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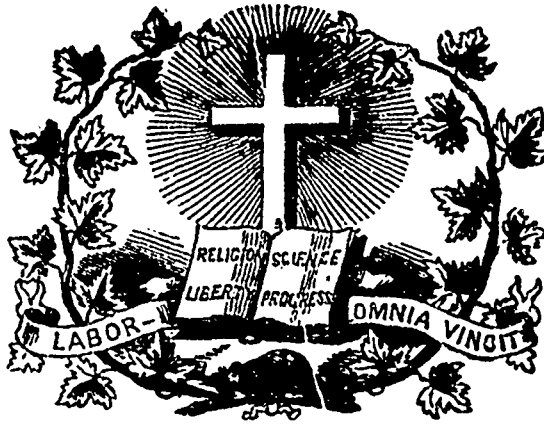
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JOURNAL OF EDUCATION.

Volume VII.

Montreal (Lower Canada), February & March, 1863.

Nos. 2 & 3.

SUMMARY.—**EDUCATION:** The Educational Department of the International Exhibition; Report of the Jury, (concluded from our last).—Paper on Elementary Education, by T. A. Gibson, M. A.—On the Study of Botany in Common Schools.—Good Judgment ever necessary to the Teacher.—Commencing a New Study.—**OFFICIAL NOTICES:** Erection of School Municipalities.—Appointment of School Commissioners.—Diplomas Granted by the Boards of Examiners.—Donations to the Library of the Department.—Situation Wanted.—Teacher Wanted.—**EDITORIAL:** Distribution of the Grant in Aid of Superior Education.—Nineteenth Conference of the Teachers' Association in connection with the Jacques Cartier Normal School.—Extracts from Reports of Inspectors of Schools.—**NOTICES OF BOOKS AND PUBLICATIONS:** Munro: Statistics of British North America.—Jogues: *Norum Belgium*.—British American Journal of Medical Science.—Lemoine: *Les Pêcheries du Canada*.—Provancher: *Flore Canadienne*.—Eloge de M. Painchaud.—The British Canadian Review.—Canadian Journal of Science.—Brunet: *Note sur les Plantes du Labrador*.—Le Foyer Canadien.—**MONTHLY SUMMARY:** Educational Intelligence.—Literary Intelligence.—Scientific Intelligence.—Miscellaneous Intelligence.—**OFFICIAL DOCUMENTS:** Table of the Distribution of the Superior Education Fund, for 1862.—**ADVERTISEMENT:** The Scientific American.

EDUCATION.

The Educational Department of the International Exhibition.

REPORT OF THE JURY.

(Concluded from our last.)

GREAT BRITAIN AND ITS DEPENDENCIES.

ENGLISH COLONIES.—The attention of the Jury has been necessarily attracted by the remarkable evidence afforded in the Exhibition, of the growth of several English colonies in wealth, in population, and in enterprise. In so far as Class XXIX is concerned, the objects exhibited in the Colonial department are chiefly collections illustrating the *flora* of particular districts, or classified collections of their animal and mineral products. Some of these collections are as meritorious for their scientific arrangement as they are interesting for their commercial importance, and for the promise of material prosperity which they afford. Medals have been awarded to the Colonial Committees, by whom these collections have been prepared, in Jamaica, in New Brunswick, in South Australia, and in British Guiana. But it has been especially gratifying to the Jury to notice that in several remarkable instances public instruction has progressed *pari passu* with the development of commercial resources, and that in one or two of them the amount of zeal and care devoted to the intellectual culture of a rising colony has greatly exceeded that which is exhibited in many older countries.

A notable example of this is to be found in the colony of VICTORIA. In the court devoted to the display of the products of that colony, there is a large volume, every page of which is of vellum, illuminated with singular taste and skill, and presenting almost as great

a variety of design as is to be found in the most elaborate missals of the middle ages. This volume, the production of a number of colonial artists, contains the latest statistics of the colony; and from it, and the information kindly furnished by Sir Redmond Barry, the Commissioner for Victoria, it appears that the population amounted in 1836 only to 177 persons; in 1851 it had reached 77,445, and had increased in 1861 to the number of 540,322. Primary and secondary instruction is for the most part given under the denominational and national school boards. In 1851 the total number of schools was 129, and of scholars 7060; in 1861 the schools were found to have increased to 886, and the scholars to 51,668. The cost of sustaining these schools is defrayed partly by the Government, which contributed in 1860 no less a sum than 110,155*l.*; and partly by school fees and voluntary contributions, which amounted to 61,402*l.* It is believed that there are few of the Victorian children who do not acquire some degree of scholastic instruction; and very vigorous efforts are being made by the various denominations and others, to secure a system, at once just, firm, and economical, that shall furnish for every child in the community capable of securing instruction, a good intellectual, moral, and religious education. All the religious denominations have Sunday schools; and night schools have been established for adults in various parts of the colony. There are mechanics' institutions and philosophic and literary societies to the number of nearly fifty in Melbourne and its suburbs alone. A magnificent building, photographs of which are exhibited in the Victoria court, was erected in 1856 in Melbourne, at a cost of 36,000*l.*, and opened as a public library. In 1860 it contained 22,024 volumes, classified and arranged on a plan designed to promote systematic study; and it received no less than 162,115 readers. A University has also been founded which in the course of six years has made considerable progress. During the last year it had thirty-six matriculated students, fifty-three attending lectures in law, and fifteen in attendance at the civil engineering and surveying classes. The scheme of academical instruction prescribed to candidates for degrees is very comprehensive, and the examinations, as far as may be gathered from the papers and documents displayed at the Exhibition, are of a very high and severe character.

In Upper and Lower Canada, education, though carried out under social conditions of exceptional difficulty, receives a large share of public attention. The Jury have had great satisfaction in distinguishing by a Medal the services of the Hon. P. J. O. Chauveau, to whose personal influence and energy much of the success of the methods of primary instruction in the colony is due. They have had before them copies of the Monthly Journal of Education which is circulated from Montreal among the teachers and school-managers, and which is filled with matter of a practical and professional kind. The colony produces many of its own school-books, among which may be mentioned Lovell's General Geography, a trust-worthy and attractive manual, remarkable for its clear arrangement and for the fulness of its illustrative and statistical contents.

Professor H. Miles, the Commissioner for Canada, furnishes the following interesting details respecting the state of education in that country:—

"Education in Canada is subsidized, inspected, and in great part controlled, by the Government. A provincial superintendent of education, and a staff of clerks, &c., form an education bureau for each of the former provinces of Upper and Lower Canada. The school laws in both are the same in their more important features, but differ in details—differences being necessary to adapt them to the wants and usages of the two races which inhabit Canada. In Upper Canada there are five colleges with the rank and privileges of universities. An effort is now being made to fuse them, or adopt a common curriculum and common standard of examination. Toronto University is under direct Government control, enjoys a large provincial endowment, and is not under the control of any religious body. The others are under the control of several Churches. In Lower Canada there are three colleges with university rank—viz., McGill College, Montreal, under the control of no religious body; Bishop's College Lennoxville, belonging to the Church of England; and Laval University, Quebec, under the control of the Roman Catholic Church. The first of these had in 1860, 213 students in the schools of art, medicine, and law; the second twenty-three in arts alone. Laval, not receiving any grant from the public exchequer, nor submitting to the control of the superintendent, furnishes no return. Next in grade in Lower Canada are ten classical colleges, or high schools, with 1896 pupils; and fourteen industrial colleges, with 2333 pupils. The Universities received in that year 5234 dol., or a little over 1000L sterling, from the provincial exchequer; the classical colleges 14,258 dol., and the industrial 8090 dol. Besides these, more than 230 academies and model schools are returned, with a number of pupils in each ranging from 12 to 138, giving a very large aggregate attendance, and receiving 41,816 d.l. in aid. In many of these latter the education is mixed, classes being taught everything, from the elements proper to an infant school, up to the classics and mathematics necessary to matriculate at the University. In Upper Canada the higher part of the work is more strictly apportioned to the grammar schools. For the common schools the provinces vote annually a fixed sum to be distributed by the provincial superintendents, who annually report their proceedings to Government. The share of the grant falling to each municipality is handed over to it, subject to the condition that it will tax itself to an equal amount; and the perfect representative municipal institutions of the country make the levying of this rate upon the property a very simple matter. The same machinery is employed as that created to provide means for the making and support of roads and bridges, and other local improvements. In Lower Canada, the distribution is based on the annual census of the children between the ages of seven and fourteen years; in Upper Canada, upon the last decennial census of the total population. In Lower Canada, each school of fifteen scholars kept open for eight months receives its allowance. In Upper Canada, each receives in proportion to the length of time it is kept open. But the people in neither province have been content with raising just enough by local rates; or voluntary subscriptions, to meet the grant. In 1860 the sum actually distributed by superintendent among the common schools of Lower Canada was only about 116,000 dol.; but against that the people raised by local rates 235,364 dol. as monthly fees 219,717 dol.; and as assessments for the erection and repair of school-houses 15,771 dol., making a total of 503,853 dol., or more than four times as much as the direct grant. The grants being nearly stationary from 1853 to 1855—in fact, rather reduced by funds devoted to annual schools, &c., in the later years—these contributions steadily increased from 1853, when they only amounted to 165,848 dol., to 249,136 dol. in 1855, 459,396 dol. in 1858, and 503,850 dol. in 1860. During the same period, 1853 to 1860, the number of schools increased from 2352 to 3264, and the pupils from 108,284 to 172,155; the population being in the latter year 1,111,566. We cannot furnish the same statistics for Upper Canada. But with a grant slightly larger than Lower Canada, based upon its larger population in 1852, that portion of Canada spent in 1859 upon its common schools upwards of 1,100,000 dol., or nearly one dollar per head of the entire population.

"For the Training of teachers there have been established one normal school in Upper Canada, and three in the Lower Province. One of these three is connected with Laval University, the one with McGill, and one is under the more immediate control of the superintendent himself. They were only established in 1857—that in Upper Canada having been in operation several years previously. In 1860 the Lower Canada schools had 102 male and 126 female teachers in training, and had granted diplomas for academies to

four male pupils; for model schools to 134 (sixty-one male and seventy-three female), for elementary schools to 181 (fifty-six male and 125 female)—in all to 319 teachers. The teachers previously employed were very generally ignorant of the best methods of imparting instruction, in many cases ignorant of the subjects they professed to teach. Year by year a marked improvement is visible in this respect; a higher qualification for licenses to teach being more and more insisted on.

"In each province there is a council of public instruction to advise the superintendent in certain matters, and specially to determine upon the school books to be used in the public schools. By this means uniformity and system are gradually being introduced into the teaching, and books published in the United States, which necessarily give prominence to the interests of that country, are gradually being superseded.

"To assist the superintendent, there are appointed salaried inspectors of schools in Lower Canada, who visit and examine the schools within their respective districts periodically, and report annually to the superintendent. In Upper Canada there is a county superintendent in each county to perform this office.

"In Lower Canada the immediate control of the schools is vested in commissioners for each parish, township, village, town, or city municipality having charge of all the schools in it. In Upper Canada there are trustees elected for each school district, or district set apart by the municipal council as entitled to a school within its limits.

"In both provinces the authorities may make arrangements for religious teaching in the schools, but no pupils need stay to receive it whose parents object. Provision is also made that wherever a certain number of persons dissenting from the religious views of the majority desire it, they may establish a separate or dissentient school, elect special trustees for it, and receive their share of the Government grant, and of the proceeds of local taxation."

ENGLAND AND WALES.—It is impossible to furnish, respecting the state of public instruction in Great Britain and Ireland, any figures, approaching in symmetry and completeness to those which have been given for other countries. It is very much to be regretted that at the recent census of 1861 no returns as to the state of education of the people were obtained, although in 1851 statistics of great value were collected on the subject. The action of the State upon education is very partial, extending only to 10,900 schools, and the number of endowments and other agencies and influences devoted to the support of schools is not very large, but so varied as to be incapable of easy estimate or classification. Nevertheless, in 1861, sixty inspectors appointed by the Government were employed in visiting schools and in holding examinations. They found present in the schools, 1,028,690 children, 8069 certificated teachers, and 15,498 apprentices or pupil-teachers. Of the schools or departments, 2281 were for boys only, 2260 for girls only, in 4739 boys and girls were instructed together, 1620 were confined to infants (children under seven years of age). Of the children 566,333 were males and 462,357 were females. The inspectors also visited thirty-nine separate training colleges, occupied by 2869 students in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2782 other candidates were simultaneously examined for the end of the 1st, 2nd, and 3rd year of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 442 schools for pauper children, containing 32,481 inmates, and 53 ragged or industrial schools, containing 4411 inmates. The total sum expended in the year was 813,44L, which was—

	£	s.	d.
For building, enlarging, repairing, and furnishing elementary schools.....	99,506	15	4
For building, enlarging, repairing, and furnishing normal or training colleges.....	6,945	0	0
For providing books, maps, and diagrams.....	5,767	10	7
For providing scientific apparatus.....	244	8	8
For augmenting salaries of certificated schoolmasters and schoolmistresses.....	121,627	7	8
For paying salaries of assistant teachers.....	8,701	0	1
For paying salaries of probationary teachers.....	8,009	11	8
For paying stipends of pupil-teachers and gratuities for their special instruction.....	301,826	10	9
For capitation grants.....	77,239	15	11
For grants to night schools.....	2,192	8	9
For grants for teaching drawing.....	2,253	5	0
For annual grants to training colleges.....	101,865	13	1
For grants to reformatory and industrial schools.....	9,311	9	3
Pensions.....	785	3	4
Inspection.....	44,143	2	10

Administration (office in London).....	19,168	3	0
Poundage on post-office orders.....	2,875	7	3
Agency for grants of books, maps, and diagrams.....	999	3	4
Total.....	£13,441	16	0

It is to be remembered that the sum thus administered by the Committee of Council aids but does not in any case wholly maintain schools. The Government does not originate any school, nor insist on the establishment of one by local authorities, even when the fact of educational destitution is most apparent. It neither appoints teachers, nor has the power to remove them. It does not publish school-books, nor even prescribe or recommend any in preference to others. Except in the case of factory operatives, there is no law which even indirectly makes school-attendance compulsory. The fundamental rule of State action in England has ever been to help, to stimulate, and to direct voluntary efforts, but not to supersede them. Hence the organisation of the great voluntary societies has been largely utilised by the Government. In 1836 its grants took the form simply of contributions to the greatest of them; and since 1846, the year in which the operation of the present Minutes of Council commenced, it is through that organisation mainly that it places itself in communication with the schools. Although the inspectors are nominated by the Crown, these societies have practically a veto on their appointment. The training colleges are also founded and directed by the voluntary efforts of societies, though inspected and largely subsidized by the State. The manner in which the grant is distributed is shown in the following return for the year 1861:

	£	s.	d.
To schools connected with the—			
Church of England.....	495,471	0	0
British and Foreign School Society.....	78,358	10	11
Wesleyan schools.....	37,775	5	1
Roman Catholic schools (England and Wales).....	32,786	19	9
Parochial union schools.....	1,174	3	4
Church of Scotland.....	53,398	16	0
Free Church.....	38,829	17	4
Episcopal Church (Scotland).....	6,052	18	1
Roman Catholic schools (Scotland).....	2,408	8	5

Educational Societies in England.—By far the largest and most important of the educational societies in England is the *National Society for Promoting the Education of the Poor in the Principles of the Established Church throughout England and Wales*. It was instituted in 1811, and received a Charter of Incorporation in 1817.

The number of schools in union with the Society is 11,909, with 1,119,730 scholars. Most of these schools have been aided by grants from the Society. A total of 8770 teachers have been trained in the Society's own training institutions. Since the establishment of the Society. It has distributed no less a sum than 761,931*l.*, which has been expended as follows:—

	£	s.	d.
For building and fitting up school-rooms and teachers' houses.....	372,372	9	8
Building metropolitan and diocesan training institutions.....	55,749	8	5
Maintaining metropolitan and Welsh training institutions, and for exhibitions.....	223,592	17	3
Inspection and organising of schools.....	9,508	8	4
Establishing and supporting metropolitan and provincial depositories of school-books and apparatus.....	11,938	5	9
Grants for school-rooms and apparatus.....	2,175	0	8
Conducting inquiries as to the state of Church of England schools.....	3,001	11	8
Attendant on diffusing general information, raising and disbursing funds, &c.....	64,535	12	7
The total sales in the Central Depository since its commencement amount to.....	219,900	0	0
The last year's sale was upwards of.....	26,000	0	0

The training colleges of the Society are at Battersea, St. Mark's Chelsea, and at Whitelands. Diocesan Training Colleges, though not actually maintained or superintended by the Society, are conducted on its principles, and mainly furnish teachers for National Schools. They are situated at Highbury, Cheltenham, Chester, Durham, Exeter, Salisbury, Chichester, Culham (Oxon), Peterborough, Norwich, Warrington, York, and Hockerville.

The *British and Foreign School Society* was founded in 1808, and took its rise from some efforts which were made by Joseph Lancaster to provide instruction for large numbers of the poor in Southwark. By the establishment of a large model or central school, and by admitting to it, in great numbers, persons who desired to become teachers of the poor, this Society recognized

the importance of special preparation for the teacher's office, many years before any training college existed in the country. It has now nearly 2000 schools in connection with it. It sustains in the Borough Road one training or normal college for 100 young men, and one at Stockwell, near London, for 100 young women; another training college for North Wales has recently been established at Bangor, on the Society's principles. By instruction given to missionary-schoolmasters, by grants of school materials, and in other ways, it has largely contributed to the establishment and maintenance of schools in many distant parts of the world. Its principles are comprehensive, and it is not in any sense a dissenting or a denominational institution. The Holy Scriptures are daily read and taught in its schools; but no catechism is used, and all polemical teaching on points respecting which the various bodies of Christians are divided, is discouraged by the Society. During the year 1861, its income amounted to 20,477*l.*, and the number of schools inspected by its own agents to 1157, while 82 grants of school materials were made to poor schools in England, in the colonies, and abroad.

The *Home and Colonial School Society* was founded in 1836. It educates, in its training institution teachers of different religious denominations, holding the fundamental truths of the bible. A large majority of its students are, however, members of the Church of England. The Society has been specially successful in the training of teachers for infant schools, and devotes special care to the development of the best methods of instruction in this department. There are now upwards of 200 female students constantly attending the course of instruction.

The majority of those for older children are trained under the Government Minutes of August and December, 1846, and 20th August, 1853; and those for infant schools under the Special Minute applicable to teachers of these schools, dated 24 April, 1857.

About 3000 teachers, for home, colonial, and foreign service, have already received the benefit of the institution. In the schools of the Society 700 children are collected from a very poor and neglected neighbourhood. In the model infant school the average number of children is 160. The juvenile school consists of boys and girls, and the attendance averages 140. A mixed school has been added to the establishment; it is a combination of the infant and juvenile schools, and contains 130 children of both sexes and all ages. It occupies one room, and two class rooms, and is intended as a model of such a school as may be established in a small parish where only one can be maintained. The building is new, and very complete. Another most important and essential part of the establishment is its practising schools and galleries. When the students have seen, in the model schools, the plans of teaching and government adopted by the Society, they are required themselves to carry them into practice, and for this purpose a small supplementary school or gallery is in turn committed to the charge of each student.

Each of these three great institutions appears as an exhibitor in Class XXIX.; and the Jury have pleasure in acknowledging the ready zeal and the cordial unanimity with which their respective authorities sought to promote the objects of the Exhibition, and to carry out the suggestions of the National Committee. The collection of the National Society (5498) is especially rich and complete. It comprises a beautiful set of illustrations, in miniature models, of the fittings and furniture suited to a National School; besides examples of the books, the tabular lessons, the models, the maps and slates, and other apparatus employed in teaching, and a great variety of wall-pictures and other devices for promoting the adornment and the cheerfulness of a school-room. The British and Foreign School Society (5458) exhibits a collection of similar articles, a large and beautiful drawing of its new training college at Stockwell, recently erected at a cost of nearly 25,000*l.*, and many of the latest and most improved expedients used in the teaching of reading, arithmetic, and drawing. In the space devoted to the Home and Colonial School Society (5482), there is a model of the practising school, and of the exercise and playgrounds attached to it; besides a classified collection of objects illustrative of common manufactures, and of household implements and duties. The Jury cannot forget that the production of school materials is the smallest part of the services which these three great institutions have effected. The number of books actually published by them is comparatively small; their chief labour has been devoted to the production of that which is incapable of exhibition—to the training and discipline of the Christian teacher, and to the development of those principles and methods without which all mechanism is a very barren and useless thing. The Jury have desired to mark

their estimation of these services, as well as of the articles exhibited, by the award of a medal to each Society.

Normal Training in Great Britain.—It is worthy of record here, that the curriculum of instruction for teachers, which is carried out, not only by these societies, but in the training college of the Wesleyan Education Committee, and in other institutions which are not represented in the Exhibition, is higher and more extensive than that adopted in training of the primary teacher in any Continental state. The two-years' course, which is now generally insisted on, constitutes by no means the whole of the professional preparation which an elementary school-master in England obtains. It usually follows a five years apprenticeship as pupil-teacher in an elementary school, and is designed to supplement and to complete the training and the scheme of study which have been carried on in that period. The requirements prescribed by the Government for a certificated teacher include, not only an ample and accurate knowledge of the subjects usually taught in schools, but also a course of instruction in the science and the art of education, and some acquaintance with English literature, with the principles of language, with the elements of Latin, and with some branches of physical science and the higher mathematics. Recent discussions have proved that it is the desire of the educational Societies to maintain this high standard; and that, while very sensible of the importance of securing thoroughness and practicalness in the teaching of elementary subjects, they are anxious to encourage their teachers, both to acquire for themselves, and to impart, even in the humblest village school, information as abundant, and culture as extensive, as the circumstances will permit.

The only institution for the training of teachers which is not in connection with the Government, is the *Congregational Board of Education*. It is represented in the Exhibition by an interesting collection of books, educational prints, lessons, and other publications. This Board was instituted in 1843. It is constituted to promote popular education, partaking of a religious character, and under no circumstances receiving aid from public money administered by Government.

The chief objects of the Board are—1. The training of teachers of both sexes, of decided piety, and possessing suitable qualifications as teachers of infant and juvenile day schools. 2. The establishment or aiding of schools in poor districts, by grants of money, books, or otherwise. 3. The inspection of schools. 4. The advancement of education by the Press, by public meetings, and especially by the adoption of all practicable means to deepen in the minds of parents a sense of their responsibilities, and to induce them to regard the instruction of their offspring as a work which duty and interest urge them to perform. Since its establishment, the Board has trained 457 teachers.

It is computed that, in the year 1858, there were 2,552,000 children under instruction in the day schools of England and Wales, of whom 1,692,000 were in public and 860,000 in private schools. This gives 1 in 9.65 as the proportion of the whole population under instruction, a proportion exceeded only in Europe by that of Prussia, where it reaches the high number of 1 in 1.27. The private schools are in no way under the supervision of the State, and at present no law analogous to the Medical Registration Act forbids an unlicensed or unqualified person to open a school. Moreover, English institutions do not at present furnish any provision for the systematic training of any teachers but those of elementary schools for the children of the poor; and the professional instruction which is accessible in the normal colleges to the candidates for masterships in elementary schools, cannot be obtained by the private teacher, however desirous he may be to obtain a knowledge of method, or to secure from some public body a certificate of his fitness to teach. Nevertheless, the last ten years have witnessed two or three movements, the incidental influence of which on the middle-class schools has been most salutary, and has produced a visible improvement. The establishment of examinations as the only avenue to the Civil Service of the Crown; the opening of many important posts in the Indian Service to public competition, and the system of Oxford and Cambridge Examinations for youths who have completed their school life, but are not members of the Universities, have done much to stimulate the energy of the teachers, and to improve the quality of the instruction in middle-class schools. The great importance of evening schools, and institutes for the instruction of young persons who have left the day schools of adults, has of late years strongly pressed itself upon public attention. The Jury regret that they had not before them, in any formal shape, the programmes and schemes for the education and examination of adults which were specified in the list drawn up by the National Committee, and circulated by the Royal

Commissioners. Especially they regret that they had not before them the programme of the examinations instituted by the Society of Arts. That Society's union of institutions for the instruction of adults was established in 1852 on a plan suggested by Mr. Harry Chester. Its educational examinations were first held in London in 1856. In 1857 they were held in London and at Huddersfield. In 1858 they were held in thirty-nine, and in 1860 in sixty-three different places; and in 1861 and in 1862 in eighty-two different places, under the superintendence of local boards affiliated to the Society of Arts in England, Wales, Scotland, and Ireland. These local boards generally include the principal friends of education in the neighbourhood, the municipal and other local authorities, and influential persons representing all the neighbouring educational institutions. The Society awards certificates of three grades, and prizes of money and books. That true friend of education, and of every other good thing, the lamented Prince Consort, President of the Society of Arts, established a prize of twenty-five guineas annually, for the candidate who should be most successful in these examinations in the current and three last preceding years, and Her Majesty the Queen has taken upon herself to continue this "Prince Consort's Prize" for the future. In 1862, 1217 papers were worked by 815 candidates, 668 of whom received 942 certificates, and 147 failed to pass. The examinations are open to all persons, of both sexes, not under sixteen years of age. There are twenty-nine subjects of examination, and twenty-nine examiners, men of the highest distinction. Among them are our colleagues the Rev. B. M. Cowie and the Rev. Samuel Clark, and also Professor Sylvester, Hall, Bartholomew Price, Goodeve, Williamson, Dr. Lindley, Messrs. Neate, M.P., Hughes, Pearson, Mariotte, Bernays, and Bradley, the Bishop of Gloucester and Bristol, the Dean of Hereford, Dr. Temple, Mr. Hullah, &c. No candidates can be examined in more than four subjects in the same year. Many young men persevere year after year, adding certificate to certificate. A certificate of the first class with the first prize for English literature, and a certificate of the first class for English history, were taken this year by a female candidate aged eighteen. Every candidate for examination must have undergone a previous or sifting examination by a local board; and a "Central Committee of Educational Unions" has recently been formed at the Society of Arts, to conduct similar examinations for candidates under sixteen. These last examinations were first held this year at forty-three different places; 425 candidates were examined, 227 received certificates. The examinations instituted by the Society of Arts attract annually a greater number of candidates, who are chiefly young people engaged in business or labour, and connected with mechanics' institutions, and evening classes. Their effect in promoting efforts for self-improvement among this important class has been very great. Nominations to compete for clerkships in the public service have been placed from time to time at the disposal of the Society of Arts, to encourage the candidates who have succeeded best in these examinations. To the late Mr. John Wood, to Earl Granville, and also to the Earl of Derby, and to Lord Palmerston, the thanks of the friends of education are due for this wise liberality. No young man thus nominated has failed to succeed in the competition, and the conduct of those who have been appointed has been all that could be desired.—*Educational Times*.

PAREN on Elementary or Primary Education, its Extent and Advantages; read at the November Meeting of the "Teachers' Association in connection with McGill Normal School." By T. A. Gibson, M. A., High School, &c.

Ladies and Gentlemen,

A member of the association, on whom the Council inflicted the reading of a paper for this evening, having, in consequence of the multiplicity of his engagements at this season, applied to me to discharge this duty in his stead, I trust that you will make every allowance for the manner in which it may be discharged, as I might have pleaded a similar reason for declining it.

In submitting therefore to your consideration a few facts and thoughts regarding elementary or primary education, its extent and advantages, it seems proper in the outset to define distinctly what branches may be regarded as included under the term elementary or primary.

Wm. Wittich, Esq., a native of Tilsit in Prussia, and a member of the Central Society of Education, London, some years ago (1837) either transmitted to that society or read before it a paper "On the former and present condition of the elementary schools of Prussia." Before reading from that paper a short extract, showing

the branches embraced in the Prussian elementary or primary schools, I may premise a few particulars regarding the society just referred to. The object of the society was "to collect, to classify, and to diffuse information concerning the education of all classes in every department, in order to learn by what means individuals may be best fitted in health, in mind and in morals to fill the stations which they are destined to occupy in society." With this view it issued periodically publications containing papers by distinguished individuals at home and abroad, whose large experience and complete success had won for them a wide-spread confidence. These papers seem to embrace almost every method by which education aims to influence society in all its grades. They comprise a vast amount of educational statistics, the result of the society's laborious enquiries. It then consisted of about 250 members, among whom I find such names as Lord Donnan, Marquis of Lansdowne, Lord J. Russell, Sir Ed. Lytton Bulwer, Sir Wm. Molesworth, Professor Pillars, Mr. Serjeant Talfourd, &c., &c. The labours of the society were encouraged by the patronage of such ladies as the Lady Noel Byron, Miss Bowles, Miss Chaldner, Miss Maria Edgeworth, Mrs. Jamieson, Mrs. Lambert, Miss Harriet Martineau, Miss E. and Miss F. Porter.

"The subjects taught in the elementary schools have been increased in number, while at the same time each is pursued to a much greater extent than formerly. This improvement has been effected without great difficulty by the aid of teachers who have been regularly trained-up to the business in seminaries established for the purpose, where they not only acquired the art of teaching, but also that of systematically disposing of their time and of using it to good purpose. Reading and writing, which formerly constituted the greatest part of instruction, are at present considered only as parts of the study of the native language. The casting of a few simple accounts, which, 40 years ago, were thought the height of erudition to be obtained in elementary schools, has been pursued to the mathematics. Under the general name of *Knowledge of the External World* are comprehended the first elements of geography, history, natural history, and natural philosophy. None of these subjects formerly were brought before the children in these schools except in a few disjointed notices in the course of reading-books. A new subject has been lately added to this list, namely, *drawing*. The instruction in religion and singing has much increased in intrinsic value, and is likewise carried to a greater extent."

It is interesting and instructive to follow Mr. Wittich in the details which he gives of the six subjects of instruction, which are thus named:

- 1.—Native language (*Mutter sprache* or mother tongue).
- 2.—Mathematics (*Grossenlehre*, or high education).
- 3.—Knowledge of the external world (*Weltkunde*, or world-knowledge).
- 4.—Drawing.
- 5.—Religion.
- 6.—Singing.

From his remarks under the 3rd head, viz., 'Knowledge of the external world,' I beg to read a few sentences, as we may all derive from them some hints of practical utility.

"In passing from the district to the province of which the district forms a part, the teacher continues in the same order; but the information is here of a more general description, and still more so when he passes from their own province to the other provinces of the monarchy. Then he concludes the instruction with a few notices on the statistics and political institutions of the whole monarchy.

"In every section of this course the instruction affords: 1st. A knowledge of space and distances, with the inequalities of the surface occurring in them; 2nd. A knowledge of rocks, kinds of earth, and every thing that constitutes its soil and contributes to its fertility, as climate, exposure to certain points of the compass, &c.; 3rd. A knowledge of the cultivated grains and plants, and also of those in a wild state which occur most frequently, or have some use in domestic economy; 4th. A similar knowledge of domestic and wild animals; 5th. A knowledge of the inhabitants, their trades and occupations, their intercourse and religious creed; 6th. A knowledge of the present political institutions, and of the most remarkable historical events. Every section, therefore, contains the geography, mineralogy, botany, zoology, agriculture, technology, statistics, and history of that portion of their own country which it has the object to make known to the children.

"One of the most zealous promoters of the instruction of the lower classes in Prussia, Dr. Harnisch, in Weissenfels, says: 'I am of opinion that a teacher, who imparts in this way the knowl-

edge of their own country to his pupils with intelligence, has taught them things of much more importance than he who causes them to learn by heart the names of the capitals of all the kingdoms, and those of all their provinces on the surface of the globe, and who speaks to them of the history of Greece and Rome, whilst their attention is never directed to the objects which surround them.'

"If at the end of this course his pupils do not leave school, the teacher passes to the other countries of Europe and to the other parts of the globe. Here he gives only a general view of the countries and adds to it only the detail of a few remarkable objects, &c., &c."

In regard to Dr. Harnisch's last remark, the correctness of which every sensible teacher admits, I would simply quote the words of the great teacher, "These ought ye to have done, and not to leave the other undone."

It may be remarked here that in Prussia children are compelled by the law to go to school at the age of between 5 and 6 years, and to remain until the completion of the 14th year. The whole course is divided into 2 periods, each comprehending 2 years.

The Council of Public Instruction of Lower Canada, among the Rules and Regulations passed in November, 1861, and approved by the Governor General in Council in March, 1862, have provided (under Article 10th) that candidates for elementary school diplomas must undergo an examination in English or French grammar, geography, sacred history, history of Canada, and the art of teaching. Although reading and writing are not herein specified, it is previously provided (under Article 6th) that candidates must write from dictation at least the half of a page of printed text from the 3rd Reader of the Progressive Series to be approved by the Council. The page must be drawn by lot, or, as we say, *ad aperturam libri*, where the book is opened. If the result of this test should contain too many mistakes in orthography, or if the handwriting be not found good, the candidate may be rejected without further examination. Article 7th provides that candidates must read aloud one page, also selected by lot, in the same 3rd Reader, in a manner showing their capacity to teach reading; and they must also explain the matter read in a way to show that they could make it intelligible to pupils. From these provisions it is evident that reading and writing justly stand foremost amongst the elementary branches, and that a satisfactory proficiency in these on the part of the candidates is regarded as an indispensable prerequisite. It is farther provided that the candidates shall, as regards arithmetic, solve a problem in fractions and another in simple interest.

Bearing in mind then that elementary education implies a competent proficiency in so many truly useful branches, and that the class-books in use frequently comprise selections treating of a great variety of subjects of the highest importance and interest, thereby affording frequent opportunities for extended illustration, of which teachers of the right stamp will not fail to avail themselves, I am disposed or rather forced to conclude that even such teachers will find ample materials for storing the minds of pupils to any amount without superadding others as separate branches. While we speak thus, we are persuaded that many painstaking teachers, anxious for the development of the latent powers of ingenuous pupils, have been instrumental, through private counsel and instruction, in eliciting those powers and imparting a taste for particular departments of knowledge, by the successful pursuit of which these pupils have in after-life attained to eminence and independence. At the same time let teachers be duly impressed with their responsibility to competently train their pupils in the essential elementary branches; never forgetting the words of the first of Roman teachers as of rhetoricians, Quintilian: "*Nam ut vascula oris angusti superfusam humoris copiam respuunt; sensim autem influentibus vel etiam instillatis complentur, sic animi puerorum quantum excipere possint videndum est, &c.*" "*For as vessels with a narrow mouth or neck reject an overflowing supply of water, but are filled by waters flowing in gradually or even poured in drop by drop, so care must be taken how much the minds of boys are able to receive, &c.*"

When long lessons in many branches with insufficient time for due preparation (a practice sometimes attempted to be carried out in the hope of producing extraordinary results) are daily required from pupils, there is great danger of engendering despair of success, indifference or positive disgust for the lessons; whilst thoroughness in the preparation of lessons of such a length as to be adequately mastered by pupils of ordinary industry tends to cherish self-reliance, a love of the school-work, and a thirst for self-improvement. The teacher will act wisely by following a mediate course, so appraising his pupils' powers as to prescribe lessons that may neither encourage under-exertion on the one hand nor engender apathy on the other. *Medio tutissimus ibis.*

The labours of teachers are vastly alleviated, and the progress of pupils furthered proportionately, when the class-rooms are well furnished with suitable maps, drawings or specimens of objects of natural history and science, globes, &c. Commissioners of schools and friends of the best interests of the young, should exert themselves in their different localities to aid teachers by supplying such apparatus. How greatly is oral instruction enhanced, when thus brought home through the medium of the eyes! The superiority of the *practical* to the *theoretical* is then clearly seen. We consider the class-room inadequately appointed where a black-board and chalks are wanting. How constantly and successfully may the eyes be appealed to by means of these! Thereby a teacher possessing a facility in neatly delineating objects by manipulation can do much to compensate for the want of the foregoing equipments.

Besides periodical exercises in dictation, let them be required, as an exercise in composition, to tell in their own language anecdotes of individuals or biographies, incidents in history, accounts of animals, manufactures, places, &c., after the necessary details in these have been pointed out to them, so that the omission of these details should be regarded as faulty in the composition. Let them be encouraged to select a subject for themselves or to do so from a list of subjects that may be suggested for the purpose. We all know how greatly the powers of reflection and the capability of clothing the thoughts in perspicuous and forcible language are promoted by such exercises, when faithfully pursued for a few sessions.

When instruction has been successfully imparted even in these elementary branches, what an ample field for self-improvement and usefulness in future life has been opened up to the worthy recipients! Estimating the advantages even in a secular light, what a vantage-ground does the possessor of such elementary knowledge hold over him who has had the misfortune to be denied the opportunity of acquiring it! From how many situations, holding out the prospect of comfortable maintenance, is the latter thereby excluded! We can all readily recall to memory numerous instances where the ability to write and spell even in a moderate or inferior manner has raised men above laborious employments to which they might have otherwise been subjected through life, and at the same time enabled them to act as their own book-keepers and correspondents. How cordially have these accomplishments, humble as they are frequently regarded, been envied by parties who are obliged to employ persons to write and interpret their correspondence! How should the hours of perhaps a long life devoted during intermission of labours to instructive and entertaining reading, and in very many cases, it is to be hoped, to the invaluable pages of "the Book of books," that might have otherwise been passed in idleness and dissipation, enhance in our eyes the value of such an acquisition! Instead of ever depreciating or undervaluing the office of the elementary teacher, let us be forward to magnify it; and let us not fail to regard him or her, that worthily fulfil it, as conducing in an eminent degree to the comfort and well-being of our fellow-citizens.

Before bringing this paper to a close, I trust that you will bear with me in giving the following extract from a speech which Lord Palmerston made at Manchester, in 1856, regarding the education of the lower classes, as I doubt not that you all fully concur with his Lordship's views.

"The intellectual qualities, as well as the moral feelings of our nature, are scattered broadcast over the face of the whole earth. We find them everywhere—in the lowest classes as in the highest—and their development depends on the opportunities which are offered for their culture. In this country, fortunately, the road to wealth and honors is open to all. Man is endowed with a double nature—the moral and intellectual. Both contribute to his pleasure and happiness; his moral enjoyments are independent of external support. They begin with his home, and constitute his domestic attachments; extending a little further, they assume the character of friendship; in a wider range they become love of country and of patriotism; and with a still further development they take the shape of benevolence and philanthropy. Those pleasures are within the reach of every man; but while no man needs assistance to enable him to enjoy that happiness which consists in the exercise of his affections, his intellectual qualities do require assistance for their development. It is true, that knowledge is power, and assuredly those who afford to all classes the means of acquiring that knowledge, even to a limited amount, contribute not merely to their advancement in life, but also to their innocent and laudable enjoyments.

"We have often heard quoted the words of one of our great poets, that

'A little learning is a dangerous thing,
Drink deep, or taste not the Pierian spring.'

I hold that this is a mistake. The more knowledge a man has the better: but if his time and the means at his disposal do not permit of his acquiring deep and accurate knowledge, let him have as much as he can, and, depend upon it, he will be all the better for it; for, although he may not be able to drink deeply of that spring, if his lips have once tasted of it, he will go back to the same delicious waters whenever he has an opportunity, and his draughts, be they great or small, will refresh his fancy, invigorate his intellect, raise him in the scale of civilization, contribute to his individual happiness, and make him a more useful and honorable member of society."

Let it be therefore our earnest aspiration that the number of really efficient elementary teachers may be multiplied in our midst, and their labours more and more widely diffused in the community; so that every hamlet and even log-house, *cabane*, in our backmost woods may be speedily visited with the blessings resulting from them.

In conclusion, I have to express regret that professional and other urgent duties have so engrossed my evenings of late that I have been quite unable to give to this important subject the consideration to which it is so justly entitled.

Study of Botany in Common Schools.

BY DR. P. W. MOSBLECH.

The study of botany may begin even with the smallest children. They have an exquisite sense for beauty, and nowhere in nature are beauty and magnificence more displayed than in the vegetable kingdom. It serves, therefore, most remarkably to develop the taste for the truly beautiful, which is not only a never-failing source of high and innocent enjoyment, but also the very foundation of morals.

For the development of inquisitiveness, botany is second to no other branch of natural history, if the teacher makes it his duty to impress upon the pupils the truth that there is not a single plant, yea, not a part of a plant, without its use and purpose.

Furthermore, it is of great advantage to initiate children early in this delightful science. They learn it much easier than more aged persons, because they possess a finer and more susceptible sense for distinguishing the features of things; and this is an important item in the study of plants. Not only may we, by a fine physiological tact, distinguish the various plants of the same natural order, but even poisonous ones from those that are innocuous.

My object, however, is not now to consider all the advantages which may be derived from botany, not to give all the reasons why it should be taught in common schools, but to give a few practical lessons, as examples, how it can be done. Teachers commonly think that botany cannot be taught without a manual in the hands of the learners; and manuals mostly begin with the most difficult things, shrouded in definitions and strange sounding names, which certainly will at once disgust young persons. The teacher who has never studied botany, may have a manual; but he must not follow it exclusively, neither for himself nor the children. We make it a point to show, in the following practical lessons, that even those teachers who have never paid any attention to botany, may learn and teach it simultaneously. We call the attention particularly to the following points:

1. All scientific and hard names should at first be avoided as much as possible. The most necessary botanical terms may be introduced by and by, and, as it were, by the way.

2. No scientific, methodical proceeding should be attempted in the beginning; plants should be taken up at random and explained, and named with a common name.

3. The instructions should be given by way of recreation, rather than as a study.

A LESSON ON PLANTS.

On a fine day the teacher takes the children into the grove near the school-house, and sits down with them. He takes a whole plant into his hand, saying: "Now, boys and girls, attention! What is this I hold in my hand?"

"A plant," is the answer of the children.

T. What? Do you mean to say, that this (pointing out the root) is a plant?

P. No, sir, that is a root.

T. This, then (marking the flower) is a plant?

P. No, no, sir, that is a flower.

T. Then what I hold by my hand (the stem) is a plant?

P. No, sir, that neither; it is the stem.

T. Sure enough, now, these little shoots on the side of the stem you call a plant.

P. Not those, neither; they are branches.

T. Ha! now I have it; these little green, neat and flat things you call a plant.

The children laugh, thinking the whole a play, and exclaim: "No, sir, those are leaves."

The teacher smiles and answers: "Did I not hear you say that I held a plant in my hand? And now you tell me that I hold a root and a stem, with branches, leaves and a flower; where, then, is the plant?"

P. Well, all these together make a plant.

T. Having a root, then, a stem with branches, leaves and a flower, I will have a plant, will I?

P. Yes, sir.

T. Now, I catch you there.

The teacher takes a root, a stem, branches and a flower from different plants, and puts them in his hand, saying: "Now I have a plant in my hand, have I?"

P. No, sir, you have parts of plants.

T. But did you not say that root, stem, branches and leaves make a plant? Well, I have them all, and a flower also.

P. But they must be united together.

T. Well, suppose, then, I join them together; then I will have a plant.

P. No, sir, they must have grown together in the right way.

T. Ha, well, now I understand it.

He takes up his first plant, which is probably wilting already, and says: "Is this plant alive or dead?"

P. Alive!

T. Will it soon die, or will it continue to live?

P. It will soon die; it is dying now. See how the leaves hang down, and how the flower droops.

T. Why will it die? It would not have died in the ground.

P. It dies for want of food.

A number of pupils will be startled at this and say: "Do plants eat and drink?"

T. Yes, my little friends, they eat and drink; and that, too, continually, by day and by night. For this reason people who wish to raise plants, for instance corn or potatoes, carry food into their fields and gardens.

P. I never have seen people carry food into the field or the garden for the corn to eat.

T. Has no one of you seen it? Do not they carry manure into the field and the garden?

P. Oh! yes; and they do this to feed the crop? I never thought of that.

Another asks: "How do plants eat and drink?"

T. Well, children, I will tell you. It is curious enough, and it would be hard for you to guess. These roots here, with all their little threads and fibres, are as many sucking mouths when in the ground, and are always busily engaged in taking up from the soil what they like and want. I say what they like; because they are as dainty as the greatest gourmand. They do not take up every kind of food they meet, but what they like the best; and, what is still more wonderful, they walk about hunting for food, somewhat in the manner of chickens, although they do not go as far.

P. Why, sir, do you say roots walk about?

T. Well, I believe I should not have said that. I must say that they move and stretch slowly; and when the food is consumed they grow longer to reach with their ends another place, where they may find food. They twist and stretch also in various directions, hunting, as it were, for food. I could tell you some pretty stories about hunting roots, and of a little girl that saved a rose-bush from starving; but I want you to run and jump about for a few minutes, before we enter our snug school-room again.

A LESSON ON FLOWERS.

One of the more difficult parts of plants to explain is the flower. Let the teacher who has not studied, as yet, the various parts of a flower, read attentively for himself, in a manual of botany, the chapter on inflorescence, so as to know the purposes and functions of the component parts of the flower. Then he will be able to give a lesson to his pupils somewhat like this:

Some flowers of large form, say lilies, are brought. The teacher says: "What a magnificent flower this is; only see the colors, so various, and yet so harmoniously beautiful! Do you know that flower?"

P. Yes; it is the meadow-lily.

T. Have you ever looked at the various parts of this flower? And have you ever thought of the purpose of these parts? God has never made anything without a purpose. Let us see if you can find out the purpose of all the parts of this flower. How many leaves has it? Count! "Six!" They stand like a little crown on the top of the little stem; therefore learned men call it a *corolla*, a little crown. *Corolla* is a good sounding word, and therefore I want you to learn it. I will write it on this slate; or here is a smooth-barked tree, the beech, you know; I will write on it. Observe that almost all flowers have corollas. Every leaf of the corolla is called a *petal*. I write this word also down. Do you see these long threads with little boxes attached to them?

P. Yes, sir; but why do you call them boxes? Do they open like a box, and what is in them?

T. Yes, they open like a box; and if you want to know what is in them, come here, one of you, and smell.

One of the boys or girls puts the nose to the flower and gets it powdered. This creates general merriment. The teacher says: "If you want to know what is in these boxes only look at his nose! But did you ever see bees and bumble-bees all powdered over and their feet thickly beset with it?"

P. Yes, sir.

T. Did you ever think why the bee gathers this powder?

P. No, Sir.

T. Well, I will tell you at another time why they do it. We know now that these little things here are powder-boxes, and in some flowers they are shaped like horns, and might be called powder-horns.

P. What is the name of these boxes?

T. I fear that name is too learned for you: *anthers!* (Writing the name.) Can you learn that name?

P. O yes, sir, we will try to know all these names.

"But," inquires one of the pupils, "is the powder in the anthers of some use to the plant itself?"

T. Yes, my boy; without it the plants never would be able to produce any fruit; we would not get any apples nor pears nor strawberries nor corn nor any other fruit or seed.

P. That is curious. Can you tell us how that powder causes plants to produce fruit and seed?

T. Yes, I can in some measure. Do you see here in the midst of the lily this neat column? Well, this column is hollow down to the bottom of the flower; and it stands upon a kind of nest, here. Now let us open that singular little nest, to see what may be in it. Here it is, full of little eggs, looking like grains. These grains grow to seeds, when the powder contained in the anthers comes to them; if it does not come they die. The dust or powder falls upon the column, which sucks it down upon the eggs; they then grow and make seeds. That column is called *pistil*, and the flat and knotty upper part is called *stigma*. Well, there are many names now written on that tree. I will find out to-morrow who knows them the best. Now jump about for a little while.—*Rhode Island Schoolmaster.*

Good Judgment Ever Necessary for the Teacher.

I want to see in the teacher that I employ, a hearty love for his profession, drawing vitality and strength from two main roots, a natural love for children and a belief that something can be done to benefit them. Next to this, he should be equipped with three things: a strong and healthy body, to resist the wear and tear incident to his profession, so as neither to die before his time nor be nervous and cross; a mind well disciplined and strengthened by hard study, stored with a large amount of knowledge of the right kind, apt at explanation, quick in its perceptions and knowing more than the text-books; thirdly, a spiritual nature, which, free from all cant and hypocrisy, is open to all holy and precious influences emanating from God, from man or from nature,—wherein the passions are held in due control, conscience is quick, and duty, love of truth and of God reign supreme. I have here, love, to prompt to action; faith in possibilities, to support action, and three instrumentalities the best fitted of all to accomplish the good sought. Yet there is one faculty of the mind, the absence of which will cause many well-founded hopes in such a teacher to meet with sad and perhaps total disappointment,—I mean good common sense, that very uncommon thing, or, as I shall style it, good judgment. An army may be splendidly equipped, countless as to numbers, well fed, well clothed, well paid, and yet, if not handled with good judgment, the nation may receive from it humiliation and sorrow

only. Now, I have seen a young man furnished with all that schools and colleges can give, in whom were invested the hopes and expectations, the labors and prayers of fond parents, for twenty long years, wholly fail in keeping school, while a second youth, endowed with the good judgment that the other lacked, though not possessing his mental power or literary acquisitions, becomes a teacher loved by his pupils, highly prized by their parents, a useful member of the community, and of some good to mankind. And I certainly am not rash in making the statement, that a teacher with a small amount only of knowledge, but accustomed to exercise his judgment, will ever be noted as a successful instructor, whether others fail or not.

Good judgment is a thing always wanted; at all times, all hours, each week, each term. At the risk of wearying your patience, let me quite fully illustrate this point; I want all who are to teach this winter to appreciate its truth and its importance.

One must be judicious,—

1. In the assignment of lessons, in a district school, on the first day of the term.

2. So as to give out lessons of the proper length each day.

3. In the use made of advice given by trustees, friends and parents.

4. So as not to act under the influence of passion.

5. In deciding whether or not pupils are to report on their own conduct and recitations.

6. So as to explain to a scholar at the right time, but neither too much nor too little.

7. And prepare himself on his recitations before entering the school-room.

8. By trying to find out the motive that actuated a pupil before reproving or commending him, and in many other ways, none of which I can elaborate in this paper.

But why should I dwell longer on this point? Surely any one who reflects will see that each minute during the day the teacher must exercise or fail to exercise good judgment, with the good or bad results that must ensue.

Judgment is that faculty of the mind that compares, and then predicates likeness or unlikeness.

Are the means sufficient to obtain the end sought? Is the result obtained the one desired? Wherein did the course pursued differ from that which has been laid down or proposed in calmer moments? Compare this conduct with what ought to be, what should be, and point out where it deviated from the direct line of right, are questions constantly recurring for good judgment to decide. Judgment does not prescribe what should be; duty does that; judgment does not determine the ends sought in the school-room; love or affection does that, and says that it is the highest good of the children, therefore a spirit of love should always be associated with the unerring judgment; else, how would the spirit that animates the city missionary on his rounds of love and mercy to the poor and degraded, differ from that which guides the shrewd robber and wily conspirator to the more certain fulfilment of their purposes.

What, now, are some of the causes that tend to overthrow the good judgment, to depose this rightful sovereign, and set up others in its stead that love abhors, and in whose train disorder and ignorance follow. The first thing that I shall mention as disturbing the normal action of the judgment, is violent and ungovernable anger. There is implanted in the breast of every true man, a good and healthy impulse which prompts him to go up to an older and stouter boy frightening and maltreating little urchins, and knock him down; this feeling, indignation, powerful in the bosom of the earth's best and noblest, arises also when due exercise of authority is defied, when explanations of difficulties in studies are not noticed, when requests are not heeded, when efforts for others' good are maliciously and persistently thwarted by the very persons they were intended to benefit. Still, though indignation is implanted in our breasts for our good, like the appetites hunger and thirst, it is to be held in check and kept under the control of reason.

We are apt to think the insult offered to us more flagrant than it was; to enhance, in our own eyes, our own merits; too soon to weary of dullness, and carried away by what seems at the time a just indignation, to speak words and commit acts that we afterwards bitterly repent of. We find, on reflection, that our better judgment does not approve of what we did in the heat of passion. Very well; what shall we do now, having paid dearly for our experience? Shall we not act more discreetly in the future? Unfortunately, some never grow wiser from the blunders and failures of their past lives, but, mourning over their hard, unlucky fate, wonder why some men always get on so well, and they so poorly. What is done by others? On thinking over all the circumstances of the case, they resolve that the next time they will not act on

the spur of the moment, but will put off the decision of an important matter till the next morning, see how it will look under tomorrow's sun. I venture to say that if this course should be pursued by all the teachers in this State during the coming winter, we should hear little of those unfortunate quarrels between teachers and pupils, teachers and parents, teachers and school committees, which do so much harm yearly, creating much ill-feeling, discouraging many children, wasting the school money and breaking up the schools.

Again, at times, it unfortunately happens from a long course of opposition on the part of the pupil, and the unwise policy adopted by the teacher, that a mutual feeling of revenge springs up in their hearts, and is cherished there; henceforth their efforts are directed to each other's humiliation. When the mind is given over to the wicked passion of revenge, judgment truly is already dethroned and every suggestion of malignity and cruelty is in turn welcomed and entertained. Let us be on our guard against this insidious foe to all right sentiments. Many a teacher has harbored it who would shrink from it with horror when viewed in its own deformity; he deceives himself respecting the feeling that actuates him, fondly saying to himself that he will humble the boy's haughty spirit and curb his insolent temper; or that his authority is not to be set at naught with impunity, that the pupil is determined not to study and must be made to. I gladly turn from the consideration of this obstacle to the proper exercise of good judgment, inasmuch as I think its presence, unmingled with other motives, comparatively rare. We should scrutinize closely what is in our hearts, to eliminate carefully what good common sense never entertains, the feeling of revenge.

The third obstacle to the exercise of sound judgment that I shall mention, more fatal, perhaps, than either anger or revenge, is heedlessness, carelessness, whether this be constitutional, or arise from indifference or laziness. Some are naturally rash and incautious; they do not stop to think. They have quick perceptions and see easily what is desirable when it is pointed out to them; but they do not pause to consider, and it seems that they never will learn to; such ought, I suppose, to give up the profession. Perhaps by appeals to the conscience of the lazy and the indifferent, by dwelling on the responsibility placed upon them, on the momentous results of their remissness and neglect of duty upon the characters of so many little children, they may be aroused to consider what it is that they are doing, whether they and those under their care are tending, and what are the means to be adopted to improve the condition of their apathetic and disorderly schools. Parents and committees must see that teachers become not disheartened through their neglect or injustice; teachers need all the encouragement that can be given them, otherwise they share in the prevailing indifference to the prosperity of their schools, which, of itself, shows a lack of good common sense.

My remarks would want completeness did I not try to point out how the judgment can be improved. The best way to strengthen it is to use it daily in every thing that we do. He that can not, or does not, use his judgment at home, or in his boarding house, in the expenditure of his money, in his conduct towards neighbors, in his duties as a citizen and a man, can not well be expected to be judicious in his conduct in the school-room. Be careful here, as elsewhere, in little things; it is then easy to be careful in what is of more importance.

Again, a strong desire to do the best for the children under one's charge, may stimulate a torpid judgment to new life and activity. A loving heart is one of God's best gifts; it supplies the place of such mental endowments as may be wanting, and makes the most of what talents are given; a teacher without love for his pupils is an object not often seen, I hope, in Rhode Island schools.

While affection would induce us to be as careful and judicious as possible in our treatment of children, duty, with an authority all its own, bids us stop to investigate more closely, to restrain passion and know ourselves, before taking a decisive step; not that irresolution and timidity are to be commended, for it is the height of wisdom to act, at times, instantaneously, but on grounds well considered, long beforehand. It is your duty to be just, to be considerate, to love the truth supremely and to follow the right unswervingly. The love of the true and the right is far too pure and spiritual a motive to influence most men habitually. Let duty lead you to select this as your chief incentive to action, raising you far above the low level wherein the souls of common men travel their dull, weary rounds, then your judgment, sustained by principle, quickened by affection and strengthened by habit, shall merit the epithet, good.

Do you apprehend a tithe of the wisdom there is in that precept, "Be ye wise as serpents and harmless as doves?"—*Rhode Island Schoolmaster.*

Commencing a new Study.

One of the most important yet most violated duties, is that of communicating the right kind of instruction when a pupil commences a new study. It is an easy matter for a pupil to commit to memory three or four pages from his text-book, and thus leave his teacher to flatter himself that he is making rapid progress, when, really, he may not have secured to himself a single idea.

Take, for our purpose, English Grammar. Now it may seem of little importance to the pupil that the teacher should spend much time in illustrating the noun with its properties. He can very slipshodly recite everything that his text-book says about it; but can he parse it? Take the verb. He may be able to give its definition, at a single lesson; but can he, at the end of the first week, tell what its person and number is, or in other words, its agreement with the noun? The inference from our topic would be, that if a pupil can distinguish a noun and a verb and parse them in their simplest relations to each other, he has accomplished a great week's work. He should never go a step farther till he can do this, and do it with facility. A dull scholar can be made to love grammar if he can understand what he is doing; he is disgusted with it if he does not. To be able to parse a noun and verb so far as to obtain an idea of what constitutes a simple sentence, is of the first importance; and the pupil should be carefully drilled on this point till he can do it. Not till this is done, can he hope to succeed in the study of grammar. The noun and verb are the starting point for securing an idea of what grammar is, and the foundation to all his future acquisitions.

Take Arithmetic.—Decimal Fractions, if you please. Now a quick, nervous boy or girl will be tempted to pass over the principles on which the operations are based, and the first thing the teacher knows, he will find his brilliant pupil performing the examples in addition, subtraction, and multiplication of decimals. But can he read or write a decimal? Probably not. It is a good scholar that can, with all the aid his teacher may render him, read and write decimals correctly and with facility in two days. Rarely do pupils spend on them so many hours. If he has been carefully drilled on this part of the subject, all his subsequent exercises will be readily comprehended; otherwise, all his labor will be a mere sham.

Take Geography. The teacher who has something definite before him will impart that definiteness to his pupil.

Take Penmanship. If the pupil is carefully drilled on the elements which compose the letters, he will then, and not till then, have a systematic handwriting.

I might illustrate the point by reference to Indeterminate Analysis in Smyth's Larger Algebra. A scholar who can take the first equation in that chapter, go to the blackboard without his text-book, and work it all out in good order, and clothe his explanation in correct language, has really overcome all the difficulty in the whole chapter; but if the first principles be slighted, he will have only an imperfect idea of the whole subject.

Whatever is learned, should be at the proper time.

In giving instruction in Greek, I have noticed that where boys commence the grammar with the study of the accents, they readily apply them ever afterward, but if omitted till a later period, they can rarely ever be proficient in this department of study. So it is in all elementary study. It must have its proper attention at the proper time.

Bad spellers are made so by being compelled to read and spell beyond their ability. They do not start right, and consequently are always going wrong. I do not know but I have had duller scholars and more of them than anybody else, but of this I am certain, that I could never witness any progress unless I put in practice the principles I have here advocated.

Teachers are not apt to realize how weak are the minds of a large majority of their pupils, and how much reviewing and drilling are necessary to effect a permanent impression on the mind. This is especially true in all studies of an abstract nature. An iron-clad gunboat may be rendered useless from a defect in a bolt or two of its boilers; so may the right kind of elementary instruction be wanting, and the whole future being of the subject be a failure. I have somewhere said publicly, that there is more philosophy in teaching the alphabet than most teachers are aware.

I have had spirited classes who spent a week on the analysis of square root. To some, this would seem a long time, but when it is carried out to the letter, the scholar has acquired an amount of knowledge and discipline that can never be effaced. The truth is, we too often fancy that our pupils comprehend a principle, when really they know but little about it. We speak with pride to our friends and patrons, of the great number of pages our pupils have

gone over, without looking at the depth of our instruction. Every great principle in all studies demands a careful examination and study of its elements in order to be comprehended. A man could never have made an electric telegraph who had not previously studied the science of electricity; nor can our pupils make any real progress unless we have a care over them in the very outset of their efforts.

Pupils of a nervous temperament will commence a term with a great deal of determination. They have long lessons, attempt to accomplish a great deal in a short time, and by the close of one week their minds are confused, and they accomplish but little afterward. They are like a young colt that has been long under restraint; when let loose, he rushes forward, regardless of everything, till he finds himself tangled up in a fence or brush heap.

I might extend these illustrations to any extent, but enough, I trust, has been given, to impress on the minds of the craft the importance of commencing aright.

The fault here spoken of is very common among inexperienced teachers, yet all of us may plead guilty to a certain extent.—*Maine Teacher.*

OFFICIAL NOTICES.



ERECTIONS, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council, on the 22nd January 1863, was pleased to change the name of the new School Municipality of St. Jacques, in the county of Montcalm, erected by an Order in Council under date of 24th October 1862, and to give it the name of *School Municipality of St. Jacques No. One*, instead of *School Municipality of District No. One of St. Jacques*.

His Excellency the Governor General in Council, on the same day was pleased to give to the other school municipality of St. Jacques, in the said county of Montcalm, formed of that portion of the old School Municipality of St. Jacques not included in the limits assigned to Municipality No. One above mentioned, the name of *School Municipality of St. Jacques No. Two*.

His Excellency the Governor General in Council, on the 9th February 1863, was pleased to erect the parish of St. Pierre de Durham, in the County of Drummond, into a separate school municipality to be called the *School Municipality of St. Pierre*, and to have the following limits: In front the River St. Francis, on the north the line dividing Lot No. 3 from Lot No. 4 in each of the first eight ranges of the Township of Wickham; on the west the line dividing the 8th from the 9th range in the townships of Wickham and Durham, to Lot No. 14 of the Township of Durham; on the south the line dividing Lot No. 15 from Lot No. 14 in the first eight ranges of the Township of Durham.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council, on the 22nd January last, was pleased to approve of the following appointments of School Commissioners:

County of Levis.—Village of Etchemin: Messrs. Jérémie Demers and Augustin Simonneau.

County of Montcalm.—St. Jacques No. One: Messrs. Louis Marion, Ludger Forest, François Prud'homme, François Houle and Seraphin Morin.

His Excellency the Governor General in Council, on the 9th February 1863, was pleased to approve of the following appointments of School Commissioners:

County of Ottawa.—Hull: Messrs. Joseph Lebel, James McGoey and James Cassidy.

DIPLOMAS GRANTED.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

1st-Class Elementary diploma (E).—Mr. William Nuttall and Miss Agnes P. Scagel.

2nd-Class Elementary diploma (E).—Mr. Osgood Bond, Misses Eliza A. Bean, Elizabeth Dunbar and Laura A. Stone; (F).—Miss Francis Clarke.—February 3, 1863.

T. A. GIBSON,
Secretary.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Miss Vitalino Sauvé obtained an elementary diploma on the 4th of June 1861.

First-Class Model school diploma (F)—Mr. Joseph Isaac Hogue.

First-Class Elementary diploma (F)—Mde Thomas Vincent (Joséphine Hoffner) and Misses Adrienne Belleval, Stéphanie Bisson alias Buisson, Marie Amélie Guillemine David, Marie Josephite Victorine Gauthier, Marie Rose Paré and Céleste Plante.

Second-Class Elementary diploma (F)—Miss Clotilde Baulier Laperle.—February 3, 1863.

F. X. VALADE,
Secretary.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Messrs. Ferdinand Auclair, Cyprien Gagné and Cléophas Parent, on the 3rd June 1862, obtained Model School certificates.

On the same day the following teachers received Elementary diplomas: Mr. Augustin Vidoric Desroches, Madame Derouin (Marguerite Turgeon), Misses Marie Elise Arcand, Marie Elizabeth Bélanger, Marie Soulanges Zélie Blanchet, Marie Arthémise Boulé, Marie Ombéline Brochu, Euxoré Forbes, Marie Adélaïde Fréchette, Marie Anne Fortier, Marie Delphine Gaucher, Marie Luce Hudon, Marie Ursule Jacob, Marie Malvina Lebourdais, Phébé Philomène Lachaine dite Jolicœur, Marie Virginie Leclerc, Marie Philomène Paquet, Marie Adèle Roy, Marie Roux, Marie Clarisse Roy dite Desjardins, Marie Caroline Turgeon and Ludvino Vézina.

Mr. John Burns obtained a Second-Class Elementary Certificate (English), on the 2nd December 1862; and on the 3rd of that month Mr. Guillaume Robichaud obtained a Second-Class Model school certificate (French), Mr. Joseph Bolduc alias Bougie, a First-Class Elementary certificate (F. E.), and Mr. Elie St. Hilaire a Second-Class Elementary certificate (F.).

N. LACASSE,
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. William Greaves has obtained a Second-Class Elementary diploma (E.).—February 3, 1863.

D. WILKIE,
Secretary.

OTTAWA BOARD OF EXAMINERS.

Second-Class Elementary diploma (E.).—Mr. John Maguire and Mr. James Quinn; (F.).—Miss Clémence Rousson.—February 3, 1863.

JOHN R. WOODS,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOURASKA.

First-Class Elementary certificate (F.).—Miss Angèle Delisle.—February 3rd, 1863.

Misses Alphonsine Bouchard and Virginie Gagné have obtained Model school diplomas.

Misses Scholastique Ouellet, Josephine Roy, Marie Anne Tremblay, Angèle Mirville, Thécie Bérubé, Emérance Chrétien, Luce Gagnon, Caroline Dumais, Joséphine Lavois, Emilie Bélanger, Céleste Mirville, Luce Tardif, Marie Philomène Soucy, Apolline Michaud, Emilie Sirois, Exupère Ouellet and Obéline Dumont have obtained Elementary diplomas.—June 3, 1862.

P. DUMAIS,
Secretary.

RIMOESKI BOARD OF EXAMINERS.

1st-Class Elementary certificate (F.).—Misses Gracieuse Lepago and Claire Pineau.

2nd-Class Elementary certificate (F.).—Misses Marie Carmel Perron and Sara St. Laurent.—February 3, 1863.

P. G. DUMAS,
Secretary.

BONAVENTURE BOARD OF EXAMINERS.

First-Class Elementary certificate (F.).—Mr. Thomas Langlois; (E.).—Mr. William Bryce.—February 3rd, 1863.

CHARLES KELLY,
Secretary.

BEDFORD PROTESTANT BOARD OF EXAMINERS.

1st-Class Elementary certificate (E.).—Mr. Seneca Paige Rowell, Miss Sarah Eliza Martin and Miss Ruth Wood Smith.

2nd-Class Elementary certificate (E.).—Mr. Dewitt C. Holland and Miss Elvira C. Gilbert.—February 3, 1863.

WM. GIBSON,
Secretary.

BEDFORD CATHOLIC BOARD OF EXAMINERS.

1st-Class Elementary certificate (E.).—Misses Mary J. Bray, Rose H. Caroline and Emily J. McCanna.—February 3, 1863.

L. H. D. BONDY,
Secretary.

SHERBROOKE BOARD OF EXAMINERS.

1st-Class Model School certificate (E.).—Mr. John H. Cook and Mr. John A. Putney.

2nd-Class Model School certificate (F.).—Miss Philomène Mackie.

1st-Class Elementary certificate (E.).—Mr. Leslie P. Hovey, Mr. Henry Taylor and Miss Ellen M. Taylor; (F.).—Miss Josephine Dufresne.—February 3, 1863.

S. A. HUND,
Secretary.

RICHMOND BOARD OF EXAMINERS.

1st-Class Elementary certificate (F. E.).—Mr. Jules C. L. Morazain; (F.).—Mr. P. E. Duhamel.

2nd-Class Elementary certificate (F.).—Miss Elmire Grégoire and Miss Céline Marcotte; (E.).—Mr. William Tuohy and Miss Elizabeth Neill.

J. H. GRAHAM,
Secretary.

STANSTEAD BOARD OF EXAMINERS.

Second-Class Elementary diploma (E.).—Messrs Gilman Colby and Abraham H. Tilson; Misses Nancy A. Brown and Cynthia A. Currier.—Feb. 18, 1863.

C. A. RICHARDSON,
Secretary.

DONATIONS TO THE LIBRARY OF THE EDUCATIONAL DEPARTMENT.

The Superintendent of Education acknowledges with thanks the following:

From Mr. J. Gilmary Shea, New York: *Mutsen Grammar*, 1 vol. *Novum Belgium*. By Rev. Father Isaac Jogues. 1 vol., 3 copies. *The Fallen Brave*: a Biographical Memorial of the American Officers who have given their lives for the preservation of the Union. 2 vols. *The Historical Magazine*, 2nd vol., 1 copy, and 10 parts of the 7th vol. *Brownson's Quarterly Review*, for April, July and October, 1861. *Lives of St. Paul Apiki, St. John de Goto and St. James Kisai*, martyrs canonized June 8, 1863, 1 vol.

From M. l'abbé Laverdière, Laval University: *Principes de Grammaire hébraïque et chaldaïque, accompagnés d'une Chrestomathie hébraïque et chaldaïque*. By J. B. Glaire. 1 vol. *Arithmétique*. By Jean Ant. Bouthillier, Edition of 1809; avec annotations, by the late J. Demers, Priest. 1 vol. *Arithmétique raisonnée*. By Casimir Ladrey. 1 vol. *Traité d'Arithmétique*. By Jos. Laurin. 1 vol. *Histoire des Etats-Unis*. By A. Scheffer. 1 vol. *Nouvelle relation de la France équinoxiale*. 1 vol. *Lois criminelles*. By J. Grémazie. 1 vol. *Lièvre de Prières en langue montagnaise*. 1 vol. *A Geographical view of the British Possessions in North America*. By M. Smith, 1 vol.

SITUATION WANTED.

An experienced Teacher of French and English is desirous to obtain a situation. Unexceptionable references will be given. Address Chs. Boucher Esq., M. D., Maskinongé, C. E.

TEACHER WANTED.

A Teacher competent to teach French and English, is wanted for an Elementary school at St. Oanut, county of Two Mountains. Salary £45. Apply to the local School Commissioners, or at the Education Office.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), FEBRUARY & MARCH, 1863.

Distribution of the Grant in aid of Superior Education.

In another part of this number will be found several Statistical Tables showing the apportionment of the grant to the universities, colleges, academies and model schools, for 1862. The insufficiency of the revenue derived from the Jesuits' Estates, which forms part of the Fund, occasioned some delay in authorizing these payments; and it has been found necessary to refuse most of the applications for new grants. A reduction of $2\frac{1}{2}$ per cent. on the amounts included in the first two lists and of $\frac{1}{4}$ per cent. on all other grants has also been made, as will be seen on reference to the Tables.

Nineteenth Conference of the Teachers' Association in connection with Jacques Cartier Normal School.

This conference took place on the 30th January.

The minutes of the last meeting having been read and adopted, Hon. Mr. Chauveau addressed some words of advice to the teachers, insisting upon the value of punctual habits in a preceptor.

Mr. Duquette read a paper upon the "Progress of Education in Lower Canada and its causes," and opened the discussion on "the best methods of Teaching,"—in which Messrs. Archambault, Inspector Valade, Principal Verreau and the Superintendent of Education took part.

Mr. Valade then delivered an address on "the position of the Teacher with regard to Education, the People, and the Country's Future."

After some words of explanation Mr. Archambault moved, seconded by Mr. Emard, and it was

Resolved,—That a committee be appointed to revise the Constitution and the Rules and Regulations of the association, and report at the next meeting such amendments as they may see fit, with a view to promote the interests of the association and of teachers; and that said committee consist of Messrs. Verreau, Amyraut, Auger, Boudrias, Caron, Dalpé, Desplaines, Dostaler, Duquette, Hétu, St. Hilaire, Jardin, Tessier, and the mover and seconder.

The meeting then adjourned to the last Friday in May, when the following question will be debated, "Is the Teacher's calling a profession, and does it offer as great advantages as the professions called liberal?"

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

Inspector JUNEAU's Report.

In this inspection district, comprising the counties of Lévis and Dorchester, the schools, with but few exceptions, gave satisfactory results. The inspector had, during his visits, endeavored to demonstrate the importance of the study of grammar. For this purpose he had conducted examinations with a view of illustrating, to the less experienced teachers, the method which his practical knowledge of the subject had shown to be the most preferable; and almost all the female teachers had expressed their intention of adopting his system of instruction, not only for grammar, but also for reading and spelling. The importance of mental arithmetic seemed to be fully appreciated by these teachers, who promised to devote some time every day to the teaching of this branch. It was also the intention of the Inspector, in his future visits, to explain the best method of giving lessons in writing, as this appeared to him sadly neglected in many places. He trusted that all the schools of this promising district would soon be placed on an excellent footing.

1. *St. Nicolas*.—In the fourteen districts of this municipality there were 13 schools in operation. One was a model school, conducted by Mr. Alfred Esnouv, who had received a model school diploma; 54 boys were in attendance, and the examination was quite satisfactory; the salary of the teacher was 60*l.* per annum, with the use of a garden and orchard. The elementary schools, under female teachers, were all tolerably well conducted, several were even excellent schools. Eleven teachers had obtained certificates from the Board of Examiners, and one held a diploma from the normal school. Their stipends ranged from 20*l.* to 30*l.* per annum.

To the above must be added the girls' academy founded by Rev. M. Baillargeon, which was well conducted by two female teachers under his able supervision, and deserved liberal encouragement. All these schools were attended by 510 pupils. The secretary-treasurer kept his accounts well. An independent school was also in operation here, conducted by Miss McGolrich from the normal school.

2. *St. Romuald*.—Three schools under the commissioners and one dissentient school were open. The church school (*l'école de l'église*) was conducted by Miss Olympe Chamberland, a pupil of the normal school in possession of a model school diploma, who though in charge of 89 scholars, had obtained very satisfactory results; the other two Catholic schools were also maintained on a good footing. The salaries paid to the teachers varied from 22*l.* to 30*l.* The dissentient school was frequented by 51 pupils, who answered the questions addressed to them with a degree of accuracy sufficient for practical purposes; the teacher had a model school diploma and a salary of 75*l.* Total number of pupils 408. The accounts were well kept.

3. *St. Henri*.—Of the 14 common schools in this municipality, one should be classed rather as a model than an elementary school; the teacher, Miss Marie Louise Gosselin, deserved honorable mention for the able manner in which her duties were discharged. All the other elementary schools were well managed by the licensed female teachers in charge.

The model school, kept by Mr. Louis Roy, who had been trained in one of the normal schools, deserved to be classed among the best institutions of this grade. The examination proved that its pupils were far advanced, and that the teacher himself was worthy of the confidence reposed in him. In order to devote more time to the study of grammar and history, the lessons in writing, arithmetic and drawing were attended to after the regular school hours; and many of the pupils even met in the school-room on holidays to receive instruction in drawing. This teacher's salary was 65*l.* with the use of a very good garden; and the other teachers received from 14*l.* to 20*l.* The account books were well kept by the secretary-treasurer, and the municipality was not indebted.

4. *St. Jean Chrysostôme*.—This municipality contained nine districts, and supported 6 schools under control, one conducted by a male teacher, and the others by schoolmistresses.

No unlicensed teachers were employed, and the salaries ranged from 15*l.* to 38*l.* per annum. The schools in charge of Mr. Lazaro Tanguy and Miss Emilie Lécnier, were conducted in a satisfactory manner. The four schools remaining were also well managed. There was an independent school, not included among those enumerated above, which afforded instruction to a very limited number of pupils. The total number attending all these schools was 450. The secretary-treasurer's accounts were well kept.

5. *St. Lambert*.—There were four schools in operation, directed by female teachers and attended by 244 children. Only two of these schools were well conducted. The teachers were certificated, and received from 15*l.* to 19*l.* per annum. The Books of the secretary-treasurer were well kept. This parish received supplementary aid from the Fund for the relief of poor municipalities.

6. *St. Joseph de Lévis*.—This municipality was divided into six school districts, and supported 4 schools—one a model and the others primary schools. The first was conducted by Mr. Edouard Carrier and an assistant English teacher, and was attended by 107 pupils. The examination was very satisfactory, the questions having been answered with admirable precision by the children. This school was installed in a spacious and advantageously situated building, and possessed excellent appliances, of the same pattern as those of the schools connected with the normal schools.

The convent school of this parish was frequented by 226 pupils, and made increasing progress. The Ladies in charge had, on their arrival in this country, at once applied themselves to raise this establishment to the highest standard of this class of institutions.

The secretary-treasurer's Books were kept with exactness, but unfortunately the collection of the revenue of the school corporation was somewhat neglected, and as a consequence the teachers were not paid regularly. The total number of pupils attending the schools was 830.

7. *Notre-Dame-de-Lévis*.—There were 8 districts and 7 elementary schools, the college under the direction of the Brothers of the Christian Schools, and a convent school conducted by the Sisters of Charity. The course of study in the latter institution extended over five years, and was eminently of a practical character. French and English were taught alternately every day in all the classes; and this school rendered efficient service to education. The elementary schools were successfully managed, and attended by a great number of children. The female teachers in charge received from 25*l.* to 62*l.* There were also in this municipality two dissentient schools, attended by very few pupils, and these were not much advanced. The male teachers in charge had model school diplomas and each received a salary of 75*l.* The number of children receiving instruction in all the schools of this municipality, was 1438. Accounts were well kept.

8. *Ville d'Aubigny*.—This municipality was divided into two districts and had two efficient schools,—one an academy, and the other a primary school, in which a young lady taught. Mr. L. A. Desrochers conducted the academy, but to the great regret of the Inspector, was about to retire from a vocation in which his ability and experience had won for him an honorable place. His salary was £95 a year; the female teacher's was £25. The total number of pupils attending the schools of *Ville-d'Aubigny* was 206. The corporation was indebted, but a sufficient sum to pay all claims would soon be collected from the assessed.

9. *St. Isidore*.—In each of the eight districts of this municipality there was an elementary school conducted by a female teacher. Salaries ranged from £12 to £25. These schools were well conducted, except two or three, in which the pupils were not far advanced. The number of children receiving instruction at all these schools was 480. Of the teachers, seven had diplomas; and their salaries varied from 14*l.* to 25*l.* The accounts were well kept; and a balance of £18 remained on hand. The municipality was free from debt.

10. *St. Bernard*.—This municipality was divided into nine districts, and maintained 5 schools under control and 3 private schools. Three of these schools were very good, three tolerably well managed, but the remaining two were in a backward condition. The number of children in attendance was 350. The salaries of the five licensed female teachers ranged from 10*l.* to 14*l.* The secretary-treasurer kept his accounts with regularity, and did every thing in his power to contribute to the efficient working of the system. The liabilities of the corporation were all regularly discharged; and there was a balance on hand of £10. 11. 1½ at the time of the visit.

11. *St. Anselme*.—There were fifteen districts in this municipality with an equal number of Schools—10 under control and 5 private establishments. The number of children receiving instruction was 636. Of the schools in this municipality six were very well conducted, five rendered good service, and the remainder were somewhat inferior. Nine female teachers had the requisite certificates; and a male teacher (Mr. Bourassa) had received a normal school diploma. Salaries varied from 15*l.* to 30*l.* The accounts were well kept; and there was a balance on hand of £15. 9. 9½ and no outstanding debts.

The erection of a building for a convent-school had been commenced in the county of Dorchester, by direction of the *cuyé* of the parish of St. Anselme. The Inspector was assured that it was the intention of the parishioners to hire a model school teacher for the boys' school in that locality as soon as the convent was built.

12. *Ste. Marguerite*.—This municipality contained six districts, and maintained two schools under control and three independent schools. Three of these establishments were managed with entire success, but the others were rather inferior. The number of children attending was 294. Two of the female teachers were licensed; the salaries ranged from 16*l.* to 18*l.* The accounts were well kept.

13. *Ste. Hénédine*.—This municipality was divided into four districts; and of the 4 schools in operation, 2 were under control and 2 were private schools. The number of pupils in attendance was 260. The schools under control were very well conducted, and the others also did good service. Two of the female teachers had diplomas and received from 13*l.* to 26*l.* per annum. Accounts were well kept—balance on hand £5, and no outstanding debts.

14. *Ste. Claire*.—This parish was divided into ten districts and supported 6 schools under control and 4 independent, with an aggregate attendance of 675 children. Two of these establishments were conducted by male teachers and 8 by females. Salaries ranged from 12*l.* to 40*l.* Accounts were kept with regularity; but the collection of rates was not punctually attended to, and teachers complained of delay in the payment of salaries—a grievance which, however, it was said would be redressed.

The commissioners had generally neglected to visit the schools, but the Inspector was assured that as an interest for education had been recently awakened in the locality, an improvement might be looked for in this matter.

Notices of Books and Publications.

ALEXANDER MONRO.—*Statistics of British North America, including a Description of its Gold Fields.* E. M. McDonald, Publisher, Halifax, N. S., 1862.—16mo, 225 pp.

While disclaiming all pretensions to originality, Mr. Monro presents his readers with a most valuable collection of statistics on the population, education, agriculture, trade, manufactures, natural resources and climate of the British North American Colonies, relieving the dryness of figures with concise geographical descriptions, the condensed flora and fauna of the country and an account of its geological structure; also remarks upon immigration, monetary institutions and the currency, postal systems, militia organizations, mining, railroads and telegraphs. The work is printed in a neat and convenient form, containing a vast amount of information within a very small space; and intending emigrants can obtain from a perusal of its pages all the knowledge they may deem necessary or advantageous. We make the following extracts:

“There are few subjects, connected with these Colonies, on which so much misconception, and even misrepresentation, exists, as there does with reference to the climate.

“The farmer is condemned, during one season, to unwelcome indolence.”—*Murray's British America.*

“Winter commences in November, when thick fogs and snow storms are frequent.”—*Chambers' Information for the People.*

“Winter is by far the pleasantest season, for then everybody is idle.”—*Backwoodsman.*

“Winter, in Canada, is a season of joy and pleasure; the cares of business are laid aside, and all classes and ranks indulge in a general carnival.”—*Montgomery Martin.*

“In November, thick fogs and snow storms betoken that winter has set in.”—*Butler's Guide to Canada.*

“From these representations, a stranger would conclude that the inhabitants of British North America are sealed up, during six months of the year, in mountains of snow; ‘the farmer condemned to unwelcome indolence;’ the merchant freed from ‘the cares of business;’ and that ‘all classes and ranks indulge in a general carnival;’ and in order to move in the open air, they must be enrobed in furs of the warmest kind. Suffice it to say that all experience testifies to the incorrectness of these statements.

“With regard to health, what Professor Johnston, Dr. Gesner, Moses H. Perley, Esq., and Dr. Waddell, have said of New Brunswick, is equally applicable to the other Colonies.

“In regard to the climate of New Brunswick, I feel myself compelled, by all the evidence I have collected, unreservedly to admit that it is an exceedingly healthy climate.”—*Professor Johnston.*

“Although the winters of New Brunswick are severe (less so, however, than those of Lower Canada), yet the climate is exceedingly healthy.”—*M. H. Perley.*

“The climate is decidedly healthy, and there is no disease peculiar to New Brunswick.”—*Dr. Gesner.*

“As regards climate, none is more healthful.”—*Dr. Waddell, Superintendent of the Lunatic Asylum.*

“The climate of Western Canada, and the Pacific coast, at Vancouver's Island, and Nova Scotia, is warmer than that of Canada East, Prince Edward Island, or New Brunswick, although a large portion of the latter is similar to that of Nova Scotia. In Newfoundland winter is severe; yet snow does not lie long on the south-east coast. It is generally said that winter, in these Colonies, lasts five months, which, in one sense is true, but in another it is

not. Winter, in reality, cannot be said to last longer than three months, commencing about the middle of December, and ending about the middle of March. During this period there are, in the coldest sections of Lower Canada, from twenty to twenty-five cold days, when the thermometer ranges from fifteen to twenty degrees below zero. The cold is driven from the Arctic Regions by north-west winds, passing over the country in waves, lasting for about three days at a time—familiarily known as ‘cold snaps.’ During the intervals between these periods of cold, the thermometer ranges about zero.

“There are, generally, from four to seven snow storms, during each winter, when the snow falls, in Canada West, to the depth of about one foot in the aggregate; in Nova Scotia, from one to two feet; in New Brunswick, Canada East, and Prince Edward Island, from two to four feet. To these general rules there are frequent exceptions. Some seasons the snow exceeds these depths; and very frequently, in Nova Scotia, and a large portion of New Brunswick, the snow does not average one foot in depth. The ‘January thaw’ often sweeps the snow from the face of the country, leaving the ground, contrary to the interests of agriculture, uncovered for weeks. In Western Canada, where a large quantity of winter wheat is raised, these thaws are particularly injurious. At Vancouver’s Island there is comparatively no frost. During a large portion of winter, in the cold parts of the Colonies, the thermometer ranges from ten to forty degrees above zero.

“Deep snow adds to the fertility of the soil. The ground is so pulverized by the action of the frost as to be rendered friable, and more easily ploughed.

“By a wise and economical division of time, all classes of the people may be, and generally are, as profitably employed during the winter months, as in summer. It is a great mistake to say that winter is necessarily a period of idleness and inactivity; the reverse is the fact. Our winters are pleasant, and their long evenings afford the student ample time for the acquisition of useful knowledge. There is no season of the year so well adapted to the cultivation of literary, domestic, and social intercourse, as that of a North American winter. It is the lecturing season, in the institutes and halls, with which nearly every community is supplied; it is the season when the several Colonial Legislatures sit, and the season when the press is doubly vigilant in supplying the public with useful information. Indeed the winter season, in these Colonies, is very pleasant, affording enjoyment and profit to the inhabitants.

“The prevailing winter winds are the north-west, north, and north-east; in spring, south, and in the summer, west, and south-west. In the interior of Canada East, and New Brunswick, the heat of summer sometimes rises to eighty, and even ninety degrees; while along the seaboard the climate is more equable, and the air wholesome and bracing. Vegetation progresses with great rapidity.

“The autumn is the most delightful season in the year. In the language of J. V. Ellis—‘the summer still lingers, as it regretting to quit the scenes of beauty it has created—and then is produced the ‘Indian Summer,’ a season of rare and exquisite loveliness, that unites the warmth of summer with the mellowness of autumn.’

“The fogs which sometimes prevail along a part of the Atlantic coast line, seldom extend more than five miles inland. The Gulf and River St. Lawrence are more free from fogs than the Bay of Fundy, and the Atlantic coasts; but in none of these places are they found to impede navigation, or produce effects detrimental to the general interests of the country.”

“The following Comparative Statement will show the amount of Sickness among the Troops stationed in the Countries named in the Tables, from 1837 to 1846:

COUNTRIES.	RATES PER THOUSAND.
Canada.....	39.0
Nova Scotia and New Brunswick.....	34.8
United Kingdom.....	from 42.9 to 48.0
Gibraltar.....	43.0
Malta.....	43.0
Ionian Islands.....	44.0
Bermudss.....	55.8

“The relative mortality, in these several countries, stands in about the same proportion as the above, showing the decisive advantages, in point of health, these Colonies possess over other healthy countries.”

“Gold Fields of Nova Scotia.—The metamorphic district of this Province, which is the most rigid and uninviting portion of its sur-

face, is now, beyond dispute, one of its richest sections. The hills and vales of its Atlantic frontier, which have been heedlessly trodden, for untold centuries, by wandering Indians, are now yielding their treasured wealth to the hand of civilization.

“Facing the seaboard, numerous estuaries, bays, and rivers wind between the spurs of the hills, giving to this section of the country a picturesque appearance. Along the coast line for 250 miles, and from eight to thirty-five miles inland, gold-bearing quartz has been found.

“By what exact agency, and at what geological epoch, gold was formed among the granite and metamorphic rocks, and distorted and sedimentary strata of Nova Scotia, is a secret not easily divulged. This part of the Province has probably been the theatre of igneous action, and to that action, and its influence upon the contiguous rocks, may be attributed the formation of gold. The gold exists chiefly in quartz bands, five or six in number, running nearly parallel to the Atlantic seaboard of the Province. Each band consists of numerous veins, and, in gold-mining parlance, ‘leads,’ which vary in thickness from a fraction of an inch to several feet; of various degrees of hardness and richness, and at various depths from the surface.

“Generally, the quartz rock is hard, and yields slowly to abrasion, or the action of frost. In some places the veins are folded and otherwise distorted; in others, they follow the geographical undulations, and geological sinuosities of the subjacent, overlying, and contiguous rock. In a few places, auriferous drift, the result of desintegration of pre-existing quartz veins, and decomposed rocks, afford ‘alluvial,’ or ‘placer’ diggings; but not, so far as known, of sufficient extent and richness to warrant extensive operations. The richness, depth, and dip of the veins appear to be governed by no immutable law. In some places the richest veins are deep in the earth, while in others they are near the surface. It is only by denudation that the leads can, in some places, be traced.

“It is now beyond dispute that there are vast quantities of gold locked up in these quartz bands, which can only be brought to light by skill, industry, and large pecuniary appropriations. It is needless for those of small means to undertake quartz mining, in Nova Scotia, except as servants. By the skilful application of means, however, gold in vast quantities may be obtained. Sufficient time has not yet transpired, since its discovery in this Province, to allow a full development of the gold-bearing leads. Many of the veins are highly remunerative, and richer ones are continually being discovered. Some of the more recently discovered veins descend perpendicularly, to a great depth, from the surface, between walls of other rocks, of various kinds, and of different degrees of hardness, which are generally removed by blasting, when the quartz is obtained. Crushing machines have been erected in the principal mining localities.

“Situated, as these mines are, in the vicinities of excellent roads, growing towns and settlements, and navigable waters, their commercial importance cannot be too highly estimated.

“It is now believed that the diffusion of gold is as general, throughout the world, as that of other metals. Almost every year adds new gold fields to the already numerous catalogue.

“These discoveries seem recently to have followed each other in such rapid succession, that it is impossible, even for geologists, to predict what new discoveries a year may bring forth. The effects of such discoveries, upon the social character, are not more remarkable than the discoveries themselves. The diffusion and intermingling of different races of our being, has, no doubt, a moral effect. Law and order have, for a time, been subverted, in some places; but this is not the case in Nova Scotia, although a large influx of population has repaired ‘to the diggings.’ In reality, law and order are not more highly respected in any part of the world.

“Gold has been discovered at sixty or seventy different places, in the Province, but regular mining operations have been carried on only at the following places: At Lunenburg, 75 miles west of Halifax; at Waverley, 10 miles from Dartmouth, on the road to Truro; at Lawrencetown, 12 miles eastwardly from Halifax, on the shore; at Tangier, 45 miles east of Halifax; at Wine Harbor, 55 miles east of Tangier, and near the mouth of St. Mary’s River; at Sherbrooke, eight miles up the said river; at Isaac’s Harbor, 15 miles east of Wine Harbor; at Country Harbor, a few miles further inland than the last named locality; at Rensfrew, on the Nino Mile River, in the County of Hants; and at Oldham, in the County of Halifax; these two last named gold fields being, respectively, only ten and three miles distant from the Elmsdale railway station, which is 30 miles from the City of Halifax.

“In Nova Scotia, as in other gold-producing countries, gold mining is among the industrial pursuits; and is superintended by

a commissioner, and deputy commissioners, who regulate the disposal of claims, and the collection of revenue from the gold fields, under an Act of the Legislature, passed in March, 1862. The size, and annual rental of claims, and the number of days labor to be performed on each, under the provisions of the law above mentioned, are as follows:

"Size, Cost, &c., of Mining Leases in Nova Scotia.—Quartz Area, No. 1—150 by 250 feet \$40—100 days per annum.

"Quartz Area, No. 2—150 by 500 feet—\$80—200 days per annum.

"Quartz Area, No. 3—300 by 500 feet—\$160—400 days per annum.

"Quartz Area, No. 4—450 by 500 feet—\$240—600 days per annum.

"Alluvial or placer diggings to contain 1,000 square feet, and to pay a rent of \$5 per annum.

"Lots may differ, in size, from the above, according to circumstances. Quartz lots are leased for 21 years; alluvial lots for one year. Unproductive seams, or diggings, may be abandoned, when the rent, &c., ceases.

"In all lots a royalty of three per cent, upon the gross amount of gold mined, is to be paid to the government; if the royalty exceeds the rent, then the former only is to be paid; but if it does not exceed the rent, then the rent only shall be paid. Mining leases revert to the Crown on lessees failing to perform the amount of labor above stated. All rents to be paid quarterly in advance.

"The large number of 2,274 claims were granted up to the first of September, 1862. How many of these may ultimately prove unproductive, it is impossible to say; but that they will all yield a remunerating return for labor is not to be expected; while, on the other hand, not a few of them have proved valuable, and are richly repaying their owners for capital invested. Of the whole number of claims, about 800 are small 1,000 feet areas, granted before the passing of the law quoted above; but of the remainder, many are of the larger, or No. 4 area, so that the auriferous districts of Nova Scotia would seem to be of considerable extent. No official records have been kept that will show a correct statement of the gold realized by the mines; large quantities coming into the market through private hands, of which the government receive no account; but the returns in the gold commissioner's office show that the business of gold mining is very productive. The return of the deputy commissioner for the Sherbrooke district, for the month of September, shows a total of 400 tons of quartz raised, 219 tons of which were crushed, yielding 515 ounces. During the month there were 216 men at work; but only a part of their labor went to produce the above result, much of it being spent in prospecting, sinking shafts, and other preparatory operations. Over \$10,000 worth of gold was sent from Nova Scotia to the World's Exhibition, at London, in March, 1862."

JOQUES—*Novum Belgium, an account of New Netherland in 1643-44.* By Rev. Father Isaac Jogues. New York, 1862.—1 vol. large 4to, 69 pp. Not for sale by the Trade.

This splendid work is a copy of a rare MS. by the celebrated missionary above designated; and its publication in the present form is due to Mr. John Gimury Shea. The MS. is a historical and geographical sketch of New Holland and, more especially, of Manhattan (New York) and Orange (Albany), places which the author had visited, and bears date "3 Rivières en la Nouvelle-France, 3 août 1646." Besides a complete fac-simile of this manuscript, it contains an English translation, the original in printed text, notes, a portrait of Father Jogues (steel engraving), a fac-simile of the map of "Nova Anglia, Novum Belgium et Virginia," which accompanies the rare work of Jean de Laet of Antwerp, and a view of New Amsterdam—a fac-simile of a plate taken from the same work. The Department of Education is much indebted to Mr. Shea for this valuable addition to its library.

British American Journal of Medical and Physical Science; 1862, Montreal.

Dr. Hall announces that the publication of this journal will be discontinued in the future. It is very much to be regretted that the enterprise should have been allowed to fall to the ground for want of encouragement, the more so as a periodical specially devoted to the interests of the medical science seems indispensable.

LEMOINE.—*Les Pêcheries du Canada.*—12mo, 146 pp. Office of the *Canadien* newspaper. Quebec, 1863.

This pamphlet treats of a most important subject, one deserving the attention of our public men and capitalists.

PROVANCHER.—*Flore Canadienne, ou description de toutes les plantes des forêts, champs, jardins et eaux du Canada, accompagnée d'un vocabulaire des termes techniques et de clefs analytiques.*—By M. Pabbé L. Provancher, Curé of Portneuf.—2 vols. Svo; 842 pp.; with 400 engravings. Joseph Darveau, Publisher.

This is without doubt the most costly publication ever undertaken in the country, except, perhaps, Bouchette's work on its topography. We hope the author will meet with distinguished success.

ELOGE DE M. PAINCHAUD.—18mo, 96 pp. Proulx, Publisher.

This small pamphlet contains several speeches delivered in the college of St. Anne, eulogistic of the merits of its Founder, together with a portrait of Mr. Painchaud and his correspondence with Chateaubriand, whose autograph is preserved with great care at the college.

THE BRITISH CANADIAN REVIEW.—We have received the 2nd and 3rd numbers of this new periodical; they are full of interest. We clip from one of them the following passage, in which the French spoken in 'this Canada' is vindicated from the almost universal misrepresentations of hasty tourists and writers of notes by the way.

"It is really singular to notice what a large portion of settlers came from Normandy to New France. Almost all the educated Frenchmen, such as Messrs. Rameau, Ampère, De Puibusque, and others who have visited Canada, have been struck with the resemblance between the customs, manners and language of the French Canadian peasantry of this day, and those of the peasants of Brittany and Normandy. All of them admitted that as a general rule, our *habitants* spoke better French than the same class in the country parts of France. Of course, it is not pretended that even the educated in this country, could compare for the purity of their idiom, with Parisians, who alone claim the right to speak *pure* French. Parisian writers, on this point, have promulgated canons which are rather exclusive. It is pretended for instance, that the nicety of Parisian taste is such, that even a Parisian writer who removes for four years from his native city to the provinces, is liable to be detected when he writes. This is going far, and naturally reminds one of the fish-woman of Athens, who, by his accent, detected a new customer as belonging to the suburbs of the city.

"When Mr. Rameau was in Quebec, I took occasion to ask him what he thought of our best writers. 'Sir,' said he, 'I will relate to you what occurred to me in Paris last winter. I was acquainted with Canadian literature before I came here, and in order to test the correctness of my own opinion, I assembled some literary friends and told them that I intended reading them a chapter out of two new books which they had never seen before; they assented; this done, and replacing the books in my book case, I requested them to tell me candidly where they could have been written. 'Why in Paris, where else,' they replied; 'none but Parisians could write such French.' Well, gentlemen, said I, you are much mistaken, these books were written on the banks of the St. Lawrence, at Quebec, Etienne Parent and Abbé Ferland are the authors. My friends could scarcely be convinced of the fact." I take pleasure in recording this, as both the works alluded to are re-published in the New-Year Volume, presented to subscribers, by the publishers of the "Foyer Canadien," and because such a circumstance does honor to the country. I take particular pleasure in noticing this honorable fact, because it also effectually bears on a stupid assertion not altogether uncommon, viz: That French Canadians speak nothing but *patois*—whereas, if the whole truth were known, it would appear that our peasantry talk (1) better French, than does one-half of the rural population of France; in fact, it is not rare to find the French peasantry of one Department, scarcely able to understand the idiom of the corresponding class in another Department. Several causes might be adduced in explaining this singular feature; the first settlers in Canada had left France about the time when literature was at its zenith, and when the language was singularly beautiful. Whatever efforts may have been made in literature by modern France, no writer since the great revolution, has surpassed Corneille, Racine, Boileau, Voltaire or Sevigné, in each of their several departments;

(1) In connection with this fact, it appears that the French Canadians have alone retained in their original purity the simple old Norman songs which their ancestors brought into the country; that these popular ballads had become so altered in France in the course of time, that a request has been sent out to Canada to have them collected in their original purity. A Professor of the Laval University has turned his attention to the subject.

the language of the peasantry in New France has remained what it was two-hundred years ago; it is not purer, but it is just as pure."

CANADIAN JOURNAL OF INDUSTRY, SCIENCE, AND ART.—The February number of this most valuable periodical, published at Toronto by a Committee of the Toronto Canadian Institute, is before us. Among other interesting articles it contains the fourth part of Professor Chapman's Exposition of the Minerals and Geology of Canada, and an excellent article on Donati's Comet and the history of those erratic bodies.

L'ABBÉ BRUNET.—*Notes sur les plantes recueillies en 1858, par M. l'Abbé Ferland, sur les côtes du Labrador baignées par les eaux du St. Laurent.* Quebec. 8 pages. Desbarats & Derbyshire, Publishers.

The Rev. Mr. Brunet, Professor of Botany in the Laval University, has caused a few copies of an article published by him in *Le Foyer Canadien* to be struck off apart in pamphlet form. The list contains several plants that are not mentioned in the little work published in 1830 under the title "*De Plantis Labradoricis*"

LE FOYER CANADIEN.—The first numbers of this new periodical, a rival to the *Soirées Canadiennes*, contains poetry by Messrs. Alfred Garneau (son of the learned historian of Canada), Auger, Lemay, and Decases, M. P. P., and interesting contributions from the pen of l'Abbé Ferland and l'Abbé Trudelle. Quebec; Desbarats & Derbyshire. Annual subscription, \$1.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The gentlemen of the Quebec Seminary have resolved to establish two military schools, one in the Laval University and the other in the minor Seminary. We are happy to learn this, because the system will ensure a constant supply of intelligent men imbued with the learning of the schools, and qualified in every respect for commissions in the Militia. The gentlemen of the Quebec Seminary seem to have appreciated Mr. Disraeli's remarkable saying in the House of Commons, in the debate on the Address, that when the tide of war had subsided in America, that country would be "an America of diplomacy, an America of war, an America of standing armies." Success, say we, to the Canadian school of St. Cyr.—*Montreal Gazette.*

—The London *Athenæum* and *Illustrated News* notice the fact, that Mr. Marshall Wood, the well-known sculptor, has received a commission, through the Hon. John Rose, to execute a marble bust of the Prince of Wales, to be presented to the Library of the McGill College in the name of the students of the University. We understand that Mr. William Molson, with his accustomed generosity, has kindly offered to supplement any sum which the students may contribute toward this object, and has thus enabled the students to offer this graceful tribute, to their young Prince and to their *Alma Mater.*

The London *Lancet*, in noticing the attendance of students in the McGill University, in the present session, compliments it in its course of study in Arts, which it characterises as more complete than that of Oxford or Cambridge.—*lb.*

LITERARY INTELLIGENCE.

—According to the *Bookseller*, the leading organ of the publishing trade in Great Britain, the press of that country brought forth during the last twelve months 4828 new books, including reprints and new editions. Of these 942 were religious works; 337 represented biography and general history; 673 belonged to poetry and general literature; 925 were works of fiction; 61 were illustrative of art and architecture; 60 commercial; 278 pertaining to geography and travel; 283 law and parliamentary publications; 129 medical and surgical works; 243 oriental, classical and philological; 191 on grammar and education; 81 naval and military; 157 on politics; 104 on agriculture; and 148 on science and natural history. The following will give an idea of the publicity given to certain works.

Mr. Murray sold 30,000 copies of Dr. Lvingston's *Travels* at a guinea a piece and 10,000 at six shillings. Messrs. Chapman and Hall sold 100,000 copies of Dicken's *Nicholas Nickleby*, and 140,000 of his *Pickwick*. School books and other educational works, as may be expected, are taken by the present generation in very large quantities. Messrs. MacMillan and Co., sold 30,000 copies of Smith's *School Arithmetic*, 13,000 of *Palgrave's Golden Treasury* and 8000 of *Todhunter's Algebra*. Of Chambers' *Information for the People* more than 140,000 copies have been sold,

and of the Educational Tracts the gigantic number of 240,000 exclusive of exportation.

During the period from January 1 to December 20, the number of books published in France according to the *Bibliographie* amounted to 11,484 which gives exactly 957 new works per month. The *Mémoires* of M. Guizot have reached a sale of 9000 copies. The French edition of *Les Misérables* of Victor Hugo was 16,000 copies, that of *Brussels* 40,000. Of Thiers' "*Histoire du Consulat et de l'Empire*" 50,000 copies were published.—*London Spectator.*

SCIENTIFIC INTELLIGENCE.

—The annual report just issued by the Science and Art Department of the Committee of Council on education, states that in science schools or classes there are now 3147 persons under instruction, of whom 2278 are in schools under certificated teachers, and consequently receiving aid in the form of payments on results; 76,303 pupils in parochial and public schools, and 15,483 in central schools, in connexion with this department, received instruction in art in 1861; and 91,836 persons were taught drawing in the schools of art. The South Kensington Museum was visited by more than 600,000 persons in the year; 8884 photographs, unmounted, were sold, the amount received being 715l.—*Educational Times.*

—Some interesting experiments designed to prove the practicability of printing by telegraph, or, in other words, to show how a telegraphic apparatus can register simultaneously in type messages of which it is the medium, have recently been made, in the presence of the Lord Mayor and other gentlemen, at the offices of the United Kingdom Telegraph Company, in Old Broad Street, where a machine for the purpose, as invented and patented by Professor Hughes, is now in operation, communicating with Birmingham and other large towns. The instrument was first introduced in America, and has since been brought into practical use in France, and more recently in Italy, with, it is said, complete success. It is now being tried on the lines of the United Kingdom Telegraph Company with the view to its adoption by them. The machine is fixed to a table or platform not larger than an ordinary chess board, and is altogether very neat and compact. The electric waves are transmitted by a revolving arm, which acts in concert with a type wheel. On the face of the instrument are 28 keys, arranged like those of a piano, but occupying less than a third of the space. These correspond with an equal number of metal plates working upwards through slots formed all round a circular disc, on the top of which, but not in connexion with it, the arm and what is called "contact-maker" revolve. The type wheel and this arm revolve together, and when a key is depressed by the operator, a plate corresponding with the letter touched is raised and a letter is printed, while at the same instant by a graduated movement the paper is carried on a space ready to receive the next impression. The instrument is worked chiefly by women, and very much after the manner of a piano, but with a heavier touch. It prints at both ends of the wire simultaneously and in clear type, so that the operator sees the message which is being transmitted as it proceeds, and no copying or translation being required the chance of error is avoided. The speed secured in France and in America by highly-trained operators is said to have reached from 40 to 50 words a minute. At this rate the instrument would print matter equal to a column of "The Times" in a few minutes less than an hour, assuming there was no break in the operation, which probably would be too much to assume. It was brought into use in transmitting a report of the recent speech of Mr. Bright at Birmingham.—*lb.*

—A remarkable invention, intimately connected with photography, which has received the name of Photo-Sculpture, is now engrossing the attention of artists. The method followed by the inventor, M. Willème, is this:—A number of simultaneous photographs of a person are taken, and the outlines thus obtained are enlarged or reduced at will by the pantograph. With these data M. Willème produces a statue, the exact likeness of the original, in any size, and in so short a time as is hardly to be credited. Any person wanting his statue to be made, is photographed in various directions, and two days later he can call for his statuette in clay. Features and drapery are represented with the greatest exactness, and, as a natural consequence of the method, the price is extremely moderate. A cast of the figure being taken in plaster, it may be reproduced any number of times, and cast in bronze if required.—*lb.*

—The Natural History Society of Montreal held its first annual *conversazione* on the 3rd of February. The chair was filled by Principal Dawson. After several addresses, from the Chairman, the Rev. Drs. Kemp and De Sola, the company amused themselves in examining the Museum and a large collection of works of art, and microscopes furnished for the occasion by friends of the Society. We clip from Dr. De Sola's address as published in the last number of the *Canadian Naturalist* the following pithy remarks:

"At the same time I do not forget that though the claims of natural science are becoming better understood, still much misconception as to its ends still exists, and some branches which this institution favors, are even now regarded with suspicion, if not with positive dislike, by many

worthy persons who unaccountably fancy that the cause of revealed truth may be injured by them. This is no occasion fully to examine such an objection. We can only say to such timid persons, "Become members of this Society, and judge for yourselves, what powerful support science has given revelation." With reference to this misconception, I may go further and say that had carpers at holy writ been better naturalists, and possessed greater knowledge of physical science, they had not advanced half the fallacies they have. Thus, if the writer of a recent most erudite and unfortunate publication, entitled "A critical examination of the Pentateuch and Book of Joshua,"—called critical, perhaps, because there is no evidence of fair criticism in it, on the same principle that a worthy son of Erin called himself rich, because his money could not be counted,—if this writer, I say, had only been a working member of the Natural History Society of Montreal, I am sure that at least some of his objections would not have been started, but he would have recoiled at their absurdity. As an example, when he puzzles himself with one of his favorite arithmetical propositions,—“If 600,000 men in London require so much fuel, how much did 600,000 Israelites require in the desert, where trees are few,” a member might remind him that the *genus homo* amidst the fogs, damp and cold of London, requires a little more caloric than the *genus homo* travelling under the burning sun of Arabia—that to cook the bread and beef of old England requires a little more fuel than did the manna, the food of the Israelites, which was melted by the mere heat of the sun. We could also whisper to him a few secrets about animal fuel, such as the Arab even now prepares in the desert, and the prophet Ezekiel refers to. We might say something too of the changes taking place on the face of the physical world,—of Lebanon, now barren and once covered with trees—of the present sterility of parts of Palestine, formerly most productive and prosperous, and show that even the wood-fuel they had was not absolutely required; nay, we might give him a rule-of-three sum in return, and say, if 600,000 persons required so much fuel in Arabia, and so much in London, how is it that the same number of persons in these northern regions of Canada, can find cord-wood enough for their supply, when so vast a proportion of these are needy persons, and have not wherewith to supply their wants from day to day? We will volunteer the reply also. The reply is one which all the researches of this Society into the Eternal's works of the natural order, as well as the holy book gives us, and it is that the hand of God never waxeth short, but every thing, and every one, bears incontrovertible testimony to the infinite power, wisdom and benevolence of the Creator of nature. I trust my reference may be excused. But I desired to employ this opportunity to state my humble opinion that if biblical students and religionists will not avail themselves of the advantages conferred by the study of natural science, there is a certain personage who well knows how to use them, as he has ever used them, for the attainment of his own ends. And I desired to illustrate the needlessness of the alarm of some timid ones, and to demonstrate the truth that science is the true friend and supporter of religion, and that therefore, this and kindred institutions should enjoy the unbounded confidence of the community."

—The Botanical Society of Canada held the first meeting of its third session at Kingston, on the 26th January last,—the Very Rev. Principal Leitch presiding. Professor Lawson stated that through the kindness of Professor Caruel, formerly of Florence and now at Pisa, an ample supply had been obtained of living cocoons of the Chinese silk moth, *Saturnia Cynthia*, which yields the Alantine silk so successfully raised in France and in Italy. The eggs which may be obtained from the moths in May next, it is proposed to distribute to such members of the Botanical Society as may desire to aid in the experiment of introducing them in Canada. This silk worm feeds on the *Ailanthus glandulosa*, a tree that is quite hardy in Canada. Professor Lawson likewise exhibited samples of cloth made in the Indian prisons from the floss of the Indian silk weed or mudar plant, a material precisely similar to the floss contained in the pod of Canadian silkweeds. Several communications and papers were read, among others one on plants collected in Canada, by Dr. MacLagan (Berwick upon Tweed). The doctor's detailed observations which were contained in two M. S. volumes and embraced original information respecting nearly 900 species of Canadian plants, will be published in the Society's annals. Professor Lawson called attention to the proposal of the Home Government to publish under the direction of Sir William Hooker, the Queen's botanist, Floras of the colonies of the British Empire, and a communication was read from Judge Logie of Hamilton, on the subject. Application having been made by the Colonial Secretary for the approval and concurrence of the Canadian Government, with a view to the early publication of the Canadian Flora, several of the members expressed strongly their opinion of the importance of the scheme, both in a scientific and commercial point of view, and as affording a most effectual means of making known to Canadians, as well as to the inhabitants of European countries the nature of the products of our rich Canadian forests, which would stimulate to new branches of industry, and to the development of commercial enterprises. Dr. Dickson moved the appointment of a committee to bring before the Legislature, by petition and otherwise, the importance of Sir William Hooker's proposed publication and expressed a belief that, if the Government declined to grant the small sum required, persons would be found in Canada ready to raise the amount, in a very short time, by private subscriptions.—*Canadian Naturalist*.

In connection with the above, we call the attention of our readers to

the *Flore Canadienne* of the Abbé Provancher, and the notes on the plants of Labrador by the Abbé Brunet, which we notice elsewhere in this number.

MISCELLANEOUS INTELLIGENCE.

—Saltpetre is obtained in the Mammoth Cave, Kentucky, and considerable quantities were obtained from this source during the war of 1812. It is derived chiefly from the excrements of bats, &c. Most all the saltpetre which is employed for the manufacture of our gunpowder comes from India. It is not known whether any saltpetre is now obtained from natural sources in the Southern States. If the Secessionists were deprived of this substance entirely, they could not carry on a war. The nitrate of soda is very abundant in many parts of the world, and were it not so deliquescent, it would answer just as well for making gunpowder as nitrate of potash. The formation of natural saltpetre is a very slow process, requiring about two years to complete. During the French Revolution 2000 tons were made in one year in Paris; and were foreign supplies cut off, twice the quantity could be made in the same space of time in the city of New York with its present number of inhabitants. In Sweden each peasant who owns a house is bound by law to make a certain quantity of saltpetre every year for the use of the State. In Spain, Egypt, Persia, and especially in India, vast quantities of this salt are made annually; and it is not only a source of great profit but of warlike power to Great Britain.—*Scientific American*.

—The editor of the *London Notes and Queries* (William J. Thorns, F. S. A.) in reply to a correspondent who notices the "Silver Wedding Day," celebrated on the 25th anniversary of a marriage, when "it is customary to present the married pair with some silver token of its occurrence" and asks if the custom is observed elsewhere, remarks as follows:

"The custom prevails in some parts of Northern Europe, where the festival of the twenty-fifth anniversary is called the *silver* wedding, and that of the fiftieth the *golden* wedding. The "Silver marriage" of Aberdeenshire is altogether a different thing from the "Silver wedding" now under discussion, being the same as the 'Penniebrydal' or 'Pennie-wedding', which is a wedding where the guests contributed money."—*N & Q*, 3rd S. ii, 389.

De Quincey tells us that "the twenty-fifth anniversary is called in Germany the silver—the fiftieth the golden jubilee."—*Literary Reminiscences*, I, ii.

[The Silver Jubilee is not confined to marriage anniversaries, but extends also to the twenty-fifth anniversary of the ordination of a priest or consecration of a bishop, as the following title shows:

"The Anniversary Addresses of the Priests and People of the diocese of Cincinnati presented at the Silver Jubilee or celebration of the Twenty-fifth Anniversary of the Episcopate of the Most Reverend John Baptist Purcell, D. D., Archbishop of Cincinnati, O., October 13, 1858, &c. Cincinnati, Walsh, 1858, 30pp. 8vo.

"On the 3d of February 1862, says *L'Ordre*, a Canadian Journal, Jean Dagenais and Sophie Lemay dite Delorme, his wife, with Jean Laurin and Adelaide Lemay dite Delorme, his wife, celebrated together at the Sault au Recollet, C. E., the fiftieth anniversary of their marriage. The solemn mass was celebrated by the Rev. Mr. Dagenais, son of the first couple, assisted by Rev. Messrs Berard and Fitzpatrick.—Madame Dagenais and Madame Laurin are daughters of Mr. Lemay (dit Delorme) who died in 1849 leaving 225 children and grandchildren, all residing in the parish of Sault au Recollet, except thirty who are in Montreal. The *Aurore des Canadas* designated Mr. Lemay in 1846 as the Canadian Patriarch.—*N. Y. Historical Magazine*.

—Some two years ago, a huge mass of float copper, weighing at least 20 tons, was discovered on the location of the Mesnard mine at Portage Lake. In size it was some 16 feet long, 4 wide and 1½ thick, which is far the largest float mass ever before found upon the lake. Such being the prodigious weight, it was patent that it came from a vein near by, as it was impossible that any human agency known to exist in the past could have moved it a great distance. Beneath it, charcoal was found, and also stone hammers, indicating plainly that the ancient miners, whose history is unwritten and of whom nothing is known, except as traces of their working are thus found, had either taken it from its original bed and placed it in the fire, in order to burn the rock from it, or finding it upon the spot where it was now discovered, placed it in the fire for the same purpose.

We find those who had been of the opinion that it never was put in the place where it was found by human agency for the reason that a large amount of the float of copper in small masses, weighing from a half pound to fifty are found scattered immediately around it. Already some two tons have been gathered, whose existence in proximity with the large mass would indicate that water and ice may have been the agencies by which they were thus moved and scattered from their original resting place. The agency, however by which they were thus placed over the surface, it is not so important to know, as their existence, and the more important fact to which they point, viz: that they must have come from some vein near at hand. With this conviction simultaneously were the cutting up of the huge masses, and the collection of the smaller ones, the work of a most thorough exploration was begun in order to find the vein from which they came. What was thus

reasonably manifest, seems to have been accomplished, for the work of a few days uncovered about forty feet distant from the huge float, a mass of still larger dimensions in the vein itself.—*Lake Superior Journal.*

— One pound of green copperas costing seven cents, dissolved in one quart of water, and poured down a privy, will effectually concentrate and destroy the foulest smells. For water closets on board ships and steamboats, about hotels and other public places, there is nothing so nice to cleanse places, as simple green copperas dissolved under the bed, in anything that will hold water, and thus render a hospital or other place for the sick free from unpleasant smells. For butcher stalls, fish markets, slaughter houses, sinks and wherever there are offensive, putrid gases, dissolve copperas and sprinkle it about, and in a few days the smell will pass away. If a cat, rat, or mouse dies about the house and sends forth an offensive gas, place some dissolved copperas in an open vessel near the place where the nuisance is, and it will soon purify the atmosphere.—*Am. Paper.*

— A very interesting and animated discussion took place at a recent meeting of the Mechanic's Institute, on Canadian Manufactures and the obstacles to their progress. Mr. Edwards read a carefully prepared paper, enumerating various articles imported into the province, amounting in the aggregate to over \$8,000,000, for the manufacture of which Canada produces ample materials; and, among others, instanced the article wool, which is produced here in abundance and sold to foreign manufacturers for about twenty-five or thirty cents per pound, which, when returned, realizes four or five times that amount. Mr. Edwards contended that whilst articles of universal consumption which cannot be produced here should be admitted at a mere nominal duty, other articles which can be manufactured in the Province should be charged a heavy protective duty; by this means many of the common necessities of life would become reduced in price, and an opportunity given to greatly benefit the country by developing its manufacturing resources. Many gentlemen present took part in the discussion, and on the whole the meeting was the best of the kind yet held.—*J. of Education, U. C.*

— Among the noted persons who have died lately in Europe we find the names of two descendants of the old nobility of France, the Marquis de Montcalm-Gozon, grandson of the last defender of Quebec under the French, and the Duc de Lévis. The Marquis de Montcalm had watched with much interest the honor rendered in Canada to the memory of his illustrious ancestor on the occasion of the inauguration of a cenotaph in the church of the Ursulines. The intelligence of the erection of another monument, to commemorate the second battle of the Plains of Abraham, he had received with feelings of deep emotion; and in a letter written about that time adverts to the circumstance in these terms: "Were I not so much advanced in years, it should be my wish to live and die in a country which preserves with so much veneration the memory of the heroes of France."

— We give the following extract from a notice in the *Toronto Leader* on Sir John Beverley Robinson, whose death took place on the 31st January last:

Sir John Beverley Robinson was born on the 26th of July, 1791. He was educated by the now venerable Bishop of Toronto, and in 1807 commenced his legal studies under Solicitor General (afterwards Mr. Justice) Boulton, to whose memory he paid an affectionate tribute on his own retirement last summer. He next studied under the auspices of Attorney General Macdonald, who was provincial aide-de-camp to Sir Isaac Brock, and was killed a few minutes after his gallant chief had fallen, at the battle of Queenston, on the 13th of October, 1812.

Sir John's first public employment was that of Clerk to the House of Assembly. He served as a Lieutenant in a company of Militia in 1812, and was present at the surrender of General Hill to Sir Isaac Brock in August of that year. He was one of the officers of the detachment which after the battle of Queenston, escorted a number of American prisoners to Quebec, among whom was Colonel (since better known as General) Scott, of the United States army. On his return from this service, he was, before he was actually called in due form to the bar, appointed Acting Attorney General for Upper Canada, the Solicitor General being then a prisoner of war in France. A statute, passed in 1815, made valid the calls to the bar of several gentlemen, with regard to whom, owing to the war, the regular course could not be followed, and the acting Attorney General was one of these. The peace of 1814 restored Mr. Solicitor General Boulton to liberty; and on his return to Upper Canada in 1815 he was created Attorney General, and was succeeded as Solicitor General in March, 1815, by Mr. Robinson. In 1817 Mr. Boulton was elevated to the Bench, and Mr. Robinson was again appointed, and this time permanently, to be Attorney General of Upper Canada.

He entered the House of Assembly of Upper Canada in 1821, as a member of the town of York, and was twice re-elected, continuing to be a member of that branch of the Legislature until his appointment to be Chief Justice.

In 1822 he was charged with a mission to England for the settlement of difficulties that had arisen between Upper and Lower Canada respecting the Custom duties; and on his return in the following year received the thanks of both branches of the Legislature, couched in the strongest language of approval. During his stay in England he was called to the English bar by the Honorable Society of Lincoln's

Inn, and shortly after the Imperial Government offered him the valuable appointment of Chief Judge of the Mauritius.— This offer, however gratifying as a recognition of his previous services, he declined, preferring to follow the career he had so successfully begun in this province. On the retirement of Chief Justice Powell in 1825, the vacant office was tendered to Mr. Robinson. He preferred, however, to continue at the bar, and he did not ascend the Bench until 1829, when he succeeded the late Sir William Campbell, and continued to be Chief Justice of Upper Canada until his resignation last year. By his appointment as Chief Justice he became, according to the practice then followed Chairman of the Committee of the Executive Council and Speaker of the Legislative Council. He ceased to be a member of the Executive Council about the time that Sir Francis Head was appointed Lieutenant-Governor of Upper Canada, but remained in the Legislative Council until the Union of the Canadas, though he was absent in England on leave, on account of his health, during the last session of the Parliament of Upper Canada. The late Mr. Justice Jones, during that session, discharged the duties of the Speaker of the Upper House.

It was intimated to Sir John, after the suppression of the outbreak in 1837, that if he desired it his name would be submitted to Her Majesty, with a view to the honor of Knighthood being conferred on him; but he respectfully declined.

In November, 1850, he was appointed a Companion (civil division) of the Bath and subsequently, after a long and well appreciated course of service, he was created a Baronet of the United Kingdom by patent, dated 21st of September, 1854. Beside these distinctions, Sir John received the honorary degree of D. C. L. from the University of Oxford and was the first Chancellor of the University of Trinity College Toronto.

In 1862, he resigned the office of Chief Justice for Upper-Canada, which he had filled for some thirty-three years with equal honor to himself and advantage to his country; at the time of his retirement, there was no Chief Justice of any Court in the Queen's dominions who had served the Crown in that capacity for an equal number of years.

— Mr. Thomas Molson, a well known and prominent citizen of Montreal, died on Sunday, the 22nd February, from an attack of apoplexy. On the preceding Saturday one of the French newspapers published a report of his death, but the announcement proved to be premature; on the following day, however, it became very generally known throughout the city that he had expired, after a long and laborious career, at the age of 71 years and 5 months. He was a native of Montreal and had, in partnership with his brothers, carried on the business of brewer and distiller established by his father. Having amassed great wealth his name became connected with almost all the public enterprises undertaken in his native city; and among his public charities we need only instance those munificent donations for the encouragement of learning of which a full notice has already appeared in these columns. Mr. Molson had, a few years ago, contracted a second marriage with the daughter of the late Admiral Vansittart, of Port Hope, Canada West, and he leaves several children, the issue of a former alliance.

OFFICIAL DOCUMENTS.

TABLE of the Apportionment of the Superior Education Fund for 1862, under the Act 18th Vict., Cap. 54.

List No. 1.—UNIVERSITIES.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1861.	Annual grant for 1862.
McGill College	267	2591 21	2532 90
To the same for one year's salary of the Secretary to the Royal Institution, the salary of the Messenger, and for contingent expenses		671 07	671 07
Bishop's College	198	1853 73	1812 03
Total		5116 01	5016 00

LIST No. 2.—CLASSICAL COLLEGES.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1861.	Annual grant for 1862.
Nicolet.....	219	1853 73	1812 03
St. Hyacinthe.....	282	1853 73	1812 03
Ste. Thérèse.....	170	1482 98	1449 64
Ste. Anne Lapocatière.....	246	1853 73	1812 03
L'Assomption.....	160	1482 98	1449 64
Ste. Marie, (Montreal).....	225	1482 98	1449 64
High School of McGill College.....	279	1128 00	1128 00
High School of Quebec, for the education of 30 pupils named by Government.....	130	1128 00	1128 00
St. Francis, Richmond.....	117	1112 23	1086 98
Three Rivers.....	110	390 00	381 23
Total.....	13768	36	13509 22

LIST No. 4.—ACADEMIES FOR BOYS, OR MIXED.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1861.	Annual grant for 1862.
Aylmer, Protestant.....	38	250 28	240 27
Aylmer, Catholic.....	60	250 28	240 27
Beauharnais, St. Clément.....	240	250 28	240 27
Bonin, St. Andrew, Argenteuil.....	135	250 28	240 27
Baie du Febvre.....	151	166 85	160 18
Baie St. Paul.....	60	185 38	177 97
Barnston.....	212	166 85	160 18
Berthier.....	76	333 68	357 77
Buckingham.....	25	166 85	160 18
Belœil.....	96	372 68	357 77
Chambly.....	80	195 00	187 20
Cap-Santé.....	27	166 85	160 18
Clarenceville.....	95	333 68	320 33
Clarendon.....	62	166 85	160 18
Coaticook.....	75	148 30	142 37
Cassville.....	72	166 85	160 18
Compton.....	62	166 85	160 18
Cookshire.....	60	166 85	160 18
St. Cyprien.....	132	166 85	160 18
Danville.....	98	250 28	240 27
Dudswell.....	42	166 85	160 18
Dunham.....	71	333 68	320 33
Durham, No. 1.....	63	148 30	142 37
St. Eustache.....	124	250 28	240 27
Farnham, Catholic.....	146	222 46	213 56
Farnham, Protestant.....	45	250 28	240 27
Freleightsburg.....	48	222 46	213 56
St. Colomban de Sillery.....	115	166 85	160 18
Ste. Foye.....	32	166 85	160 18
Gentilly.....	80	166 85	160 18
Granby.....	82	333 68	320 33
Georgeville.....	61	166 85	160 18
St. Grégoire.....	83	166 85	160 18
Huntingdon.....	105	370 75	355 92
St. Johns, Dorchester, Catholic.....	220	333 68	320 33
St. Johns, Dorchester, Protestant.....	71	333 68	320 33
St. Jean, Isle d'Orléans.....	31	166 85	160 18
Knowlton.....	78	333 68	320 33
Kamouraska.....	85	370 75	355 92
Laprairie.....	127	222 46	213 56
Lotbinière.....	19	148 30	142 37
L'Islet.....	92	250 28	240 27
Montreal Catholic Commercial Academy.....	156	250 28	240 27
Montmagny.....	225	278 04	266 92
Ste. Marthe.....	69	166 85	160 18
Missisquoi.....	56	255 96	245 68
Pointe-aux-Trembles, Hochelaga.....	75	333 68	320 33
Phillipsburg.....	46	85 56	160 18
Sherbrooke.....	74	370 75	355 92
Sorel, Catholic.....	256	333 68	320 33
Sorel, Protestant.....	36	148 30	142 37
Stanbridge.....	133	250 28	240 27
Shefford.....	73	333 68	320 33
Stanstead.....	190	583 92	560 56
St. Timothée.....	100	148 30	142 37
Three Rivers, Catholic.....	50	336 68	320 33
Three Rivers, Protestant.....	18	223 40	214 46
Vaudreuil.....	84	166 85	160 18
Yamachiche.....	135	250 28	240 27
Quebec Commercial and Literary Acad.....	60	166 85	160 18
St. Andrew, Argenteuil.....	80	97 50	93 60
Roxton.....	70	146 25	140 40
Total.....	14,072	89	14,072 49

LIST No. 3.—INDUSTRIAL COLLEGES.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1861.	Annual grant for 1862.
Joliette.....	293	926 87	889 79
Masson.....	312	926 87	889 79
Notre-Dame de Lévis.....	120	926 87	889 79
St. Michel.....	130	926 87	889 79
Laval.....	120	370 75	355 92
Rigaud.....	126	926 87	889 79
Ste. Marie de Monnoir.....	198	468 25	449 52
Ste. Marie de Beauce.....	102	370 75	355 92
Rimouski.....	104	370 75	355 92
Lachute.....	169	370 75	177 96
Verchères.....	119	370 75	355 92
Varenes.....	96	278 06	266 94
Sherbrooke.....	52	278 06	266 94
Longueuil.....	312	375 91	360 87
St. Laurent.....	164	500 51	480 49
Total.....	8388	89	7875 35

LIST. No. 5.—ACADEMIES FOR GIRLS.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1861.	Annual grant for 1862.
Ste. Anne de Lapérade.....	156	148 30	142 37
St. Ambroise de Kildare.....	110	97 50	93 60
L'Assomption.....	160	148 30	142 37
St. Aimé.....	49	125 11	120 10
Baie St. Paul.....	18	125 11	120 10
Belœil.....	110	97 50	93 60
Boucherville.....	80	97 50	93 60
Cedars.....	67	97 50	93 60
Chambly.....	120	166 85	160 18
St. Césaire.....	172	139 04	133 48
Ste. Croix.....	72	166 85	160 18
Cowansville.....	48	166 85	160 18
St. Charles, Industrie.....	272	222 46	213 56
Châteauguay.....	109	97 50	93 60
St. Clément.....	242	166 85	160 18
St. Cyprien.....	166	97 50	93 60
St. Denis.....	130	97 50	93 60
Ste. Elizabeth.....	135	222 46	213 56
St. Eustache.....	97	100 12	96 11
St. Grégoire.....	202	250 28	240 27
Ste. Geneviève.....	79	97 50	93 60
St. Henri de Mascouche.....	104	97 50	93 60
St. Hilaire.....	83	97 50	93 60
St. Hugues.....	90	333 68	320 33
St. Hyacinthe, Sœurs de la Charité.....	242	148 30	142 37
St. Hyacinthe, Sœurs de la Présentation.....	220	148 30	142 37
L'Islet.....	65	148 30	142 37
Ile Verte.....	134	1-6 25	140 40
St. Johns, Dorchester.....	365	250 28	240 27
St. Jacques de l'Achigan.....	171	222 46	213 56
St. Joseph de Lévis.....	252	333 68	320 33
Kacouna.....	100	185 38	177 97
Kamouraska.....	119	166 85	160 18
Laprairie.....	133	97 50	93 60
Longueuil.....	351	333 68	320 33
St. Lin.....	153	97 50	93 60
St. Laurent.....	144	222 46	213 56
Long Point.....	50	166 85	160 18
Montreal, board for 12 Deaf & Dumb Fem.....	54	468 00	449 28
Ste. Marie de Monnoir.....	140	166 85	160 18
Ste. Marie de Beauco.....	108	185 38	177 97
St. Martin.....	85	97 50	93 60
St. Michel de Bellechasse.....	72	250 28	240 27
St. Nicolas.....	40	97 50	93 60
St. Paul de l'Industrie.....	72	97 50	93 60
Point Claire.....	52	97 50	93 60
Pointe-aux-Trembles.....	120	222 46	213 56
Pointe-aux-Trembles, Portneuf.....	127	222 46	213 56
Rivière-Ouelle.....	96	191 35	183 69
Rimouski.....	109	250 28	240 27
Ste. Scholastique.....	150	111 23	106 78
Sherbrooke.....	143	333 68	320 33
Sorel.....	381	222 46	213 56
Ste. Thérèse.....	143	97 50	93 60
St. Thomas de Pierreville.....	70	166 85	160 18
St. Timothée.....	120	148 30	142 37
St. Thomas de Montmagny.....	192	250 28	240 27
Varenes.....	64	185 23	178 78
Yamachiche.....	80	166 85	160 18
St. Benoit.....	94	166 85	160 18
Waterloo.....	41	97 50	93 60
Three Rivers.....	222	250 28	240 27
Ste. Famille.....	72	214 35	205 77
Terrebonne.....	144	97 50	93 60
Trois Pistoles, No. 1.....	61	146 25	140 40
Vaudreuil.....	103	97 50	93 60
Total.....			10,776.71

LIST. No. 6.—MODEL SCHOOLS.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1861.	Annual grant for 1862.
St. Andrew's School, Quebec.....	71	560 68	538 44
British and Canadian Sch. Soc., Montreal.....	120	741 49	711 83
Col. Church and School Soc., Sherbrooke.....	120	185 38	177 96
British and Canadian Sch. Soc., Quebec.....	202	811 69	779 22
National School, Quebec.....	160	411 94	395 46
Point St. Charles, Montreal.....	118	274 23	263 28
Society of Education, Quebec.....	515	1038 09	996 57
“ “ Three Rivers.....	290	558 70	536 35
Free School in connection with the American Presbyterian Sch. Soc., Montreal.....	140	370 75	355 92
Col. Church and School Soc., Montreal.....	1238	741 49	711 83
Lorette, Girls' school.....		139 05	133 49
“ Boys' “.....		139 05	133 49
Stanfold.....	36	58 50	56 16
St. Francis, Indian school.....	20	185 38	177 96
Quebec, Lower Town, Infant school.....		185 38	177 96
St. Jacques, Montreal.....	609	926 87	889 80
To the Cath. Com. of the City of Quebec.....	565	370 75	355 92
Deschambeault.....	56	166 85	160 17
St. Constant.....	108	125 11	120 11
St. Jacques le Mineur.....	150	125 11	120 11
Point Claire.....	45	166 85	160 17
Lachine.....	115	78 00	74 88
Côte des Neiges.....	77	78 00	74 88
St. Antoine de Tilly.....	40	78 00	74 88
St. Edouard de Napierville.....	110	78 00	74 88
Ste. Philomène.....	93	78 00	74 88
St. François du Lac.....	110	73 00	74 88
Laprairie.....	64	78 00	74 88
Lacolle.....		78 00	74 88
Côteau St. Louis.....	90	78 00	74 88
Rivière du Loup.....	76	78 00	74 88
Ste. Anne de Lapérade.....	94	78 00	74 88
St. Romuald de Lévis.....	120	78 00	74 88
St. Charles, St. Hyacinthe.....	128	78 00	74 88
St. Grégoire.....	60	78 00	74 88
St. Henri, Hochelaga.....	135	78 00	74 88
Beaumont.....	90	78 00	74 88
St. André, Kamouraska.....	64	78 00	74 88
Ste. Anne des Plaines.....	97	78 00	74 88
St. Césaire.....	155	78 00	74 88
St. Joachim, Two Mountains.....	135	78 00	74 88
Boucherville.....	115	78 00	74 88
Lachine, Dissentients.....	60	78 00	74 88
Malbaie.....	54	78 00	74 88
St. Hermas.....	88	78 00	74 88
Ste. Rose.....	100	78 00	74 88
St. Denis, Kamouraska.....	96	78 00	74 88
St. Hyacinthe.....	271	78 00	74 88
Chicoutimi.....	135	78 00	148 15
St. Sévère.....	72	78 00	74 88
St. Pierre, Rivière du Sud.....	29	78 00	74 88
Bury.....	62	78 00	74 88
Châteauguay.....	66	78 00	74 88
St. Hilaire.....	54	78 00	74 88
Ste. Scholastique.....	72	78 00	74 88
St. Joseph de Lévis.....	180	78 00	74 88
St. Michel Archange.....	104	78 00	74 88
St. Jean Deschailions.....	46	78 00	74 88
St. Gervais.....	36	78 00	74 88
St. Nicolas, Lévis.....	28	78 00	74 88
St. Isidore.....	72	78 00	74 88
St. Henri de Lauzon.....	64	78 00	74 88
Grande Baie.....	84	78 00	74 88
Sommerset.....	42	166 85	160 07
Ste. Geneviève de Batiscan.....	91	78 00	74 88

LIST No. 6.—MODEL SCHOOLS.—(Continued.)

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1861.	Annual grant for 1862.
St. Valentin.....	74	58 50	56 16
St. Vincent de Paul.....	41	58 50	56 16
Ste. Martine.....	131	58 50	56 16
Bécancour.....	50	58 50	56 16
St. Hubert.....	63	58 50	56 16
St. Jérôme.....	45	58 50	56 16
Ste. Gertrude.....	33	78 00	74 88
St. Charles, Bellechasse.....	101	78 00	74 88
St. George de Cacouna.....	111	58 50	56 16
Pointe-aux-Trembles, Portneuf..	65	78 00	74 88
Ste. Cécile, Beauharnais..	107	78 00	74 88
Eboulements.....	70	78 00	74 88
Prot. Model School, Panet Street, Montreal	243	78 00	74 88
St. Pierre les Becquets.....	80	58 50	56 16
St. Laurent, Montmorency.....	92	78 00	74 88
Rawdon.....	70	78 00	74 88
St. Gervais, (Convent).....	70	78 00	74 88
Notre-Dame-de-la-Victoire, Lévis.....	180	78 00	74 88
Rigaud, (Convent).....	120	78 00	74 88
St. Vincent-de-Paul, Sœur de Charité.	120	78 00	74 88
Ec. de la Visitation, Queb. Sub., Montreal	800	78 00	74 88
St. Jean-Port-Joli, girls' school.....	24	78 00	74 88
Lacolle, Dissentients.....	96	78 00	74 88
Ste. Anne No. 2, Kamouraska.....	110	58 50	56 16
Melbourne, girls' academy.....		78 00	74 88
German Protestant School of Montreal.....	67	58 50	56 16
Pointe du Lac.....	84	78 00	74 88
Cap-Rouge.....	100	78 00	74 88
St. Edouard, Temiscouata, girls' school.	117	78 00	74 88
Château-Richer.....	48	78 00	74 88
Lotbinière.....	35	78 00	74 88
Rivière-Ouelle.....	37	78 00	74 88
St. Narcisse.....	80	78 00	74 88
St. Paschal.....	90	78 00	74 88
Ste. Famille, Island of Orleans.....	53	78 00	74 88
Ste. Foye.....	104	78 00	74 88
St. Stanislas.....	95	78 00	74 88
Laeds.....	48	78 00	74 88
St. Henri de Mascouche.....	24	78 00	74 88
Ecureuils.....	118	58 50	56 16
St. Jean Chrysostôme No. 2.....	132	58 50	56 16
Rivière-des-Prairies.....	25	58 50	56 16
St. Louis de Gonzague.....	128	58 50	56 16
St. Léon.....	82	58 50	56 16
St. Aimé.....	147	78 00	74 88
St. Patrick's School (Catholic), Point St. Charles, Montreal.....	65	78 00	74 88
St. Johns', Quebec Suburb.....	93	78 00	74 88
St. André Avellin.....	82		74 88
St. Alexandre, Iberville.....	52		74 88
Blairfindie.....	130		74 88
Ste. Claire, D.....	108		74 88
St. Charles, Bellechasse.....	70		74 88
Cap St. Ignace, Montmorency.....	90		74 88
St. Anselme, Dorchester.....	106		74 88
Escoumains.....	40		74 88
St. Edouard, Temiscouata, boys.....	87		74 88
St. Frederick, Drummond.....	61		74 88
Iberville.....	170		74 88
St. Irénée.....	68		74 88
St. Philippe.....	72	78 00	74 88
St. Calixte de Sommerset (convent).....	120		74 88
St. Sauveur, Quebec.....	78		74 88
St. Roch de l'Achigan.....	80		74 88
Total.....			15,842.02

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