "famous," they are the most contented class in the world, and love life; but if they have to die, they will die with the stoicism of an Indian. They would be as content to sleep, like Diogenes, in a tub, as on their rafts, or in the woods. Their ideas of love I could never find out; it's a great blessing for woman if they have none. Their amusements consist of singing, dancing—wonderful dancing, too,—card playing, chequers, and dice—a peculiar game I never saw before—and whiskey drinking. The former are their *forte*, the latter their curse. They generally play cards, &c., on the top of a keg—the contents of which they have previously imbibed, and have consequently a sort of affection for it—and play far away into the morning. When they return on the steamers to their stations, after bringing the rafts down to their destined ports, they keep the whole boat awake with their noise.

They bear, and go through more severity, and change of climates than the ancient Britons, and many of them with nearly as little clothes as our forefathers wore. But I cannot note well the manners of these strange men, without going into details, which might be unwelcome.

I have come down the rapids with these fine fellows, with my pants rolled up, and boots and stockings off, when the water would splash and dash over the logs, when the waves would seem to suck the whole mass of lumber into their depths, and at times you could not see a bit of the timber you were standing on; while your hand grasped tightly the pole which was stuck between the logs for you to hold by, when you'd think the whole mass was going to pieces, when your very knees would be beneath the water—oh! it makes one hold his breath with terror!—I have been out in the woods with them, and notwithstanding their bad traits, and partiality to bad whiskey, I have been more amused in their company than

anywhere else. I spent the two months vacation which "our school" allowed.

Their passions are very fierce; they are often brutes in action, but there is a complaisance and kindness beneath all this, which is easily brought to the surface. The voyageurs of Canada are a class of men peculiar in everything, and differing from other men in everything relating to habits; but they are a wild and romantic class, who murmur not to toil far, far back in the thick dark woods in the cold winter, where the wild bears prowl, and all is desolate—who risk their lives on the raft of logs; who are content with their simple fare, and are happy in their hardships.—One cannot but pity them, but they are content, and "what's the odds?"—*The British American.*

Selling Old Things.

Sell that old table? No: I'll not sell it! It's only a pine table, that's true; and it cost but 18 shilling twenty-five years ago; but your \$10 bill is no temptation? and I'll not swap it, either for the prettiest mahogany or cherry table that you bring me. If it has plain turned legs, instead of a pillar in the middle, with a lions claws, and if the marble top is only varnished paper, still I will not sell or swap it. It has been to me a very profitable investment. From the day it came home it has been earning dividends and increasing its own capital.

My children made a play-house and drank tea in their toy cups under it, for which I thank the four legs, and when they got tired of it that way, they turned it upside down and made a four-post bedstead with curtains, or pulled it round the carpet for a sleigh. Then they climbed on it for an observatory; and I never counted the glorious romps they had round it. And also, all along, for twenty-five years, it has paid its dividends of happiness to my family circle. These dividends could never be separated from it, until its value is not told in money. It has had its quiet use, also; for no body could tell it from a round table of agate and cornelian, with its salmon-bordered green cover.

Nothing lasts forever. The top of the table was loosened by the hard use it got, so I took a punch, drove in the eight-penny nails below the surface, added a few screws, puttied them over, and pasted marble-paper checkers over the top. Then it was a really handsome table. It has had hard usage since, but bears it all; and the checkers want renewing, which will make it worth more yet.

My watch is thirty years old. It is one of those thick silver levers which some poor wits call "turnips." It has been several times suggested to me that I might exchange it for a thin modern gold watch, which wears easier in the pocket. When I do, you may set me down for a barbarian! No, the best gold and jeweled "hunter" in existence would not tempt me to swap. The watch marked the time when my children were born, and the record is set down in the family Bible; it has ticked on their ears when they could only speak by laughing at it and kicking up their heels. It has marked the hours when the doctor's medicines were to be given, and counted their pulses when they beat low at midnight, and when the heart ached. It has made many records that are fast sealed up—to be opened only when another time comes.

Twenty-seven years have passed since my wife and I went out one evening and bought a tea-kettle. The fitting of the lid was a little imperfect, so that the escape of steam shook it, and caused a peculiar noise, nearly enough resembling the chirping of some insect to suggest the name by which it has now been known in the family for a long time—"our cricket on the hearth."

Like the table and the watch, the kettle has been adding dividends to its capital every day since its first purchase, and, though nothing but iron, it could not be bought for its weight in silver. It has sung so long and regularly and cheerfully, that not only the kitchen, but the whole house would be lonely without it. It has given us its fragrant blessings, morning and evening and come almost to be regarded as a living and talking creature.

It is never a good fortune that sells such old friends out of the family, and takes in new ones that have no history and no tongue. In all changes that have so far taken place, I have kept these silver bowls unbroken, and surely no change in the future shall break them.—*Century.*

EDUCATION.

Permanency.

What can be done to render teaching a more permanent profession? A few days since a teacher who has enjoyed the advantages of normal-school instruction, holds an Illinois State Teacher's Diploma, and has taught several years with marked success, remarked, in conversation with the writer, that his district would probably have but six months' school during the coming year, which would make it impossible for him to retain his situation; "and" he added, "if this instability can not be obviated, I must change my employment."

Here is a gentleman of acknowledged abilities as a scholar and teacher, whose talents in any other of the learned professions would undoubtedly obtain for him, at least, a respectable position; who, in any other calling, would be able to achieve success, at least to the extent of acquiring a home and a social position worthy of his talents and industry. But in his case, and that of a majority of teachers, this is impossible.

In answer to the inquiry whether the house in which we were sitting was owned by him, he said "No; he had lived in it two years, and had become quite attached to it, but had not purchased it, as he had no assurance of permanency in his position."

There are few persons, who possess the better qualities of a man, that do not look anxiously forward to the possession of a home; to a spot, 'be it ever so humble,' to call their own; theirs to improve and enjoy, and around which their affections cling with a daily growing attachment. The teacher, from the nature of his employment, as now existing, can have no home. His attachment to persons and places, however strong, can not be permanent. He is compelled to be a wanderer. Should he, as an educated man, wish to collect a library, or a cabinet of natural curiosities,—'three moves,' and, what with loss and injury, he will affirm Poor Richard was right. Has he a wife and family, and at every move must carry with him his household furniture? If so, Poor Richard's maxim will be the more forcibly impressed upon his mind as well as pocket, as an undoubted fact.

One of the worst and most humiliating facts connected with the instability in the teacher's profession is that it deprives him, to a great extent, of the social position, and position as a citizen, to which his education and abilities entitle him. He is looked upon as but a temporary resident in the community, and, of course, not entitled to a voice and an influence in affairs in which he is not supposed to be interested: beyond the right of voting and being taxed, he is practically without an influence in municipal affairs. The same causes to a large extent affect his social position: people can not and will not interest themselves in mere 'floating population.'

"But," the question is asked, "if the people of the district above referred to wish to have but six months' school, certainly they should be allowed to manage their own affairs." Certainly, that is the law; but let us look at some facts. The teacher has given very general satisfaction to the district: he has elevated the schools from a very low condition to a state of considerable excellence, as regards both scholarship and discipline: he has labored arduously and conscientiously, with but a moderate compensation; and the board of directors wish to retain him and have ten months' school. The town is abundantly able to have ten months' school, but, as in nearly every western town, it contains enough voters who know nothing and care nothing about schools, except as they affect taxation, to decide the question; and this decision will probably be for a six-months school. And what is wonderful, but at the same time characteristic of this class of citizens, is that many of those who are opposed to a ten-months school have no taxes to pay, and none of them more than a few cents, while all, or nearly all, have children to send. Need this be so?

This is but one, and by no means a very common, cause of instability in our profession. The most usual cause originates in circumstances such as these. A new teacher takes charge of the school or schools. His methods of instruction, arrangement of school-exercises and of discipline, are probably different from those of his predecessor. His predecessor had his friends, who are disposed to look upon any innovations upon his methods as an indirect imputation of want of professional capacity. Everything is new to the pupils: some find, or imagine they find, what they dislike in the manner of the new teacher, generally because they are not yet acquainted. These facts and impressions are of course reported at home at the close of the first day. On this short acquaintance opinions are

formed and expressed by pupils, and often by parents, as to the teacher's character, qualifications, and prospects of success. While opinions hastily formed in this manner, to the injury of the teacher, may often be lived down, yet we can name numerous instances where teachers of undoubted ability in their profession, and of excellent character as gentlemen, have been driven from their situations at the end of the year by such prejudices.

It may be asked why the directors, who are supposed to know the qualifications of such teachers, do not retain them. Because, at the end of the year, the question is carried to the ballot-box, and the retention of the teacher is made the issue in the election of director; and when the *vox populi* decides, where is the board that dares disobey? and indeed, when the decision is so made, it is best to acquiesce, as we candidly believe it is in most cases better to have no school than one in which there is a chronic quarrel.

Another element preventing permanency, from which we fear more than all else combined, is partisan politics. We have heard, within a short time, complaint that in the selection of teachers favoritism founded on politics was exercised. Within the past year we have read in our city daily papers of numerous elections of school boards heralded as party triumphs. When the affairs of our common schools become matters of party politics—part of the party spoils,—we may bid farewell to all the hopes we have been accustomed to entertain of their glorious future.

What can be done to secure permanency of employment? We will venture some suggestions, hoping to have them discussed by teachers through the pages of the *Teacher*, and if inadequate to produce the desired end, others may be developed. We would recommend to teachers to make engagements for a longer term than one year. We have known this to be done. By this means much opposition that is now purely factious would not exist. Under the present short engagements restless persons, who can see no use of an election unless there are two candidates and a warm contest, will find other means of expending their surplus energy, because their efforts at opposition can only prove successful after the expiration of the teacher's engagement. In the mean time the teacher has the assurance of a sufficiently long term of engagement in which to demonstrate his ability to his patrons.

Would it not be better if the board of directors were changed every three or four instead of every two years? Under the present arrangement restless persons who aspire to the character of political leaders are encouraged to bring trifling matters, as well as the teacher's fate, to the annual test at the ballot-box. Were three instead of two elections necessary to effect their object, there would be less improper interference of this kind in school matters.

We feel this to be the most important subject now to be considered in connection with our common-school system. The Normal School may do its work ever so well, the State Department may issue State Diplomas, we may organize county teachers' institutes and state associations, but all to no purpose if, when a teacher has acquired that age and experience which in other professions would entitle him to honor and profit, in ours it has rendered him weary by its uncertainty and instability; and at the very time he has become most competent for good, the demands of family and of increasing age require a change of employment.

This is by no means a fancy sketch. Read in the last state report how many of the 14,000 teachers of Illinois have taught one, two, three, or four years in the same situation. How many middle-aged men do you find in the ranks? Is ours a profession which mere boys and girls can assume as well as those of mature age? As it has been in the past, so it will be for all time, 'teaching will be a stepping-stone to something more honorable and profitable,' unless we secure it a permanency, which will make it a desirable business for life. Let us hear from teachers on this subject.—*Illinois Teacher*.

Do n't fret.--Bide Your Time.

Is it a dark, stormy day, every thing cheerless, and the atmosphere of the school-room so thick and humid as to be almost without vitalizing power? *Do n't fret*. There will come up a sharp northwester soon, and the sun will shine with unwonted brightness.

Is your school-room insufficiently warmed, and poorly furnished. Do you have every thing to do and nothing to do with? *Do n't fret*. Do the best you can. Things will come round by and by.

Do committees and parents interfere with you in your work? Is it your misfortune to be unappreciated? *Do n't fret*. Work. Let your light shine. If people do n't see it, it is not your fault.

Have you got a miserable class? Do you have to tell the same thing over and over again, and then after the twenty-fifth telling

find the scholars as ignorant as in the beginning? *Do n't fret.* Tell them twenty-five times more. May be the fiftieth blow will drive the nail home. If not, try the hundredth.

Do you have so many things to do, and meet with so many interruptions, you do n't know whether you are standing on your head or your feet? *Do n't fret.* Stop, and be sure you are on your feet; then walk as steadily as you can.

Are you in a community where there is but little interest in schools? Are your scholars irregular in their attendance, rough in their exterior, careless in their habits? *Do n't fret.* You were sent there as a missionary, and you could not have a finer field to work in.

Is your salary inconveniently small? Does your friend in the next town get more pay for less work? *Do n't fret.* Do your work well, and by and by they will want you in the next town.

Finally, all things may be divided into two classes. First, things that you can help; secondly, things that you ca' n't help. To fret about the first would be unmanly; about the second would be utter folly: therefore, fret not at all. Bide your time.—*Illinois Teacher.*

ARITHMETIC.

(Continued from our last.)

I have already explained how the figures 1, and 0, are used to represent ten units or ten ones: the 0 representing a circle or round of ten, namely the ten fingers; and the 1 placed on its left, ONE SUCH CIRCLE OR ROUND OF NUMBERS: 2 on the left, express two such round; 3, three, 4, four, &c., such circles. Let this idea be well worked into their minds, with exercises, as follows:

10 One round of ten ones. 	20 Two rounds of ten ones, or ten twice counted 	30 Three counted three times over	40 Four rounds of tens, or ten counted over four times
50 Four circles of ten ones.	60 Six rounds of ones gone over and over, &c.	70 The ten ones, said seven times.	80 Eight circles, &c., of ones.

Extend this exercise to ten tens; then arrange them promiscuously, thus, for questioning:

5 tens 50 fifty	2 tens 20 twenty	3 tens 30 thirty	6 tens 60 sixty	1 ten 10 ten	8 tens 80 eighty	7 tens 70 seventy
	9 tens 90 Ninety	4 tens 40 forty	10 tens 100 a hundred			

Explain—thus:

One with 0 after it, counts ten ones = |||||||. Two, with 0 after it, counts ten ones, and ten ones = |||||||, |||||||, or two tens. Five, and 0 on the right, tells ten five times counted = |||||||, |||||||, |||||||, |||||||, ||||||| = the same as 10, and 10, and 10, and 10, and 10, a ten for every finger you have on each hand. Go on from 10 up to 100, explaining in the simplest methods you can conceive; and then question and illustrate till their understanding gets hold on your illustrations.

Questions.—How often would you say, one, two, three, four, five, six, seven, eight, nine, ten; one, two, three, four, five, six, seven, eight, nine, ten, to be shown by 60, or 6 and 0 after it? Put 7 before 0, how many times would I count over and over, TEN, to make the number of tens 70, tell? How many times, 9 and 0, or 90; how many 3 and 0, or 30? Ten ones, ten ones, ten ones, and ten ones—what figures in my row, would tell the whole? &c.

N. B.—As 10, 20, 30, &c., are fixed denary points in numbering, the series of tens they represent should be thoroughly understood, before the intervening places of units be brought before

them for exercises. Then, but not till then, let the intervals of units be filled up. The following will show how this may be done.

Table 8.

Ones increased to ten. Tens.	Ones up to ten.	Two tens.	Ones to ten.	Three tens.	Line of ones.	Four tens.	Lines of ones.
10 = 10	10 = 20	20	10 = 30	30	10 = 40	40	10 = 50
9 = 10	9 = 19	20	9 = 29	30	9 = 39	40	9 = 49
8 = 10	8 = 18	20	8 = 28	30	8 = 38	40	8 = 48
7 = 10	7 = 17	20	7 = 27	30	7 = 37	40	7 = 47
6 = 10	6 = 16	20	6 = 26	30	6 = 36	40	6 = 46
5 = 10	5 = 15	20	5 = 25	30	5 = 35	40	5 = 45
4 = 10	4 = 14	20	4 = 24	30	4 = 34	40	4 = 44
3 = 10	3 = 13	20	3 = 23	30	3 = 33	40	3 = 43
2 = 10	2 = 12	20	2 = 22	30	2 = 32	40	2 = 42
1 = 10	1 = 11	20	1 = 21	30	1 = 31	40	1 = 41

The other series of TENS up to one hundred, with their digits, may be similarly arranged for illustrations and exercises.

Exercise them on this table till the mind gets hold on the different series of figures—ARITHMETICALLY ARRANGED,—making the children repeat—repeat—repeat, each series, and each step of each series of figures, until the memory gets hold on the arithmetical succession of numbers. The memory and the understanding must be worked together. Let the memory get and keep; and let the understanding be exercised on memory's store, as there laid up.

Exercise them, thus,—tens on the LEFT, ones on the RIGHT; tens on the LEFT, ones on the RIGHT. Ten, ten, ten, or ten-, tens, tens, in order, after each other; and one, two, three, four, up to ten—always increasing by one. Be sure to dwell on these two series—the series increasing by tens, and the other increasing by a succession of ones, till well understood, and how the former is successively increased by the latter, how the FIRST line of figures on the RIGHT increased to ten, makes the repeated ten, ten, ten, &c., in the next line; and how this increase of unity goes on in continuity forever. On the series of ones, we suppose they have been well exercised. But not likely so fully on that of tens; therefore, arrange the tens, for exercise thus:

1	10	20	30	40	50	60	70
One,	ten,	twenty,	thirty,	forty,	fifty,	sixty,	seventy,
		80	90	100			
		eighty.	ninety,	ten tens, or a hundred.			

On these steps of increase by tens, train them till indelibly grounded in the mind, in their SERIAL SUCCESSION. The two most important things at this stage of the children's arithmetical training are—a clear accurate knowledge of how numbers in regular succession increase by ones and by tens, (the ones as it were feeding the tens,) and, therefore, how exactly there must be a REVERSE decrease in both, that is in the ones and in the tens. One remark I here beg to make: In training, be certain that the rear or backward part of your class is well brought up. There is little fear of the leaders in a class not keeping a head. Keep your mind, as it were, centered on the least apt, or on those of the less capacity, in the class. Our success depends far more on their advancement, than many teachers believe. In questioning, the GREATER number, for answers, should be given to THEM. The most progress and general knowledge is always found in schools were this is specially attended to. Are you in earnest in teaching, and wish to be eminently successful? Then, take my advice: Never allow the least apt in your classes to lag unintelligently behind.

This stage of advance should pretty well prepare them for totalizing both the series of ones, and the series of tens. This you can do many ways. To keep to one way I would never recommend. The more variety you give to exercises, provided you sufficiently simplify them so as to make them be clearly understood, and before left, well impressed on the mind, the better and quicker will you succeed. I propose as a beginning the following; figures arranged as in the preceding table—the children being familiar with this arrangement and with no other farther than ten.

TABLE 9.

Tens. 1 1 1 1 1 1	Ones increased to ten. 10 9 8 7 6 5	Added. } = 1 ten and 9 over. } = 1 ten and 5 over. } = 1 ten and 1 over.	Added. } = 1 ten.	Tens. 20 20 20 20 20 20	Ones increased to ten. 10 9 8 7 6 5 4 3 2 1	Added. } = 1 ten and 9 over. } = 1 ten and 5 over. } = 1 ten and 1 over. } = 1 ten.	Added. } = 1 ten.	Tens. 30 30 30 30 30 30	All one to ten. 10 9 8 7 6 5 4 3 2 1	Added. } = 1 ten and 9. } = 1 ten and 5. } = 1 ten and 1. } = 1 ten.	Added. } = 1 ten and 5 over.
Added = 10 tens. 4 tens & 15 over = 1 ten & 5 o.				20 tens. 4 tens & 15 over or 1 ten, 5 left.				30 tens. 4 tens & 15 = 1 ten and 5 over.			

Extend this table to 100, or 10 tens; show how each column of tens is increased by 10 more; but that the unit columns never after,—always 5 tens and 5 ones over; 5 tens and 5 ones over.

This table is well suited to exercise them on the four fundamental rules. How easily can they be exercised on multiplying and dividing by the columns of tens, thus, ten times one, gives ten; ten takes in ten ones; two, said ten times, or twice ten, is twenty; in twenty, there are two tens, or ten twos; ten threes, or ten times three are thirty; thirty is the same as three tens, or ten times three. In this way they can be exercised also on the digit columns. Twice two, two and two, or two twos, how many? How many twos are in four? Three, and three, and three, how many? How many threes are in nine? Take nine from ten, how many left? Take five away from seven,—any left—how many? But as you drill, simplify and vary; come on their minds from different points. This will help to secure attention, quicken thought, and concentrate their ideas.

Most of these exercises are understood to be gone through orally; but slate exercises must not be neglected; neither must self-drill. Self-drill does wonders when spiritedly conducted.

To enable children readily and understandingly to add the columns of units, a simplicity of arrangement has often to be studied. Figures have to be so placed, or taken, when mentally exercised, as to enable them readily to throw them into tens. The following arrangement will show what I mean:

On the blackboard or slate.

8	7	2	3	4	6	9
2	3	6	1	2	3	1
-10	-10	2	1	3	1	-10
7	2	-10	4	1	-10	1
3	1	5	1	-10	7	9
-10	7	3	-10	5	1	-10
1	-10	2	7	1	1	2
9	5	-10	2	2	1	3
-10	5	7	1	2	-10	4
6	-10	1	-10	-10	8	1
4	8	1	3	1	1	-10
-10	1	1	6	1	1	
	1	-10	1	-10	-10	
	-10		-10			

Orally.

How many are 3 and 7; 2, 4, 4; 5, 3, 2; 1, 5, 3, 1? &c.
Would 3 and 4, make ten?—if not, how many more would you add to make the ten? How many does 4 want to make ten; 6 to make ten; 2 to make ten; 7 to make ten? &c.

Thus simply, exercise on the other fundamental rules, that as they advance, it will be with a knowledge of the different processes of adding, subtracting, multiplying, and dividing, from the beginning.

Let your reviews be frequent. In revising vary your questions, but be sure to use language sufficiently simple to be by them understood. I give a few examples.

Name the figures 1, 2, 3, &c., up to 10. How many figures between 3 and 8; between 7 and 1; between 4 and 10?—Join 4, 5, 7, 9 and 10 with objects you see, as 1 bench, 2 windows, &c. Join them with objects you do not see, as 3 rivers, 4 hills, &c. How many are three books and two books; four windows and six windows; five spoons and three spoons?—How many desks in the schoolroom? Count them aloud. How many buttons on your coat?—What figure comes after 7? Name some animals that have four legs; some that have two; and some that have none. How many ears have three horses? How many legs have five horses? How many feet has a snail?—Make a row of marks on your slate, and write above them the figure that tells their number.—How many letters in hand, finger, mountain, Montreal, &c.?—Take away k from book, how many letters left? How many are six less than nine? Of nine boys in a class, order four away: how many would remain? Name any two figures, which, put together, would make ten; any two subtracted, to leave three; two multiplied by figures to make 6, 8, and 10.

Jane had 7 pins, and dropped 2 of them, how many were left? Shut both your thumbs; how many fingers remain open?

Add 1, 3, 8, 4, 3, 1: how many tens in their sum?—How many figures have we from which tens are got? Arrange 1, 2, 3, 4, 5, 6, 7, 8 and 9, that each division added will be two tens, as 3 + 6 + 7 + 2 = two tens; 6 + 9 + 5 = two tens; 4 + 1 + 8 + 7 = two tens.

Table 10, for farther illustrating the principles of multiplication and division.

DIVIDING.		MULTIPLYING.	
Two strokes	= One two	Two ones	= 2
Four strokes	= Two twos	Twice two	= 4
Six strokes	= Three twos	Twice three	= 6
Eight	= Four twos	Double four	= 8
Ten	= Five twos	Double five	= 10
Twelve	= Six twos	Six twos	= 12
Fourteen	= Seven twos	Twice seven	= 14
Sixteen	= Eight twos	Twice eight	= 16
Eighteen	= Nine twos	Nine counted twice =	18
Twenty	= Ten twos	Twice ten	= 20

This table is to be considered as the first of a series of similar tables, which the teacher should draw up for exercise. This table illustrates the simplest multiplying and dividing of numbers. Tables similarly drawn up should have an extension of divisions—of threes, fours, &c.; and when divisions of even numbers, as of 2, 3, 4, 5, &c., are understood, divisions having remainders should be given. Children at this stage should be taught how to exercise

themselves on slates in parting any number of marks into twos, threes, fours, &c., but by proper directions—showing them the way. This would very much hasten their advancement.

At this stage a number of promiscuous questions should be daily given them. The following will suggest to you many more.

I have *four pence* in one pocket, and *seven pence* in the other: how many pence have I in both? I had *nine dollars*, and spent three: have I any left? I bought *four candles* and paid for each *two cents*: how many for the *four*? I paid ten pence for two books: what was the price of one?

Such exercises as these, if intelligently, judiciously, and well followed up, will familiarize them at the very BEGINNING of this branch of study with the *principles of the ground rules of arithmetic*. But fail not to make fine work as you proceed; and see that NOT ONE thus exercised is LEFT BEHIND, in UNDERSTANDING what is taught. Now much of the labour of teachers—earnest teachers too—is purposeless, because those, endowed with less mental power, or of less readiness to comprehend, are not justly dealt with, or their *APTITUDES*, not sufficiently considered when training them!

The teacher who overlooks *one such child*, allowing him to lag behind fails in his duty, adds to his own future labour, mystifies his school work, discourages him in his first school efforts in learning; thus, throws serious hinderances in the way of his future advancement; and which may become the cause of his never being able to arrive at even an *ordinary knowledge* of any of the essential branches of a common education.

Table 11, review lesson on numeral words, and combinations.

PRIMITIVES.	COMBINATIONS BY ADDITION.	
One.	Eleven	Irregular forms.
Two.	Twelve	
Three.	Thirteen	More regular formation. The termination, <i>teen</i> , means ten.
Four.	Fourteen	
Five.	Fifteen	
Six.	Sixteen	
Seven.	Seventeen	
Eight.	Eighteen	
Nine.	Nineteen	
Ten, circle of ones.	Twenty, two circles of ones.	Two tens.

After the teens, or tens, or combinations of ten, and the first nine names, a new series of combinations are formed by multiplication, from twenty up to ninety, in the following manner:

Table 12.

PRIMITIVES.	COMBINATIONS BY MULTIPLICATION.	
One	Ten	One repeated ten times.
Two	Twenty	Ten, and ten.
Three	Thirty	Three times ten.
Four	Forty	Four times ten.
Five	Fifty	Five times ten.
Six	Sixty	Six times ten.
Seven	Seventy	Seven times ten.
Eight	Eighty	Eight times ten.
Nine	Ninety	Nine times ten.
Ten	One hundred	Ten times ten.

Examine them on this and the preceding table, in adding, multiplying and dividing, till both are well understood.

Table 13.

This table is intended to show the denary increase of the digits by placing ciphers, (0,) on their right.

1	10
2	20
3	30
4	40
5	50
6	60
7	70
8	80
9	90
10	100

A cipher placed on the right of each increases it ten times.

Made ten times more.

The cipher stands for 10, or a round of *ten ones*. The digits tell the number of rounds of ten.

Question thus, how many rounds of ten in 30, in 70, 80, 20, &c. ? Take away the 0; what would each digit be? &c.

Go minutely into explanations; and as soon as they understand how 0 increases each digit ten times when placed on its right, then exercise them on each step of the series of tens, backwards and forwards, always showing them how each differs by tens. When the regular increase by tens is well understood, make them prove it by marks. Name the figures of the series, as 50, 80, 90, &c., and repeat successively the nine digits till *stereotyped* in their minds; then exercise them on their varied combinations, separately; thus,—*two tens* and *five tens*, are *seven tens*; *one ten* and *eight tens*, are *nine tens* &c. On digits, in the same way: *three ones* and *five ones*, are *eight ones*, *seven ones* and a *one*, are *eight ones*; on slates, or the blackboard, thus:

+ × 70	80	15,0 tens	1 ten	56 tens
+ × 50	60	11,0 tens	1 ten	30 tens
+ × 60	40	10,0 tens	2 tens	24 tens
+ × 20	50	7,0 tens	3 tens	10 tens
+ × 10	70	8,0 tens	6 tens	7 tens
+ × 90	10	10,0 tens	8 tens	9 tens
+ × 80	20	10,0 tens	6,0 tens	16 tens
+ × 40	30	7,0 tens	1 ten	12 tens
+ × 30	50	8,0 tens	2 tens	15 tens

Questions.—Four tens and three tens, how many? Five tens

and six tens, how many tens?—40 and 30, how many? 60 and 40, how many? 20 and 50, how many?

COMBINATIONS OF DIGITS.

± 8	9	19	One ten and seven.	One.
± 7	3	10	1 ten.	Four.
± 2	5	7	7	Four.
± 6	3	9	9	Three.
± 2	9	11	One ten and one.	Seven.
± 3	5	8	8	Two.
± 6	4	10	One ten.	One.
± 8	7	15	One ten and five.	One.
		Total	Tot. tens.	Differ.

Questions.—How many tens in 7 and 8; how many in 9 and 2; how many in 8 and 9; any in 3 and 5? Continue such exercises till they can quickly and understandingly give results, and state reasons. Such exercises continued never fail to ground them in the elements of fundamental processes.

Table 14, serieses of digits repeated under the serieses of increasing tens.

Series of tens	10	20	30	40	50	60	70	80	90	Digits.	Tens.	Digits.	Tens.
	9	9	9	3	5	1	3	1	1	2		8	
	8	8	8	2	6	9	5	2	3	5		1	
	7	7	7	5	7	8	8	3	2	3		1	
	6	6	6	6	4	7	1	4	5	7	10	2	10
	5	5	5	1	2	5	2	5	4	1		4	
	4	4	4	4	3	3	4	6	7	2		3	
	3	3	3	7	9	6	6	7	6	10	10	1	10
	2	2	2	8	1	4	7	8	9	6		9	
	1	1	1	9	8	2	3	9	8	0		1	
	45	45	45	45	45	45	45	45	45	30	30	30	30

Their advancement now should admit of their being trained to add single columns of ones, twos, threes, &c., up to nine with correctness and considerable facility. In training them, the adding up and down—not naming the figures—should be repeated till done without hesitation, thus, 1, 3, 6, 10, 15, 21, 28, 36, 45, down,—9, 17, 24, 30, 35, 39, 42, 44, 45. Then, make them give the differences of totals, as 9 from 45, 36 remain; 10 from 15, 5 remain; 28 from 36, 8 remain, &c. When they understand this process, make them regularly subtract one figure after another down and up, in this way: 9 from 45, 36 remain; 8 from 36, 28 remain; 7 from 28, 21 remain; 6 from 21, 15 remain; 5 from 15, 10 remain; 4 from 10, 6 remain; 3 from 6, 3 remain; 2 from 3, 1 remain; 1 from 1, nothing is left. At first, they may not be able to go through this process of subtracting but slowly; but let it be repeated—repeated, and by and by, they will be able to add and subtract with equal facility. The two columns on the right are intended to show them how the digits can be so used as to give, when added a total of 10 always. Such an exercise will help to show them how numerating goes on in circles of tens.

Children cannot be taught at too early a stage of their education a practical, well grounded knowledge of our numerating circle. Ten being the utmost extent of our numeration. Its very limited range admits, therefore, of being taught children at an early age, provided this is done by ways sufficiently clear and simple—level with their capacity. In doing this let it never be forgotten that explanations and practice must ever go hand in hand.

JOHN BRUCE,
Inspector of Schools.

(To be continued.)

OFFICIAL NOTICES.



DEPARTMENT, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 7th instant,

1. To detach from the School Municipality of St. Louis de Lotbinière, in the County of Lotbinière, the parishes of St. Edouard and Ste. Emélie and to erect each of these into a separate school municipality, with the same limits as are assigned to the said parishes respectively by His Excellency the Governor General's Proclamations of the 1st December, 1862, published in the *Canada Gazette*, No. 51, Vol. 21.

2. To detach from the School Municipality of St. Canut, County of Two Mountains, the following territory, and to erect it into a separate municipality for school purposes, under the name of the *School Municipality of St. Canut No. Two*, viz., All that portion of territory divided from the Parish of St. Jérôme and the Parish of Ste. Scholastique for religious purposes and comprising all the lands and ground situate between the *Montée Guénet* or *Montée Ste. Marie*, on the south of the River du Nord, and the land of Alfred Roy inclusive, also all the lands and ground situate on the north side of said river, between the land of Prosper Valiquet, and the point called *Pointe-d'Antoine Duquet*, both inclusive.

3. To erect the Township of Beresford, in the County of Terrebonne, into a school municipality under the name and with the limits of the said township.

His Excellency the Governor General in Council was pleased, on the 21st instant, to erect into a municipality for school purposes, that portion of territory known as *Pointe-aux-Esquimaux*, situate in the Seigneurie of Mingan, on the Gulf of St. Lawrence, and bounded as follows: On the east by Clear Water Point; on the west by the River Mingan; on the south by the waters of the Gulf of St. Lawrence, and extending over a mile in depth towards the north, from the shore of the said Gulf of St. Lawrence.

APPOINTMENTS:

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 21st August last, to make the following appointments of School Commissioners, viz.:

County of Wolfe.—Wolfestown: Messrs. Procul Olivier and Augustin Boucher.

County of Richmond.—Village of Melbourne: Messrs. Louis Desaulniers, Alfred Boisvert and Eugène Campoell.

County of Compton.—Clifton: Messrs. William Holliday and Horace Waldron.

County of Maskinongé.—St. Paulin: Mr. Alexis Lefrançois.

County of Bonaventure.—Paspébiac: Rev. C. G. Fournier, Curé, Messrs. Jean Loisel, Jean Duguay, Abraham Castillon and Abel Roussy.

County of Ottawa.—Hartwell: Messrs. Octave Lamarche, Sévère Desabrais, Jean-Bte. Bissonnette, Hilaire Lavallée and Noisè Chartrand. Same County.—Ripon: Messrs. Paul Foucault, sr, and Michel Landriault.

His Excellency the Governor General in Council was pleased to make the following appointments of School Commissioners; viz.

On the 26th August last:

County of Portneuf.—Grounds No. 2: Messrs. Augustin Trottier, Joseph Trottier, David Guilbault, Olivier Sauvageau, jr., and Augustin Côté, (below the church).

County of Gaspé.—Cap-Désespoir: Messrs. Jacques Couture, fils de François, and Charles Beliveau, sr.

County of Lotbinière.—South St. Sylvestre: Messrs. Patrick Hanley, sr., and William Magrath.

Same County.—North St. Sylvestre; Messrs. James McGuire and Henry Taylor.

*On the 4th instant:

County of Gaspé.—Cap-des-Rosiers: Messrs. André Cassivi, Antoine Cassivi, Jacques Rifon, Nicholas O'Connors and James Smith.

And on the 10th instant:

County of Lotbinière.—St. Edouard: Messrs. Léonard Bélanger, Pierre Lemay, Narcisse Luchance, Gilbert Vidal and Isaïe Blanchet.

Same County.—St. Emme: Messrs. Léon Lemay, Vital Laliberté, Pierre V. Leclerc, Ambroise Hébert and Pierre Reault.

His Excellency the Governor General in Council was pleased, on the 21st instant, to make the following appointments of School Commissioners:

School Municipality of Pointe-aux-Esquimaux, Seigniorship of Mingan.—Rev. Achille Fournier, Priest; Messrs. Vital Vigneault, Julien Boudreault, Prosper Cyr, and Vital Boudreault.

SCHOOL TRUSTEES.

His Excellency the Governor General in Council was pleased, on the 22nd August last, to make the following appointments of Dissident School Trustees:

County of Hochelaga.—Côteau St. Pierre: Messrs. John Willett and Gaven Gilmore.

DIPLOMAS GRANTED.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

1st Class Elementary Diploma (F.)—Mr. Damase Henry, Misses. Elise Angers, Zoé Beaulac, Marie Beauger, Azile Berthiaume, Alphonse Blanchette, Adélie Collet, Marie Ludoxie Cordeau, Cléopâtre Zéphirine d'Août, Clarisse d'Anjou, Mathilda Dime Deslonchamps, Marie Philomène Daunis, Louise Daviau, Angélique W. Dufresne, Geneviève Dorinda Doucet, Jane Egau, Marie Méline Faubert, Victorie Gauthier, Zoé Gendron, Céline Guind, Marie Louise Déla Harpin, Marie Hébert, Marie Hélène Huneau, Emilie Joly, Edwidge Labelle, Elisabeth Laroche, Eulalie Athalie Lavigne, Glécécie Lussier, Philomène Muir, Alphonse Payet, Jessé Poulet, Osime Perrault, Marie Poitras, Symphoroze Richard, Léocadie Robidoux, Eulalie Roireau and Léocadie Tremblay.

2nd Class Elementary Diploma (F.)—Misses Marie Asilda Allard, Victorine Blanchette, Eliza Bouchard, Octavie Bricault dit Lamarche, Obéline Cloutier, Caroline Croican, Angèle Dorra, Zoé Durocher, Marguerite Dulis Gendreau, Cordelia Jacques, Emma Lefebvre, Marguerite Limoges, Hermine Mackie, Cléopâtre Maynard, Edwidge Michel, Julie Neveu, Marie Paquette, Anne Racette, Marie Arsène Rainville, Emérite Rainville, Lucie Tétreau and Alix Vézian.

1st Class Elementary Diploma (E.)—Mr. John Duggan.

Aug. 4, 5 and 6, 1863.

Miss Marie Godard dit Lapointe obtained an elementary certificate (F.), on the 4th June, 1861; M. Hyacinthe Trinque an elementary certificate (F.), on the 5th May, 1862; and Mr. Martin Cormley a first-class elementary certificate (E.), and Miss Marie Elmira Labelle a first-class elementary certificate (F.), on the 6th May 1863.

F. X. VALADE.
Secretary.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

2nd Class Elementary (F.)—Miss Emilie Bazin and Miss Marie Laurent dit Lussac.

2nd Class Elementary (E.)—Miss Mary Enright.

Aug. 4, 1863.

2nd Class Elementary (F.)—Misses Marie Anna Beaudoin and Desanges Fiset.

Sept. 1, 1863, (an adjourned meeting).

N. LACASSE.
Secretary.

BOARD OF EXAMINERS OF THREE RIVERS.

1st Class Elementary (F.)—Misses Hortense Bédard, Marie Mathilde Camirand, Marie Joséphine Lemaître-Angé and Marie Rochelleau.

2nd Class Elementary (F.)—Misses M. C. Eugénie Courchène, M. Ezilde Caron and Marie Louise Roy.

Aug. 4, 1863.

J. M. DESURETS,
Secretary.

BOARD OF EXAMINERS OF BEAUCE.

1st Class Elementary (F.)—Misses Marie Blanchet, Marie Marcellino Fecteau, Philomène Rhéaume and Sophie Adine Tascheranu.

2nd Class Elementary (F.)—Misses Césarie Bernard, Domitilde Garon and Mathilde Hébert.

Aug. 4, 1863.

J. T. P. PROULX,
Secretary.

RICHMOND BOARD OF EXAMINERS.

2nd Class Elementary (E.)—Misses Elizabeth Jenet Sutherland and Margeret Reed.

2nd Class Elementary (F.)—Misses Françoise Dargis, Julie Hamel and Marguerite Connolly.

2nd Class Elementary (F. and E.)—Miss Marguerite Léonard.

Aug. 4, 1863.

J. H. GRAHAM,
Secretary.

PROTESTANT BOARD OF EXAMINERS OF BEDFORD.

1st Class Elementary (F.)—Mr. Andrew J. Kay, Misses Mary E. Allen, Keziah Borden, Lois Brimmer, Martha Craig, Helen Craig, Harriet E. Corey, Elizabeth Ellen Edmonds, Mary A. Goddard, Lydia Gilman, Harriet M. Hall, Elizabeth Hyatt, Mary A. Hawson, Julia J-quays, Agnes A. Knowlton, Charlotte M. Knowlton, Mary L. Knowlton, Ellen M. McKenny, Harriet E. Munson, Alma A. Minckler, Phebe S. Sanborn, Azuba E. Strachan, R. Anne Shepard, Alethea Sheldon, Caroline E. Throop, Charlotte C. Throop, Arabella V. Vaughan and Charlotte E. Willard.

2nd Class Elementary (E.)—Misses Mary Alice Babcock, Cynthia J. Brown, Celina Larabee, Mary E. Martin, Emeline O'Dell and Jane Talbert.

Aug. 4, 1863.

WM GIBSON,
Secretary.

BEDFORD CATHOLIC BOARD OF EXAMINERS.

1st Class Elementary (F.)—Miss Adéline Martin.

1st Class Elementary (E.)—Mr. Hugh Monaghan and Miss Mary Quinlan.

2nd Class Elementary (F.)—Miss Lucie Pratte.

Aug. 25, 1863, (adjourned meeting).

L. H. D. BONDY,
Secretary.

PROTESTANT BOARD OF EXAMINERS OF MONTREAL.

1st Class Model School Diploma (E. and F.)—Mr. James H. Johnson (E.)—Mr. Alexander Colvin Williamson.

2nd Class Model School Diploma (E. and F.)—Mr. Isaac W. Wallace.

1st Class Elementary (E.)—Messrs. William Henry Douglas and Daniel Gage; Mrs. Emma Ann Stevenson; Misses Helen Dalgleish, Ellen Elmira Hamilton, Mary McGibbon.

2nd Class Elementary (E.)—Messrs. John Chamberlain and Isaac McCort; Misses Martha Burke, Martha Burke, Sarah Ann Chilton, Catherine Curcaden, Marietta Fuller, Rose McConnell, Sarah Pringle, Amelia Scarlett, Mary Ann Stevenson and Mary Jane Swann.

Sept. 1, 1863, (adjourned meeting).

T. A. GIBSON,
Secretary.

PROTESTANT BOARD OF EXAMINERS OF QUEBEC.

2nd Class Elementary Diploma (E.)—Miss Agnes Elizabeth Hall.
Sept 1, 1863, (adjourned meeting).

D. WILKIE,
Secretary.

BOARD OF EXAMINERS OF QUAÏBÉ.

1st Class Elementary (E.)—Miss Mary Ann Savage.
May 26, 1863, (adjourned meeting).

1st Class Elementary (F.)—Miss Elizabeth Rail.
2nd Class Elementary (F.)—Messrs. Léandre Dagneault, Charles Leclerc, Thomas Soucy; Misses Zélie Belliveau and Elizabeth Thibodeau.
1st Class Elementary (E.)—Mr. Eliza Ann Savage.
2nd Class Elementary (E.)—Mr. Henry A. LeTouzé.
Aug. 4, 1863.

P. VIDERT, JR.,
Secretary.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), SEPTEMBER, 1863.

Appointment of Teachers.

Although we have published many official notices and editorial admonitions intended to guard against defective engagements between School Commissioners or Trustees and Teachers, we regret to find that, to the great embarrassment of the Department of Public Instruction and of the municipalities themselves, the same errors in this matter are each year repeated.

We may here state without further preface that the odious practice of offering the schools to the lowest bidder, which certain mean-spirited and ignorant School Commissioners have adopted, will not be tolerated by the Government; and anything calculated to favor such a system will encounter the most strenuous opposition on the part of this Department. It was also with a view of counteracting the tendency to diminished salaries, unfortunately prevailing in many localities, that most of the legislative and executive provisions which bear on the subject, were made.

The necessity of giving a three months' notice previously to discharging a teacher is now generally admitted, and few municipalities willingly incur the risk of having to pay indemnities through neglect of this formality; yet an important fact, and one which we have pointed out on several occasions in this journal, seems to have escaped attention; it is this, that all attempts to defeat the object which this formality is meant to attain, are futile. In some cases it is attempted to set aside this provision by formal stipulation to that effect in the original contracts with the teachers; while in others, general notices of dismissal are given all the teachers employed, whether the intention is to retain them in their places or not; but these expedients are alike reprehensible and useless. It is not for the advantage of the teacher alone that the notice is required, but in the interest of education generally. The teacher who abandons this right and the commissioners who compel him to do it alike commit an infraction of the regulation—an infraction which in the case of the latter is punishable by the forfeiture of the grant. As to the expedient of a general notice, the sole object being a reduction of salaries, the department will consider it as unworthy of notice and null in every particular.

In some municipalities unlicensed teachers are still retained on the condition that if they fail to obtain a certifi-

cate by a certain time, their engagement shall be null and void. We may remark while on this subject that the engagement of a teacher who has not received a diploma is not legally valid; and although such a teacher is entitled to full compensation for services actually rendered, he cannot claim indemnity if discharged before the end of his engagement. He is bound to *know the law* as all others, and it is not the intention of the law that the schools be conducted by unqualified teachers. In circumstances like these the Department has not shown itself exacting towards teachers who have been able to obtain certificates in time to be reported as qualified in the first semi-annual return; but so much indulgence cannot be promised for the future. The retaining of unlicensed teachers on the promise that they shall become qualified is, besides, often a great injustice to those who have already undergone the test of an examination. It is sometimes also a pretext for evading the law—an accident, illness or bad weather conveniently intervening to prevent the fulfilment of the promise to undergo an examination before a Board. These are so many difficulties against which the Department and the municipalities have to contend.

We trust that this year will be the last during which conditional engagements of this kind shall be entered into. Legally qualified teachers have alone the right to be appointed by School Commissioners and Trustees—all others should be simply dismissed. The desired reform can be the more readily carried out as the new Boards of Examiners are now in full activity and there are more duly qualified teachers in Lower Canada anxious to work than schools in which to employ them.

It may not be out of place to state here that the Programmes of Examination adopted and published by the Council of Public Instruction have had an excellent effect; and we learn from different sources that the candidates come much better prepared. Attention has also been drawn by these Programmes to many branches which had hitherto been too much neglected, while the elevation of the standard of our elementary schools is in a great measure due to the same cause. Thus, sacred history and the history of Canada are taught with more care in schools of this class than was formerly the case; while in the model school a more advanced course of algebra is followed. We would inform candidates that almost all the boards are very strict—as they ought to be—in the matter of the preliminary test of dictation, and that many examinations were summarily terminated as soon as it was found that the spelling or handwriting was unsatisfactory.

Permanency.

Under this heading will be found, in another part of this journal, an article copied from one of our most valued exchanges—the *Illinois Teacher*—much of which is quite as applicable to Lower Canada as to the State for which it was immediately intended. Coming in support of our own remarks on the subject, it indicates that the evil complained of is felt more or less throughout the continent but has not escaped the attention of those who watch the progress of education, and that a remedy is being sought out. It will be seen by the report of the Teachers' Convention for the District of Bedford that the frequent changes of teachers in that part of the country are found to exercise a very unfavorable influence over the schools. The Department leaves nothing undone to counteract the evils of this pernicious system, which the illiberal action of many of our Boards of School Commissioners has undoubtedly caused, yet the question whether some more definite legislation on this point, or more stringent regulations are not required still remains to be decided.

The Provincial Exhibition.

A very large proportion of the visitors at the late Exhibition were non-residents of the town. Apart from the attraction of the show, the metropolitan city of British North America is, in itself, well worthy of a visit; its astonishing progress having exceeded all expectations. Each year witnesses the erection of eight or nine hundred houses; and on returning after a short absence, one sees new streets lined with handsome dwellings where there were nothing but fields a short time before. It is only to be regretted that here as in the other towns of Canada, and indeed of America generally, so few of the public buildings are constructed with that regard to correct taste which distinguishes many of the private residences.

The Exhibition, without being inferior to others formerly held, failed to realize all that had been expected of it. Taking into account the great progress made throughout the country, it certainly might have been more complete. The same expositors have successively carried off the same prizes, and in some branches of manufacture even the very identical articles have taken prizes year after year; and there is evidently something wanting to stimulate public competition. Many exhibitors, having been repeatedly disappointed at former shows, have now retired altogether from a contest in which others appear to enjoy a monopoly of the honors. It must not be inferred from this, however, that the exhibition was unsuccessful; on the contrary, the general results obtained were very favorable. Among the many interesting sights which the interior of the building presented, none was more striking than that offered by the visitors themselves. Animated and joyous, the compact though somewhat motly assembly of persons from all parts of Canada and the neighboring States, offered quite a picturesque *coup-d'œil*. The three principal departments were held separately; the arts and manufactures occupying the Crystal Palace, the agricultural department an adjoining lot, and the horticultural, the Victoria Skating Rink. Exquisite taste was displayed in the arrangement of flowers and fruits in this branch of the exhibition. Fountains, statues and floral trophies and pyramids of fruits added inexpressible charms to the general effect. Messrs. Desbarats and Pell, the directors of this department, deserve much credit for their arrangements. The Crystal Palace or rather Exhibition Building, though not possessed of the same attractive grace, presented a very pleasing sight, especially when lit up at night. The section allotted to the fine arts was not very attractive. Colored photographs predominated; original painting in oil made no display, and it was remarked that some of our best artists were entirely unrepresented. Water colors by Mr. Duncan, chalk drawings by Mr. E. Hamel, a carved gum stock by Mr. Parthenais, and excellent photographs by Messrs. Notman and Dion, appeared to us the most noticeable objects of this section. We believe that some of our artists had reason to complain of certain decisions by the juries in former years; but their continued refusal to send contributions to these exhibitions is greatly to be deplored, and means ought to be taken to induce them to come forward. Perhaps special exhibitions for works of art would more successfully attain the desired object.

Among the numerous objects exhibited in the department devoted to manufactures, the artificial leg made by Mr. Pariseau arrested our attention; it is indeed a surprising contrivance. Macaroni and vermicelli was also shown. The manufacture of these articles of consumption is quite a new branch of industry in this country, for the introduction of which we are indebted to Mr. M. Lefebvre.

Mr. Adélaïde Boucher's collection of numismatic specimens and of literary and musical works was deserving of honorable mention.

The French Canadian farmers, though better represented than usual, view these exhibitions with indifference—an indifference which tends directly to lessen the number of competitors. Mr. Globensky, of St. Eustache, Mr. Morn, of St. Augustin, Mr. Ste. Marie, Laprairie, and Dr. Génaud, St. Jacques, were awarded prizes.

The meeting of the Agricultural Society was far more numerously attended than usual, nearly all the counties of Lower Canada being represented. The following is a list of the office-bearers for the year: Mr. Duval, of Three Rivers, President; Mr. William Boa, Montreal, 1st Vice-President; Mr. Octave Fortier, Bellechasse, 2nd Vice-President.

The children from some of the public schools of the city paid a visit to the exhibition, accompanied by their teachers, and we have no doubt went away highly pleased with what they had seen there.

It was decided by 56 to 34 votes that the next exhibition should be held at Montreal.

Semi-annual Convention of the District of Bedford Teachers' Association.

This convention was held at Dunham on Friday and Saturday the 28th and 29th of August 1863. It was presided over by Mr. J. A. McLaughlin.

The election of the office bearers for the ensuing year resulted as follows: Mr. R. W. Lang, President, Rev. M. Smith, Vice-President, Mr. Lynch, Secretary Treasurer.

A very interesting debate took place on the following resolution: "That the plan of hiring teachers by the year or for a longer period, is considered by this Association, beneficial to the cause." The resolution was carried, and the meeting was unanimous in denouncing the too frequent changes that School Commissioners were in the habit of making. The practice of boarding round, especially in the case of Female Teachers, was also disapproved of by some of the speakers.

Addresses were delivered by Mr. Smith on the teacher's education and the various systems of instruction; by Rev. Dr. Nicholls, Principal of Lennoxville University (Bishop's College,) on the relative cultivation of the heart and mind; by Rev. Professor Dudwell, of the same University, on the art of reading, and by Mr. Lang on the errors of teachers. Dr. Parmelee, Inspector of Schools, also addressed the meeting on common subjects connected with education and insisted on longer terms of engagements with teachers, stating that the present practice of hiring for a session, had been imported from the United States, and that in the French Canadian parishes and in the French Canadian schools generally, the teachers were hired by the year. He also condemned the practice of "boarding round."

Touching a communication received from the Teachers' Association in connexion with the McGill University, it was "Resolved that the project of a Provincial Association of the Protestant teachers of Lower-Canada, of which other associations shall be branches, meets with our approbation, and that we shall cordially cooperate with our sister associations in maturing the plan by sending a delegate to the next meeting of the Association in connection with the McGill Normal School, to be held at Montreal in October next, with full power to act in the matter on behalf of this Association—Committee: R. Parmelee, R. W. Lang, J. W. Jobson."

The convention was well attended and brought together, besides teachers, a good number of School Commissioners, School visitors and friends of education. Two days were occupied, during which there were three sittings.

Report of the Superintendent of Education for Upper Canada, for 1862.

We some time ago published at length, the Educational report for this section of the Province; we now beg to lay before our readers a few extracts from that of Dr. Ryerson, Chief Superintendent of Schools for Upper Canada.

First, the Superintendent comments as follows on the rule established a few years ago by the Committee of both Houses of Parliament on Printing; viz., to publish the statistics of the Educational Departments in full only every third year:—

"In the Governmental Annual School Reports for Great Britain and Ireland, the statistical tables are numerous and very minute in their details; and the British Parliament and public demand the fullest information possible in regard to everything connected with the working of school systems to which they so largely contribute. In the State of Massachusetts also, where the school system has been long established, the statistical tables occupy a larger space than they have in my Annual Reports, while nearly twice as many and more than twice as voluminous reports have been annually printed and circulated by statute than of the school reports for Upper Canada, though the number of pupils is greater in Upper Canada than in Massachusetts.

It is there, as well as in Great Britain, considered the best economy to prepare and circulate widely the most complete and detailed Annual Reports respecting the character and operations of their public school systems. I observe also that the last Annual Report of the Superintendent of Public Instruction in the State of New York is more voluminous and much more comprehensive and minute in its statistics than in former years.

It is under the influence of the same views that I have for years collected and presented in my Annual Reports the most varied and detailed statistics respecting the character and working of every part of our public school system, believing that such facts are the

best answers to objections to it, and the knowledge of them one of the best means of strengthening and extending its operations.

It has been objected that comparatively few read the statistical tables when prepared and published. This is true; but it is also true that they are examined and discussed in each locality to which they refer, and it is the judgment of the comparatively few who take the pains to examine them that determines the opinion of the public in regard to the system itself. This is equally true of statisticians on all subjects. They furnish the materials for careful legislators and public writers, intelligent municipal councillors and thoughtful individuals in every neighbourhood to form their judgment and direct their conduct in regard to the value and working of any system established in the country and supported by the public."

The following is a summary of the financial statement contained in the report.

"1. The amount apportioned and paid by this Department from the Legislative Grant for salaries of teachers in 1862 was \$159,120, being an increase of \$2,088 as compared with the preceding year.

2. The amount apportioned and paid for the purchase of maps, apparatus, prizes, and libraries, upon the condition of an equal sum being provided from local sources, \$8,850; decrease, \$294.

3. The law requires that each municipality, as a condition of receiving the Legislative Grant, shall provide by local assessment a sum at least equal to that received: but each can provide as large an additional sum as it shall judge expedient for the education of the youth of its jurisdiction. The amount provided by municipal assessment was \$274,471, being a decrease of \$3,613, though \$115,351 in excess of the Legislative Grant.

4. As the elected council in the municipality, so the trustees in the school section have authority to provide means for the support of their school or schools, by assessment, and also by fees on pupils, unless the rate-payers in public meeting decide in favour of a free school. The amount of rates levied by the trustees, in addition to the \$274,471 provided by the municipal councils, was \$620,268, being an increase of \$32,920.

5. Rate-bills are imposed on pupils where the schools are not free; so that the rate-bills decrease as the free schools increase, and *vice versa*; and the rate-payers at each annual school section meeting determine whether their schools shall be free during the year. The amount of rate-bills on pupils levied and collected during the year was \$73,850; decrease, \$9,022.

6. The amount received from the Clergy Reserve Fund and other sources was \$112,524; decrease, 17,851.

7. The amount available in 1862 from balances of 1861 was \$147,036; increase, \$10,566.

8. The total receipts for Common School purposes in Upper Canada for 1862 were \$1,396,123; increase, \$14,813.

Expenditures.

1. For the salaries of teachers, \$959,776; increase, \$41,663.

2. For maps, apparatus, prizes, and libraries \$22,316; increase, \$1,511.

3. For school sites and building of school houses, \$114,719; increase, \$1,354.

4. For rents and repairs of school houses, \$37,960; increase, \$1,498.

5. For school books, stationery, fuel, and other expenses, \$97,219; decrease, \$5,452.

6. Total expenditure for all Common School purposes, \$1,231,993; increase, \$40,575.

7. Balances unexpended at the end of the year, \$164,130; decrease, \$25,731."

The statistics of the school population are highly interesting. It will be found that most of the figures nearly double those for Lower Canada, notwithstanding the very great increase which has taken place of late years in this section of the Province. It must be observed, however, that this great difference is due in a measure to the fact that children in Upper Canada attend school for a longer period of time. If it were possible to obtain the aggregate number of pupils who have passed through the schools in a given period in each section of the Province, say during ten years, the difference would not be so great.

The school population, that is to say, the number of children of age for admission to the Common Schools (*viz.*, between 5 and 16) was 403,302, being an increase on the preceding year of 18,332. The whole number of pupils attending school was 343,733 (of all ages), increase, 13,815. The number of children of school age not attending any school had decreased 5,457, but it was still 42,314.

This is a distressing fact, says the Superintendent; it has, however, to be compared with the state of things in other countries. In this, as in all other matters, bare figures do not show the whole case. The real figure, if it could be obtained, would be that of the number of children of 16 who have never attended school. There is also a very great difference between *absenteeism* in cities and towns, and that in country parishes. The children who do not attend school in the country places are in great part employed by their parents as helps in the field or in the grange; they are in fact at a *school of agriculture*, learning practically that which it is necessary they should know to earn their daily bread; and many of them, if not in actual attendance, have attended or will attend sufficiently to learn reading and writing; while in cities and towns, most of the *truants* are about the streets, learning nothing but idleness and vice.

(To be concluded in our next.)

Extracts from the Reports of Inspectors of Schools, for 1859 and 1860.

Extracts from Mr. CARON'S Reports.

In this district of inspection, comprising the counties of Napier-ville, St. Johns and Iberville, the principal obstacles to the progress of the schools are thus noticed in Mr. Caron's first report: 1. The attendance was not regular, especially on the part of the boys, who were often kept at home to assist in farming operations. 2. Neglect of the parents to give the pupils the necessary school articles, such as paper, slates, &c. 3. Neglect of the commissioners to furnish the teachers with the necessary materials, such as maps, blackboards, &c. 4. The want of uniformity in school books.

When this inspector was appointed in March 1860, the district was divided into 29 municipalities, maintaining 3 academies, and 8 model and 117 elementary schools, of which 32 were conducted by male teachers and 85 by females. The pupils in attendance numbered 7,200; of these 6089 were Catholics and 1111 Protestants. We are assured that a great number of these schools were maintained on a good footing and that a large proportion of the commissioners and trustees appeared to be anxious to forward the interests of education.

In his second report Mr. Caron defends the system of prizes, combating the idea that it is calculated to excite a foolish ambition and vanity among the few while it discourages and displeases the many. A considerable number of schools were still left unprovided with the appliances necessary in teaching geography, but the pupils were generally better provided with books, paper, &c. than they were the previous year.

The schools of this district were now, with but few exceptions, placed on a good footing, and in some cases excellent results had been obtained. At the close of the year (1860) there were 6 academies, 10 model and 113 elementary schools—total 129, with 54 male and 85 female teachers. The attendance was as follows: academies 450, model schools 638, elementary schools 6217. Total number of pupils 7295, showing an increase for the half-year of 105.

Extracts from Inspector GRONDIN'S Reports.

The schools of this district of inspection, which includes the counties of Laprairie, Chateauguay and Beauharnois, were found by the Inspector in a more advanced state than he had anticipated, although it would appear that much still remained to be done to put them in an entirely satisfactory condition. All the teachers had diplomas, yet Mr. Grondin says he was sorry to see that several of the female teachers, though provided with certificates from the Boards of Examiners, had neither the aptitude nor sufficient learning to teach successfully.

We are told that during his first visit the Inspector remarked that the schoolhouses were large enough, although the greater number appeared to be improperly laid out and inadequately supplied with desks, black-boards and other school furniture. Gardens or even play-grounds for the recreation of the pupils were not frequently met with. The teachers pursued the ordinary methods of instruction, yet some had their own peculiar way of teaching, which, the Inspector regrets to say, did not always deserve the name of method. If the confused diversity in the text-books called for the controlling action of the Council of Public Instruction, the want of uniformity in the systems of teaching needed no less the influ-

ence of the Normal schools, whose pupils, it should be added, had already labored with marked success in several parts of the district.

The monetary affairs were generally managed in a satisfactory manner, a few municipalities excepted.

The total number of scholars in the district was 7475.

(To be continued.)

Notices of Books and Publications.

VIENNET.—*La Franciade, poème en dix chants, précédé d'une introduction par M. Jules Janin.* Paris, 1863.—1 vol. 12mo.

A critical review of this bold and novel attempt at an epic appears in the *Revue de l'Instruction Publique*. It is from the pen of M. Génvez, who is more favorably disposed towards the work than the other critics. The reviewer concludes as follows: "What we can say with assurance is that the *Franciade* did not fatigue us, while it surprised and bore us along irresistibly. It has fine descriptions of places and battles, eloquent speeches, and stirring scenes; it moves quickly and—a rare thing in these days—it has a commencement, a middle and an end—a starting point, a course, an aim. I boldly affirm that the third canto is truly epic. But what has kept us in a continual state of excitement is the sustained fire of the octogenary poet."

DE PEINUSQUE.—*Recueil de poésies par M. Ad. de Peibusque.* Paris, 1863—18mo, vi 336 pp.

Several of these poems were written on Canadian subjects, or during the sojourn of the author in this country. Those acquainted with French Canadian literature will remember *Les Couleurs du Canada* and *Stad iconé*. After more serious study and the publication of his compared history of the French and Spanish literatures M. de Peibusque had devoted himself with increased energy to the muse, and it was in his last moments that he prepared the present volume for publication—a work which he did not live to see accomplished.

LE FOYER CANADIEN. The numbers for August, September and October have just appeared together. They contain the conclusion of the remarkable biographical study on Bishop Ple-sis, by the Rev. abbé Ferand, and poetry which the editors believe they can rightly attribute to the late Mr. Auguste Soulard.

LES BEAUX ARTS, journal littéraire des arts, des sciences et de l'industrie. Boucher et Manseau, Publishers, Montreal.

This pretty periodical, which has now reached its sixth number, usually contains two, and sometimes four, pages of music and six pages of letter-press. Besides the monthly summary and miscellany, the present issue contains an interesting sketch of the life of Paganini with anecdotes, poetry and critical essays.

NEVEU.—"Exercises on the French past participles," by M. Bonneau adapted for the use of English students, by G. A. Neveu. 32 pp. 12vo. London, Roland.

The past participle is the stumbling block in French grammar. It is a very great difficulty to French scholars themselves; and without the use of a special treatise, foreigners could not expect to overcome it. Bonneau's works on grammar are among the best that have been recently published in France, and the adaptation of his exercises on the participles to the use of English students will, we have no doubt, prove of great advantage to them.

DAREY.—"The Student's Companion or Elementary Lessons and Exercises in translating from English into French," rearranged and enlarged, by Professor P. J. Darey, M. A., p. 143, 18mo. Montreal, Miller.

The want of a small, well arranged Manual, as a text-book in teaching French to English pupils, had for a long time been felt by Professor Darey, who has charge of that department in the McGill Normal School. Having at last met with the "Young Student's Companion," published at Philadelphia in 1853, he found that, with a few modifications, this book would answer the purpose. Having used it himself with great satisfaction, he has prepared this new and improved edition, which in our opinion will be most valuable in assisting students to overcome the many difficulties existing in the translation of English into French.

ASCHER.—"Voices from the Hearth," a collection of verses, by Isidore G. Ascher, B. C. L., 168 p. 12mo. Montreal; Lovell—New York; Appleton.

Most of the poetry contained in this neat little volume has been already published in the Montreal newspapers—some in this jour-

nal. We give a few specimens selected from among the pieces which we think may interest our readers.

In perusing the book, every one will be struck with the absence of any allusion to Our Redeemer, or to any subject connected with the Christian faith. "The traveller and the tree," a parable from the Talmud, "Esther" and the verses to the memory of Lady Montefiore with an Hebraic epigraph will account for this, by revealing the fact that the author stands altogether by the Old Testament—by that creed which the Lower Canadian legislature had, before the Union, and in advance of that of any other country, relieved from all political disabilities.

Much talent and a great facility for variety of style is displayed in the work. "Pygmalion", among other poems, shews a remarkable depth and originality of thought, coupled with great vigour of expression. "False," "Who care?" and "Merchandize," prove that the author, when in a satirical mood, can make a formidable use of the Juvenalian whip; while most of the other poems are of the sweetest elegiac style.

"Saul," by Mr. Hevyssege, the two volumes recently published by Mr. Sang-ter, and the charming poems of Mrs. Leprohon together with this volume, already form a nucleus of Anglo-Canadian poetry which is not to be despised; we hope the author will add to our literature by other and equally valuable contributions.

The following remarks on lyrical poetry are clipped from Mr. Ascher's preface: they deserve the attention of our readers.

Now, my interview with this sternly-visaged acquaintance has suggested me a few thoughts regarding lyrical poetry and its influence—which I shall endeavor to embody in plain prose, instead of in measured couplets.

It is impossible to give an exhaustive definition of minor poems. They may be comprised under the names of ballads, legends, songs, odes, hymns, and lyrics. They are nearly all distinguished by brevity, and generally turn on an emotion, thought, incident, or event. Mr. Giles happily characterizes them, when he remarks that "a simple song is like a compressed drama; and within the circle of these songs we have impulses from every stage of life, from the perturbations of youth to the chills of age." All true minor poems, or we shall call them lyrics—for this word presupposes that which contributes to their perfection, namely melody—must be spontaneous, and therefore natural. The writer must feel his thought before giving it expression. Artifice of words, pomp of metaphor, add to its beauty, but it is the *virida vis animi* thrown into it, which gives it vitality and makes it enduring. Consequently, all favorite lyrics do not, as we are apt to suppose, owe their success to the caprice of the world, or to the fame of their authors. "The Burial of Sir John Moore at Corunna" is familiar to all, but I am not aware that its composer, C. Wolfe, was particularly celebrated as a poet. The certain distinctive excellencies then which, in my opinion, have made minor poems popular, are earnestness and truthfulness. They must not only proceed from the intellect, but also flow from the heart. The secret of Lord Byron's fame, is that his thoughts glow with feeling. None of us are in love with his preachings, his morals, philosophy, or morbid views of mankind; but the impassioned melody, and particularly the fervid warmth of his words, awake our sympathies and excite our emotions, until we are apt to exclaim, "O that this genius had possessed the piety of Cowper and the philosophy of Montgomery, and these gentlemen the genius of Byron!"

There is an anecdote related of George II, who being asked to patronize the poets, only cursed them, remarking, that "they were all a set of mechanics." I am afraid his remarks apply to many of our modern wooers of the muse. We have in our midst a deal of vague, misty poetry, which requires a concentration of our faculties to understand and appreciate; fine intellectual mechanical compositions, which might as well have been written in prose. But a true poem, as I comprehend the matter, ought to thrill and arrest the mind on perusing it. Aristotle, more than two thousand years ago, informed us, that a poet must either possess frenzy or art. A minor poem all art is merely "a sad mechanic exercise." A minor poem all frenzy, with little or no art, must reach and move our sensibilities, and thus fulfil the purpose for which it was composed. In my opinion, mediocrity may be tolerated in a poem imbued with real and not sham feeling, in spite of Horace's assertion to the contrary. Thus, good lyrics excite the common heart of humanity, because they contain

"The music to whose tone
The common pulse of man keeps time,
In cot or castle's mirth or moan,
In cold or sunny clime."

Long descriptive, dramatic, or epic poems, from their very length, will only find their fit and few audience. This higher poetry will always prove a joy forever to highly cultivated minds; but lyrics that "have a perfection commensurate with their aim, a finish in proportion to brevity," which are either "simple, sensuous, or passionate," are common to all ages and in all times, and, by awakening man's loftier impulses and purer emotions, "fade not into the light of common day," but, like the soul from which they proceed and the imperishable forms of nature herself, are unchangeable and eternal!

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The *Star of the East*, a journal published at Constantinople, affords the following particulars of the Christian Schools in the Turkish Empire. These are derived, according to that journal, from the bureau of the Ministry of Public Instruction in Turkey:

At Constantinople and in the environs: schools, 144; professors, 472; pupils of both sexes, 16,217. Subjects of instruction: general history, sacred history, philosophy, the catechism, grammar, mythology, geography, arithmetic, geometry, physics, theology, ethics, calligraphy; languages, the Greek, French, Turkish, Latin, etc.

In Roumelia and the Isles of the Archipelago: schools, 1692; professors, 1747; pupils of both sexes, 87,231. Subjects of instruction: the Greek and Bulgarian languages, and in certain schools arithmetic, geometry, geography, history, calligraphy, and the French and German languages.

In Anatolia and Arabia: schools, 726; professors, 903; pupils of both sexes, 34,959. Subjects of instruction: the Gospel and the Psalms; languages, the Arabic, Turkish, Chaldaic, Syriac, Greek, and Armenian; history, geography, music, and manual labor. Total: schools, 1562; professors, 3122; pupils (both sexes included), 138,387.

In Constantinople itself, and in the suburbs, there are counted 127 schools, of which 77 are Greek, with 6477 pupils; 4 Protestant, 82 pupils; and 8 Catholic, 509 pupils. The Greek schools are divided into two categories, 45 inferior or "allofodidactic," so termed from the system of mutual instruction adopted in them; and 25 Hellenic schools or gymnasia, in which the principle subject of instruction is the Greek language.—*English J. of Education.*

—Before Hongkong was ceded to the British Crown in 1842, no thought of teaching Chinese in England was entertained. There had been before that time means afforded for this object in France, Germany, Russia, and Bavaria; but it was not until 1847 that the Professorship of Chinese was endowed in King's College, London, mainly by the energy and liberality of the late Sir George Thomas Staunton, Bart., for the purpose of affording to gentlemen about to proceed to the East the benefit of instruction in the rudiments of the Chinese language. Since that time more than twenty gentlemen have been appointed by her Majesty's Government, from the Chinese class, to posts in China as Student Interpreters; and several who are now holding lucrative offices in mercantile firms in Hongkong and Shanghai commenced, and prosecuted with success, the study of Chinese at that college.—*Chinese and Japanese Repository.*

—Mr. Duruy, Minister of Public Instruction in France, was inspector of academies, and has earned a reputation as the author of several classical and educational works. Politics aside, he is certainly the right man in the right place. Since his nomination the new minister, who had heard with surprise of his appointment while on a tour of inspection, has set to work energetically. One of his decrees restores to the class in logic, its former name of *classe de philosophie*, reestablishing at the same time its special order of fellowship; while another places the following public institutions under the immediate control of the Minister of Public Instruction: Institute Imperial of France, Academy of Medicine, and *l'Ecole des Chartes*; also the following libraries: Imperial, Magazine, library of the Arsenal, and Ste. Genevieve. The general service of the libraries, the *Journal des Savants*, the subscriptions to literary and scientific works, the assistance rendered to the *savants*, and the literary and scientific missions are also placed under the direction of the government. The same decree removes the administration of religious matters from the department of the Minister of Public Instruction to that of the Minister of Justice.

—The *Akbar* gives some interesting details on the state of education in Algeria. The first official report was published in 1835, at which date the following establishments were in operation in the French possessions in the North of Africa: At Algiers, a communal college, a gratuitous class in Arab, a public school for mutual instruction, a private school for boys and five schools for girls; at Deli-Ibrahim, a boys' school and a girls' school; at Oran, a boys' school for mutual instruction, at Bonah, a boys' and girls' school; total, 14 establishments, frequented by 552 pupils, of whom 375 were boys and 177 girls. Of the boys, 49 were Israelites.

The progress achieved since that time may be seen at a glance from the following statement of the number of schools now open: *Institutions for superior education*,—a school of medicine and pharmacy (Algiers), three public classes in Arab—number of pupils in attendance, 86; *Secondary establishments*,—an Imperial lyceum (Algiers), five communal colleges (Bona, Constantine, Philippeville, Oran, and Tlemcen), one communal institution (Mostaganem), a private school (Notre-Dame and Oran); number of pupils, 1803; *Primary schools*,—for boys 228, for girls 154, *salles d'asile* 88; total 470, of which 493 are devoted to Catholics, 18 to Protestants, 38 to Jews, and 11 common to different denominations. The pupils in attendance may be classed thus:

Algiers	7502 boys and	7141 girls =	14643
Oran.....	7355 "	4577 "	= 11932
Constantine.....	4455 "	4475 "	= 8930
Total.....	19312 "	16193 "	= 35505

Total, 35,505 children of both sexes. The French, foreign and Jewish population is estimated at 233,985 inhabitants; which gives one scholar for 6.7 of the population.

—The *Gazette des Campagnes* says that an association to promote agricultural instruction, formed at Ste. Famille de l'Île d'Orléans, defrays the cost of educating one pupil from that parish at the agricultural school of Ste. Anne; it is also intended to send another pupil to the agricultural school at Ste. Thérèse. The sum of \$134.69 was raised during the year.

—It appears by the last Report of the Superintendent of Public Instruction for the State of New York that there were in the State 11,763 schools, and 11,750 schoolhouses. The amount expended in the purchasing of land for schoolhouses during the year (1862) was \$389,316 55 in the towns, and \$210,852.44 in the rural districts. The number of books in all the libraries of the towns and rural districts was 1,326,681; the expenses of these libraries during the year were \$32,912 92. Expenses of school libraries and school materials during the same time were \$127,369 10, of which sum \$55,000 (nearly half) were contributed from the Funds of the Depository for the United States, the balance having been raised by voluntary assessment throughout the towns and rural districts. The number of pupils who attended the schools during the year was 892,550, of whom 291,679 resided in the towns, and 600,871 in the country.

It should be observed that the law fixes the age during which children have the right to attend school in this State at from 4 to 21 years. In Canada the age is from 5 to 15 only. It is but just to add, however, that children of from 4 to 6 and 17 to 21 do not generally avail themselves of the privilege of attending; and that 27 of the children of school age do not frequent the schools. The number of male teachers employed during the year was 7,585, and of female teachers 18,915—total 26,500. There as here, it will be noticed, a much greater number of school-mistresses are employed than of schoolmasters.

The aggregate of salaries paid to teachers in the towns was \$1,220,497. 26, and in the country \$1,559,813.79—total \$2,780,311.05. The entire amount obtained from taxes for school purposes for the year was £2,068,057.74.

It will be seen from the foregoing that the inhabitants of New-York, though heavily taxed to maintain the war, do not hesitate to assess themselves liberally for education.

—The public are aware that some time since M. A. Barbier, a French manufacturer, suggested the idea that one of the best ways to promote a good understanding between different countries would be establishing international schools. He was so convinced the project was a correct one, that he placed 5,000*l* at the disposal of the Imperial Committee of France for the International Exhibition, to be distributed in prizes to the four best essays on the subject. An international jury was composed to decide the merits of the essays, and one of these gentlemen was Richard Cobden, Esq., M.P. It is proposed that there shall be four establishments, entirely free from any Government control—one in England, one in France, one in Germany, and the other in Italy. A uniform programme of study, the most perfect that can be devised, will be used. It will embrace all the subjects necessary to education of the highest order, whether the pupils intend to follow commercial pursuits or the learned professions. They will be admitted at an early age. The curriculum of studies, for those who may remain to complete it, will occupy eight years. The pupils will be sent, at the end of each year, from one establishment to another, and when they shall have passed successively a year in each country in the lower classes, they will commence again the same rotation in the higher classes, in such a manner that, when their studies terminate, they will have spent the two years required in each of the four countries. Among the various good points of an International College, it is manifest that the facility for learning foreign languages is one of the best. Pupils who will have daily intercourse with others of their own age, who will pursue the same course indifferently in the four languages, and who will inhabit successively the countries where they are spoken by the inhabitants, must eventually know and speak these four languages, almost as familiarly, and with the same ease, that they speak their own mother tongue. Amongst the gentlemen composing the provisional committee are—Richard Cobden, Esq., M.P., Thomas Bazley, Esq., M.P., Professor D. T. Arsted, A. Panizzi, Esq., Dr. Schaible (Train Artillery School), William Hargreaves, Esq., W. B. Hodgson, D.C.S., D.C.L., David Chadwick, Esq., H. Richard, Esq., Thomas Twining, Esq., T. A. Masey, Esq., T. Robson, Esq., A. W. Paulton, Esq. (chairman), E. Barbier, Esq. (hon. sec.) It is proposed to accomplish the undertaking by means of a European collection.—*English Journal of Education.*

LITERARY INTELLIGENCE.

—The *Journal de Genève* contains the following from a Paris correspondent: "Le *Viz de César* par Louis Napoléon, is printing at this moment. There can be no further doubt about it, and I am in possession of information from the Imperial printing office to the effect that a

first impression, consisting of 100 copies, has been struck off, in which the necessary alterations are being made at this time. Workmen have been selected for this purpose who have been employed in the office for many years, and they have been told that on the slightest indiscretion on their part they will lose their places. After the printing of each leaf in quarto every form is secured with three chains and three locks, the keys of which Mr. Petitin, the director of the printing office, takes with him. As soon as the printing is completed the sheets are taken into the Emperor's cabinet; then the *collaborateurs* set to work correcting the press or altering such passages as the Emperor wishes to see reduced. You see that measures are pretty well taken against any information reaching foreign papers—a subject of great dread with the author. The work, it is further said, will appear in a few months—and in two editions one printed at the Imperial printing-office, the other at Pion.—*The Reader*.

—Last year Mr. Mignet, Permanent Secretary to the French Academy of Moral and Political Science, had taken the works and life of Hallam as the subject of the usual historical lecture which he delivers at the annual public session. He will, this year, review the life and labors of Macaulay, who was a foreign member of the Academy.—*Revue de l'Instruction Publique* of Paris.

—The literary world has just lost one of its celebrities in P. A. Munch, who died of apoplexy at Rome; he was engaged in searching among the archives of the Vatican for materials to be used in a history of Sweden and Norway.

SCIENTIFIC INTELLIGENCE.

—A novel mode of lighting has been introduced at a Baptist church, just built at Philadelphia. There is not a gas-burner in the audience room. In the panels of the ceiling are circles of ground glass, two feet in diameter. Above each of these, in the loft, is an argand burner, and over the burner a powerful reflector. The effect is just about the same as if there were thirty full moons shining in the ceiling. The light is not sharp and intense, but abundant and mellow, and not painful to the eyes.—*J. of Arts and Manufacturers, U. C.*

—The preliminary announcement has been made of a new project, bearing the title of the Cape Race Electric Telegraph and Lightship Company (Limited). It is intended to construct, equip, and station a steam lightship off Cape Race, Newfoundland, in the track of steam and sailing ships bound to and from the North American Colonies and the northern ports of the United States. The lightship will have telegraphic communication with the shore by means of a submarine cable, one end of which is to be worked on board the vessel. It is urged that by these means there may be obviated throughout one-half of every year an unnecessary delay of three days, which now occurs in the receipt and exchange of news between Europe and America. Various other useful services are to be rendered, with the aid of a steam tender. The capital proposed is £100,000.—*Ibid.*

MISCELLANEOUS INTELLIGENCE.

—Mr. Paull, in rising to move the second reading of "the Poisoned Grain Prohibition Bill," said that the mission of birds was of the utmost utility, and that their destruction was exceedingly injurious, both to vegetation and to agriculture. He trusted also to be able to prove that the means used by some persons to destroy small birds by poisoning seed wheat, &c., was highly dangerous to society at large. The value of small birds to the agriculturist was well understood in France and Germany, where a war of extermination had been too long carried on. In France, in consequence of petitions from the agriculturists, the French Senate appointed a commission to inquire into the utility of small birds and the danger of destroying them. The commission instituted a minute and scientific inquiry, and made a report to the French Senate, which occupied from 30 to 40 octavo pages. In Germany, also, inquiries were made, which showed the great injury caused to vegetation by the extermination of birds. He would first show, as briefly as possible, how enormous was the increase of insect life in countries where birds were exterminated, and at what cost steps were then taken to reduce the amount of insect life. He would then point out the means which he proposed to take for the preservation of small birds. It was not his intention to interfere with the Game Laws, or to make them more stringent. It was solely in the interest of the farmers themselves, and of agriculture, that he asked the House to prevent the indiscriminate slaughter of birds not now protected by law. (Hear, hear.) In the report presented by the French Commission in 1861, it was stated that in the vine-growing communes and in France, during 10 years, (1828-37) the loss from the ravages of the caterpillar was estimated at \$52,000. The value of the cereals destroyed in only one of the eastern departments of France in a single year was estimated at 16,000. An interesting article on destructive insects and the immense utility of birds appeared in the *Journal of the Royal Agricultural Society*, vol. xxii, published last year. This article contained extracts from a work by M. Tschudi, President of the Agricultural Society of

Canton St. Gall, Switzerland, in which it was stated that some of the Governments of Germany expended several thousand thalers for the destruction of caterpillars. In one year an area of 860 acres of fir forest was entirely stripped of its leaves by the caterpillars of the *Noctua*, and the Government paid more than 1,000 thalers for the destruction of 94,000,000 of the above dangerous insects. In Franconia, the caterpillars, during 1839, devoured the produce of 2,200 acres of Government forest. A calculation had been made of the different orders of birds—viz., those which were insectivorous and those which consumed grain and vegetables. In Germany and Switzerland—and the calculation would apply to England—there were about 150 species, and only one-twelfth of the number were purely granivorous. All the rest consumed insects. He had now shown the great increase of insect life where birds were destroyed. The destruction of small birds abroad was much to be lamented. In one day in Lombardy, 15,000 birds were captured, and in one district, on the shores of the Lago Maggiore, between 60,000 and 70,000 small birds are annually destroyed. It might be said that English sportsmen were not addicted to the destruction of small birds like the sportsmen of other countries. (Hear, hear.) At the same time the destruction of small birds was going on at a very alarming rate in this country. (Hear.) A country clergyman stated that a birdcatcher estimated that 13,848 goldfinches were annually sent from Worthing alone. He had received letters from various parts of the country complaining of the great destruction of birds that was going on, and the injury caused to gardens from this cause. Some years ago in Hampshire a war of extermination was waged against them, and rookeries were destroyed. The natural consequence soon showed itself in such an increase of various hurtful insects, and especially of the cockchafer (which is three years in the grub state, and all that time does an immense amount of injury to the roots of grass and corn) that women and children were obliged to follow the plough to pick up these grubs which the rooks would have devoured had they not been murdered. This practical proof of the utility opened the eyes of the Hampshire farmers, and rookeries were again established, and rooks protected. The same thing happened in America, where one time the State offered rewards for their destruction, and in consequence, they so much decreased, and noxious insects so greatly increased, as to induce the State to offer a counter reward for their protection. Various letters had appeared in the public journals on this subject. Among them was one which stated that three or four sportsmen belonging to a single Sparrow Club had destroyed nearly 13,000 birds. Agriculturists had hitherto used some description of brine for destroying the ova and smut that might attach themselves to the seed of cereal crops in the course of growth. Of late years, however, a system of using poisoned wheat had been introduced. He need scarcely point out the danger of the indiscriminate sale of an article which would cause almost immediate death on the part of the animals eating it, and if those animals were good for food the analytical chemist would tell them it was impossible to say where the injury would stop.—*Times*.

—Iceland, which has a population of about seventy thousand, is under the government of Denmark. The language spoken in Iceland is the old Scandinavian, closely akin to the Saxon, with no admixture of Greek or Latin roots. It has, singularly enough, a literature 900 years old. There are four presses on the island, and four newspapers. About 60 volumes are issued in a year, but most of them are published in Copenhagen. There are colleges and academies of medicine there, and common schools. But most of the education is domestic in its character. The fathers teach the children so effectually, that a young Iceland boy or girl of eight years old cannot be found unable to read and write. Wandering minstrels, like those of the old time in Scotland and Germany, are still to be found traversing the country, and dropping in on families happy to receive them, who gladly give them a night's supper and lodging in exchange for their lay. The Icelandic Church is Lutheran. There are 199 churches on the island, with 280 clergymen.—*Educ. Times*.

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