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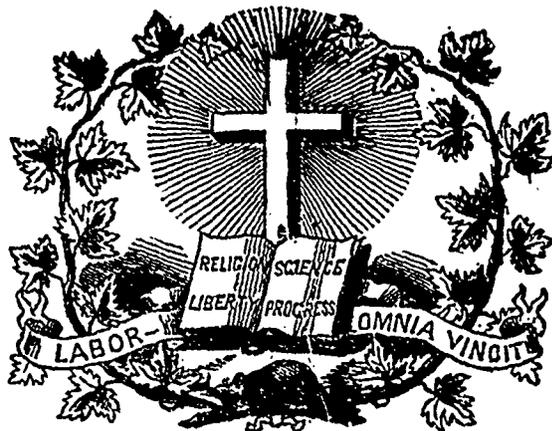
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JOURNAL OF EDUCATION.

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SUMMARY.—**Education:** The Colleges of Canada: the University of Toronto, by the Hon. P. J. O. Chauveau (to be continued).—The progress of Education in Lower Canada, an Essay read before the Teachers' Association in connexion with the McGill Normal School, by Mr. Arnold.—School Days of Eminent Men in Great Britain, by J. F. Timbs (continued).—Suggestive Hints towards improved secular instruction, by the Rev. H. Dawes, 7th Mensuration (continued), 3th Geometry.—**OFFICIAL NOTICES.**—Appointments: Education office.—Normal schools.—Boards of Examiners.—School Commissioners.—Erection of School Municipalities. Diplomas granted by Boards of Examiners.—**EDITORIAL:** School of Agriculture at Ste. Anne Lapocatière.—The English and French languages in Canada.—Eighth conference of the Teachers' Association in connexion with the Laval Normal School.—Extracts from the Reports of the School Inspectors for 1859.—**MONTHLY SUMMARY:** Educational intelligence.—Literary intelligence.—Miscellaneous intelligence.—Wood Cuts: Perspective view of the South and East facades of the University of Toronto.

EDUCATION.

THE COLLEGES OF CANADA (1).

III.

The University of Toronto.

As a general rule Canada so remarkable for her scenery and natural beauties, unsurpassed by those of any other land, is far from being equally conspicuous for her monuments. Our fellow-citizens seem to have trusted to nature for the ornament of our country and to have disdained whatever assistance architecture might have rendered. Indeed some of our most beautiful landscapes are disfigured by the presence of ungraceful and unhandsome buildings.

We have, it is true, several imposing and lofty structures highly creditable to the enterprising spirit of a young and not very populous country; but even as to some of those it seems that an evil genius, or one of those mischievous fairies who, uninvited, used to preside now and then at the birth of princes, has marred either the conception or the execution of their plans.

Here you will see an elegant edifice with a tower, a steeple, or a cupola, altogether out of proportion with its dimensions. There, a building the plan of which the architect

has suddenly changed as if wanting to apply purposely the *desinat in piscem* of the Latin poet. Sometimes you will find that, while a great deal of money has been spent in ornamental details, through some misplaced economy, an essential part of the structure has been omitted or left unfinished. If a building is handsome in itself you may almost be sure that its style is not in harmony with the site, or with the destination. A bank will look like a theatre, a church like a public hall, a market place like a palace, a college like a jail, or a cotton factory; and, finally, if at any time a really elegant and well conceived plan is fully carried out, the building will most invariably be erected in some corner or *cul-de-sac*, where it has not the slightest chance of being seen.

This being the case, the city of Toronto must feel exceedingly grateful to the government and to the senate of the University for the erection of buildings, which are not only the largest, but the finest in every respect Canada possesses, and would do credit to any part of the world.

It has been doubted whether the extensive accommodations of that institution were not in advance of the times and whether a more judicious use of the large sums in that manner appropriated could not have been devised. But any one who shall reflect on the present position of our country and the extended field which it is opening to the intelligence of our youth, will admit that all that is being done for educational purposes ought to be calculated more in view of our future expansion, than of our present condition. It should be indeed a subject of deep regret at some future time were our great educational institutions provided with insufficient and scanty means of imparting that higher degree of instruction, which at all times and with all nations, has been the main spring and the great test of civilisation. His Excellency, the Governor General, at the ceremony of placing the coping stone on the turret of the building has, in that respect, laid down principles which we confess we should like to see applied to

(1) For an account of the Laval University see the first volume of our Journal, numbers 3, 4, 5, 6, 7 and 8, and for a history of the McGill University see second volume, numbers 2, 3, 4, 6 and 7.

every educational building in the province, from the greatest University to the humblest common school, in proportion to their respective importance; while we are forcibly reminded by the terms used by His Excellency, that the outward visible signs of primary education in Lower Canada, at any rate, are anything but calculated to convey an adequate idea of its noble objects. "Such a building, said, Sir Edmund Head, was greatly needed, and I did not hesitate as the visitor to sanction the outlay of the money necessary for the erection of the present structure. In so doing I felt convinced that the results would fully justify the step then taken. Such a building is important in many respects. There is a general disposition to depreciate that of which there is no outward visible sign. The existence of a building like this, of an important character, commensurate with the growth of the University itself, tends to remove such an impression. In the next place the appliances connected with the building are of first rate importance, not only to the pupils of the University, but also to the community amongst whom the University is situated."

The accompanying wood cut represents a perspective view of the south and east facades of the University. The general outline of the buildings approaches in form to a square having an internal quadrangle of about 200 feet square, the north side of which is left open on the Park. The principal entrance is under the massive tower at the centre. The east wing of the building is about 260 feet long and has two towers (capped with spires) the one octagonal and the other square.

The west wing is 336 feet long, and contains lodgings for forty-five students together with the college society room and residence for the officer in charge of the students.

The quadrangle is internally faced with white brick and cut stone dressings, and round its interior is a raised terrace having flights of steps to the central area. This area is to be laid out in grass plots with shrubs. The grounds adjacent to the new buildings and to the observatory are to be laid out with walks and planted with trees. Some 40 or 50 acres are to be devoted to a public Park for the use of the citizens, and provisions will also be made for a botanical garden in addition to the experimental farm already existing and situated in the northern part of the Park.

The two avenues leading to the University ground are the most delightful walks of the kind, although deficient in scenery, of which nature has been so prodigal towards other parts of Canada, but which does hardly exist in the neighbourhood of Toronto on account of the flat level of the ground. Both are planted with beautiful trees, the exuberant foliage of which is remarkable. The latter one leading from Queen street, comprises about 10 acres and is five-eighths of a mile in length; the eastern or Yonge street avenue is one-fourth of a mile in length and contains about two acres.

The impression which either of these avenues create on the mind of the stranger is admirably calculated to increase his pleasure when he discovers at the end of it the beautiful temple erected for the votaries of science. It is in perfect harmony with the cheering effect and the many calm and

religious thoughts, suggested by the style and appearance of the building.

The style of architecture which is called the *Norman style*, is a most ingenious and happy application of the old Roman style of architecture, to the wants of our modern form of civilisation, and is so called from the fact that the Normans, after their invasion of the Latin countries, introduced it into the British Isles and the northern portions of the continent. The name by which it is known in French is *Roman* and not *Romain*, and the same adjective was applied to the language and literature of the middle ages in that country (1). In the same manner as that language and literature were arising from the decomposition of the Latin element through the agency of the Gothic, of the Norman, of the Saxon, and of the other northern races under the all-absorbing action of Christianity; so was the mixed style of architecture, called Norman, springing from the mixture of the Gothic with the Grecian and Roman forms.

Sir Edmund Head, in the speech we have already quoted, dwelt as follows on the adaptation of that style to the buildings which we are now contriving to describe:

"I cannot sit down, said His Excellency, without adding a few words in reference to the object of the building. I congratulate the architect upon having dwelt with the structure in the successful manner he has done; I congratulate him inasmuch as I believe he was the first to introduce this style of building into the American continent. So far as my knowledge extends, I am not aware of any other instance of the Roman or romanesque style of architecture in this continent. There may be such instances, but I know of none. I believe that style is capable of the most useful results. To my own mind it suggests a variety of analogies, some of them bearing particularly on the nature of the duties of the members of the University here assembled. In the first place I never see a building in this style of architecture—whether it be ecclesiastical or civil—but I regard it as a type of modern civilization. It is the adaptation to modern purposes of forms which originated long ago—it is the adaptation of Roman architecture to modern civilization. Where did you get these forms? Where did you get those municipal institutions which, under different names, are creeping through the continent of America, carrying the principles of local self-government with them? They are from Rome, from whence comes this kind of Romanesque architecture; they are the adaptation of forms derived from Rome to the wants of modern society. Many things in modern Europe are precisely analogous to the style of the building in which we are thus evening assembled; I say, moreover, that the style of the architecture of this building suggests some reflections upon the duties of the University itself, for it is the business of the University to give a sound classical education to the

(1) It is from the name of that language that the French words *roman* (meaning novel), and *romance* (the same word in English), were derived. *Le Roman de la Rose*, *le Roman du Renard*, etc., were tales in Roman verse. Thence the reaction against the old Greek and Roman mythology and in favor of the middle ages, was termed *romantique* although in a certain sense it might be said to be *anti-romaine*.

youth of our country, and to impart to them that instruction and information which are essential to the discharge of their duties as citizens, both in public and private life, according to the wants and usages of modern society. I say, Sir, that we may take the building in which we are assembled as the type of the duties standing before the University to discharge."

While the north or chief facade of the University is more regular and classical in its appearance, composed as it is of lofty structures, the others are of varied and picturesque aspects. The massive tower at the centre of the south facade is of a most imposing and at the same time of a most elegant structure; the several pavillions of the two facades, with their lofty roofs, contribute to inspire the mind with those reminiscences of mediæval times, so happily alluded to in His Excellency's speech. The walls are of a white and brilliant stone from the quarries of Ohio, while the

columns, capitals, candelamps, and other ornaments, are wrought from the rich stone from Caen, in France. The whole is in perfect harmony with the blue slate of the roofs, which are most elegantly ornamented with bronze indentings, and beautifully gilt arrows and weather-vanes.

The interior of the building is, we believe, without a precedent in Canada, if not on this continent. All the partitions are made with patent pressed bricks and cut stone dressings; the principal staircases are made of oak, the ceilings of beautifully carved timber, the floors of some of the rooms of encaustic tiles, and the windows are of rich stained or embossed glass.

The entrance hall, the convocation hall, the senate hall, the library, the museum and some of the lecture rooms, are spacious and richly decorated. The entrance hall is forty-three feet long, twenty-five feet wide and thirty feet high. It is lighted by five richly carved windows, and a gallery



with a dwarf wall runs along the south end. The convocation hall, in the east wing, is 85 feet in length by 38 feet in breadth, with an average height up to the beams of 45 feet. The stone carving of this hall and of the senate hall is of the greatest beauty. The museum is situated on the first principal floor in the west end of the building. It is seventy-five feet long by thirty-six feet high. The library is on the east side of the central hall and of the same dimensions as the museum. At the west end where a quaint looking turret is erected, the appearance of which is the only thing we can find fault with, in the whole plan, are placed the school of chemistry and the laboratory.

Such is a brief description of a building of which every admirer of architecture, and every friend of education in this country, may well be proud.

It was not, however, without many difficulties and many struggles that the University attained its present condition and succeeded in erecting this splendid monument.

Its history is inseparably connected with the political and social history of Upper Canada, and it is a fact worthy of notice that educational questions have always been the most prominent topics discussed by the press and the senate in that part of the country. This is due, of course, to the intimate connexion which such questions have with the religious feelings of the inhabitants belonging to various rival persuasions; but if the bitter and protracted strifes arising from that state of things are deplorable, they have on the other hand been most beneficent to the public mind, by calling its attention to the education of the rising generation, and by keeping that great subject permanently before the eyes of the whole people.

(To be continued in our next.)

PIERRE J. O. CHAUVEAU.

The Progress of Education in Lower-Canada.

Essay read before the Teachers' Association in connexion with the McGill Normal School, on Saturday 5th. Nov. 1859, by Mr. H. Arnold, Teacher, Montreal.

In the first place it may be proper to say what was the state of Elementary Education in the Lower Province a few years ago; and trace its progress from that time to the present.

Previous to year 1844, the voluntary system, as it was called, prevailed in Canada, but as far as many places in Lower Canada were concerned, the term, non voluntary would certainly be the most appropriate, for very few persons contributed voluntarily to the support of Common Schools, a much greater proportion of them, even with large families, who would have been benefited to an incalculable amount, refusing to give one penny to their support; and the few who were anxious to have the blessings of an Education placed within the reach of their children, often forced to contribute beyond their means to the maintenance of the few schools scattered throughout the country.

It was, however, not to be expected that these few persons were always as able as they were willing to offer the full amount of support to these schools; for it is well known that in many school districts in Lower Canada, the farmers and others, who compose the population are not in circumstances which would enable them individually to keep up an efficient school; and besides in the few instances in which the opposite has fortunately been the case, when the non-voluntary supporters have found the school in successful operation, and having had some faint idea that the education imparted would be of some little benefit even to their children, they too have sent to school; but have generally been the first to discover any fault either with the Teachers, system of conveying instruction, mode of correction, arrangement of classes, or some other part of the general management of the school.

These faults real and imaginary and other interference perhaps, on the part of those who paid nothing towards keeping the school in existence, soon discouraged the few who were willing and able to support it, and the consequence has, of course naturally been—the breaking up of the school, probably for years.

Then again the majority of these schools, so few and so far between, were under the charge of Teachers very poorly qualified for the task, caused partly by the salary being inadequate to their comfortable support, and partly by the supply of good Teachers being extremely limited, for very few professional teachers could be induced to come to a country that offered no encouragement, but rather every species of discouragement to them; and if now and then, one had the courage to try it, he very soon became thoroughly disgusted, and remained no longer than he could possibly help.

No wonder then that under the state of things then existing the condition of Elementary Education should have alarmed men sensible of the degrading effects of ignorance on the inhabitants of any country, particularly a growing one like Canada.

Hence the passing of a law in 1844 by which a grant of money was made towards the establishment and maintenance of common schools both in Upper and Lower Canada. Thus the first real and substantial stimulus was given to the Education of the masses in Canada. Under this act a superintendent was appointed whose duty it was, among other matters, to see that Commissioners and Trustees were elected or appointed in each locality, and the Townships and Parishes properly divided into school Districts, and as far as possible a school opened and maintained in each.

Notwithstanding the imperfection of the law as then passed, the ignorance and apathy of Commissioners and Trustees with regard to school matters, and the inveterate opposition offered its harmonious operation, still it was an important step in the right direction. Education began to be thought and talked about through the very opposition that was got up in many parts of the country against the working of the law as then constituted. Almost year after year it was altered and amended—an objectionable clause struck out or a desirable one inserted till it became less distasteful to the people and much more conducive to the end which it was designed to serve.

The law of 1846, it can be said, has placed our school system on an equitable and solid basis inasmuch as it is thereby provided that the School Commissioners should be bound to collect an amount equal to that allowed as a share of the government grant to these municipalities—the latter losing the help of the government if it would not help itself. The same law contained a clause to compel those who had children of school age, that is from seven to fourteen, to pay fee in addition to the direct tax, whether

the children were sent to school or not. These compulsory measures were at first not very agreeable to the minds of a certain class of the community, and as was to be expected amongst a people constituted as they are in Canada, much renowned discontent and opposition were the consequence. But they soon saw that this wise legislation was intended for the benefit of the children of all classes; particularly those whose parents cried out the loudest against it; for these poor children would have been entirely neglected had not the law virtually compelled their parents to send them to school.

Soon after this another wise measure was passed which provided for the appointment of School Inspectors; and I think no one conversant with the progress and the working of the system will deny that the result of this act has been most favorable to the cause of Elementary Education throughout the country. I will not say that the allegations which have occasionally been made with regard to the incompetency, or neglect of duty in a few, are altogether unfounded; but these only affect the few, who will no doubt soon be removed, and replaced by better qualified or more conscientious men. To say that a great amount of good has not been done by the Inspectors as a body would, to say the least of it, be doing a great injustice to some very worthy men—men well qualified both by temper and attainments in learning, to do the work, arduous as it may be, and who perform it faithfully to the advantage of teacher and pupil.

Again, the powers that have been given by recent legislation to our present able and energetic Superintendent have added not a little to the efficiency of the Common School system; and had he more pecuniary means at his disposal, I have no doubt he could do much more towards its further improvement and extension. Notwithstanding the recent enactments by which the authority of the Educational Department has been strengthened in many points there is no doubt that it is yet impeded in many particulars not only for want of adequate funds but also for want of the necessary power. There is a good deal said in our days about selecting the right man for the right place; but the place must also be made right for the man; it is therefore to be regretted that the Educational Department should be still deficient in two of the most essential things, money and authority; as without a good supply of both of these, it is not to be expected that our present system will be brought to that near approach to perfection which I am convinced the head of our Educational Department is able and anxious to effect.

The next point to be noticed in the amendment of the act, is the granting a sum of money towards defraying the expenses of publishing and supporting a Journal of Education in the Lower Province. This little sheet is very creditable to the Office from which it is issued, and ought to be in the hands not only of every teacher, but of every friend of Education throughout the country. I have picked up many valuable hints from its pages, which have been of material assistance to me in the teaching and management of my school.

The next pleasing feature in the way of amendment to the act, is the very liberal grant, in the shape of a pension fund, for the partial support of those Teachers who become aged or infirm in the work of instruction. This was certainly one of the wisest and most considerate measures that has ever been passed in connexion with the school law; for it is a fact, known to every one, that the Teacher's salary is scarcely adequate to his present support; so that he has no means of providing either for old age, or the accidents and calamities, incident to men of every calling and every period of life.

The crowning point, however, in the improvement of the system, at least of that part which relates to the actual teaching and management of schools, was the provision made for the establishment and maintenance of Normal Schools in Lower Canada, similar to the one that has for several years existed in the Upper Province, and those in other countries. Nothing was wanted more than these; for it was of little use to enact laws and amendments to laws for the encouragement of education, when properly qualified teachers were not to be found; and, as I stated in another part of this paper, professional teachers were exceedingly scarce, in consequence of the encouragement held out being wholly insufficient to induce such to come here from other countries; and we had not the institutions in which to train them in this. The consequence was that all the legislation for school purposes was likely to avail very little in the way of any real improvement in the education of the people; for without well trained, systematic and experienced teachers, education cannot possibly make much progress; particularly in a country like this, in many parts of which, the very first rudiments of learning were, till lately, almost unknown. To correct this great evil, the establishment of the Normal Schools

was the one thing needed; and there is little doubt that in a few years by its sending out into the different parts of the country, good and skilful teachers, who will introduce the best and most approved methods of teaching, the state of ignorance which once prevailed, and which has, as yet, been only partially removed, will then disappear; and useful knowledge with its many great and solid advantages, happily take its place.

As I am speaking only of Primary Education, it is, perhaps right that my remarks should be confined to the two classes of schools commonly known as Elementary and Model. With regard to the last of these, I find there are between two and three hundred of them in operation in various parts of Lower Canada; doing, no doubt, an immense amount of real good; for it is in schools of this class generally, and a few of the best among the Elementary, that the pupils are able to acquire a more extended knowledge of those branches that constitute a good, solid, English Education; sufficient to fit the recipients for any of the mechanical or commercial pursuits of life.

I shall not deal, too copiously, in statistics of any kind, as they are always dry, and very frequently forgotten almost as soon as repeated; so that they often fail to supply the information in an Essay which they very properly give in a statement of a different nature; such as returns or reports intended for circulation. I may be sufficient, on the head of Model Schools to say that they are increasing in numbers, and extending their usefulness, in proportion to the increased population and wants of the country; the branches taught in them are gradually becoming more varied and suitable to the age and necessities of the pupils; and the apparatus and other school furniture used, much better adapted to the improved system of instruction pursued in similar scholastic institutions in other places at the present day.

From information collected from several sources, I find that the purely Elementary schools are also improving both in numbers and in efficiency, though perhaps, not so fast as to satisfy the demands of the country; but considering the many disadvantages under which they still exist, I conceive that very good progress is to be seen in this class of schools; particularly in the increased number of pupils in attendance, as also the regular manner in which they attend: and this is a point of no small importance, for without regularity it is impossible that any uniform improvement can be made on the part of the scholars; because the teacher is unable to carry out that progressive method in teaching, which alone will ensure satisfactory progress among all the classes of his school. In fact it may be affirmed that the Teacher's success in his work depends as much or more upon the regularity and punctuality of his pupils as upon any thing else in connexion with actual teaching.

As regards the books and apparatus used in the majority of these schools, there is still a great want; but in these essentials some advance towards a better state of things has been made of late; and I trust, I am not too sanguine in hoping, that as the teachers of our Normal Schools increase in numbers and find employment, they will insist on the introduction of a better and more uniform series of class books; and also on being supplied with the necessary furniture and apparatus of the school room; and among all these requisite appurtenances, a Library attached to the school is not the least needful, in order to carry on, with facility, the best modes of instruction; for when a pupil derives his knowledge solely from class books and the short lectures and remarks the Teacher's limited time will allow him to give, his mind is left unfurnished with that varied accurate and extended information which will properly fit him for society; or to carry on the different occupations of life with credit and advantage to himself and honour to the institution in which he was educated.

Very little has, as yet, been done in the way of rendering the school houses better adapted to the purpose for which they are intended, being, with but few exceptions, glaringly deficient in almost all the conveniences that made up well appointed and commodious buildings. They are generally built without any regard to plan, without class rooms, and without the means of proper ventilation. It is a great pity the Government does not prescribe suitable plans for school houses, as is done in England and other countries; for nothing is more conducive to the good state of health, the comfort and ease of Teacher and scholar, than well built, well ventilated, and well arranged school houses. The government will, no doubt, see to this matter before long; and the sooner the better.

The next point I have to speak upon, is one, the importance of which cannot be over estimated, if the steady improvement perceptible for some time past is to continue. I refer to the Teacher's salary. This is a question of no small moment to the interests of

Education throughout the length and breadth of the land; for unless a sufficient salary be given to teachers, they will not, even when educated professedly for the office, engage in an occupation that is less remunerative than many others they are equally qualified to perform and which may be far less laborious and responsible. I do not mean, by what I have said, to assert that no improvement has hitherto been made in the Teacher's salary—that his condition in a pecuniary way has not been bettered in any degree. On the contrary, I am most happy to be able to state that in some places the salaries given to well qualified and skilful teachers, have of late, been considerably augmented; but the country is so overrun by those who are totally incompetent and who are willing to give their services, such as they are, for almost any amount the people choose to offer, that it is much to be feared the increase noticed above will not become general till these unqualified teachers leave the employment they are so utterly unfit for, and their places filled by those who are able to show that a superior teacher is cheaper at a salary of a hundred pounds a year than an incompetent one is at fifty.

I will at present only mention one more subject in this Essay, and in reference to that I shall say but few words. This is the Council of Public Instruction not yet appointed. It is certainly very desirable that it should be formed as early as possible, in order to give authority in matters relative to several clauses of the school law, which have, for the want of it, and in the absence of such authority in the Superintendent, remained inoperative and useless. It will be perceived, however, by the Hon. P. J. O. Chauveau's letter lately published in the *Pilot* that it is expected the members of this body will soon be appointed by the Governor in Council, who alone possess this power.

As there is much business of importance to be brought before the association this afternoon, that will require considerable discussion, I shall not extend this Paper to an unnecessary length; but solicit the privilege of continuing the subject at some future time; as there are still several points to be mentioned on the side of the steady progress of Education; and on the other hand, it would not perhaps, be entirely out of place to notice a few of the difficulties and drawbacks with which the Common School system has still to contend; and which it ought to be the aim of all who have any authority or influence, to use their most strenuous exertions to remove.

School days of Eminent Men in Great-Britain.

BY JOHN TIMBS, F. S. A.

(Continued from our last.)

LXXXVII.

EDUCATION OF JAMES I.

Prince James, only son of Mary Queen of Scots by Henry Lord Darnley, her second husband, was born in Edinburgh Castle, in 1566; and in consequence of the dethronement of his mother, was proclaimed King of Scotland by the title of James VI. in the following year, principally through the preponderance of the chiefs of the Presbyterian party over the Roman Catholic leaders. The direction of James' childhood was entrusted to the Earl of Mar, governor of Stirling Castle. To imbue the mind of the prince as early and as deeply as possible with the principles which placed him upon the throne, was naturally regarded as an object of high importance; it was also considered that he should be early and thoroughly grounded in classical learning; for which purpose the celebrated George Buchanan was appointed to the office of preceptor. Buchanan was sixty years older than the King of Scots: his faculties had, however, suffered nothing by age, for his great work, the *History of Scotland*, was the product of a still later period of his life. But his original faults of temper appear to have been aggravated into habitual moroseness; "that contempt also for the artificial distinctions of rank and fortune, so natural to men conscious of having elevated themselves from obscurity by the unaided force of native genius, was in Buchanan degenerated into a species of republican cynicism which often impelled him to trample on the pride of kings with greater pride than their own." It is said that he once took upon him to severely whip the young monarch, for disturbing him at his studies; and his general treatment of James may be collected from a speech used by him concerning a person in high place about him in England, "that he ever trembled at his approach, he minded him so of his pedagogue." The tutor, on his part, confessed a failure when, being reproached

for making the King a pedant, he replied, that it was the best he could make of him. James, nevertheless, under the guidance of so able a master, accumulated a mass of erudition which formed through life his pride and boast; but his judgment was feeble, and his temperament cold. The most accomplished Latin poet and scholar of the age was unable to refine or elevate his taste; to inspire him with due respect for the public will, or warm his bosom with the sentiments of a patriotic King; although with the latter view Buchanan wrote for James, then in his fourteenth year, a learned Latin dialogue concerning the Constitution of Scotland. Notwithstanding Buchanan addressed this to his pupil as a testimony of his affection, he must have made himself rather an object of awe than of love; or he (James) would have preserved so much respect for one of the first literary characters in Europe, and the founder of his own erudition, as neither to have suffered him to die in penury, nor to receive interment at the cost of the city of Edinburgh, which charged itself with this honourable burthen.

During the civil wars which agitated Scotland under the successive regencies of the Earls of Murray, Lennox, Mar, and Morton, the royal minor James remained tranquil and secluded in Stirling Castle; but in 1577, the Earls of Athol and Argyll succeeded in depriving Morton of the regency, and, gaining access to the young king, they persuaded him, then in his twelfth year, to take into his own hands the administration of the country. Morton shortly afterwards repossessed himself of Stirling Castle and of the custody of James' person; yet a parliament assembled in 1578, had the absurdity to confirm the king's premature assumption of manhood. Here the interest of James' educational tutelage may be said to cease. He had been altogether carefully instructed by Buchanan; and he wrote several works, both in prose and poetry, which, though now censured as pedantic, show him to have possessed an cultivated mind, and a style quite equal to the generality of writers of his time. He also aspired to theological learning; for before he was twenty years of age, he wrote a Latin commentary on the Apocalypse; and he founded a seminary for champions in controversy upon the site of the present Chelsea Hospital. His amusements, however, were of the coarsest description; cock-fighting, bull, bear, and lion bating, and the more ordinary field sports, occupying his time to the utter neglect of public affairs. But, he was a patron of learning; and it ought not to be forgotten that the authorized translation of the Bible was commenced and completed under his auspices. Shortly after he had succeeded to the English throne, at a conference of divines held at Hampton Court, in 1603, James expressed a strong opinion on the imperfections of the existing translations of the Scriptures. "I wish," said he, "some special pains were taken for a uniform translation, which should be done by the best learned in both universities, then revised by the bishops, presented to the privy council, and lastly ratified by royal authority, to be read in the whole church, and no other." Out of this speech of the king's arose the present English Bible, which has now for nearly 250 years been the only Bible read in the English church, and is also the Bible universally used in dissenting communities.

LXXVIII.

EDUCATION OF PRINCE HENRY.

James I. married, in 1590, Anne of Denmark, by whom he had a family of seven children. Prince Henry Frederic, the eldest son, was born at Stirling Castle in 1594. His father committed his infancy to the joint care of the Earl of Mar and the Countess his mother, who had been the king's own nurse: both were persons of merit, and were loved by their young charge, although the countess is said to have been far from over-indulgent. Neither James nor his queen desired that their children should receive education under their own eyes, or be domesticated beneath the same roof with themselves. In consequence, the younger children were boarded out in the families of different noblemen; whilst for the heir apparent a separate establishment was formed, almost immediately on his quitting his nurse. His principal attendants were the Earl of Mar as governor, and Sir David Murray as gentleman of the bedchamber. At five or six years of age, the prince was placed under the tuition of Adam Newton, a good scholar, who afterwards translated into Latin the King's discourse against Vorstius. About the same time James composed his *Basilicon Doron*, a collection of precepts and maxims in religion, in morals, and in the arts of government, addressed to Prince Henry, nominally for his instruction, but more truly for displaying James' skill in common-places, and uttering to the world his maxims of state. Upon the little prince arriving in England, the king created him a Knight of the

Garter, at nine years of age, and settled him in one of the royal palaces, his household consisting of seventy servants, which the King doubled next year; and in 1610, the establishment of the prince had increased to 426 persons, besides artificers under the management of Inigo Jones, comptroller of the works.

Different factions now strove to gain the ear and heart of the young prince. A Scotch officer being directed to procure for his highness a suit of armour, expressed his hopes that he would follow the footsteps of Edward the Black Prince, and added, "I shall bring with me also the book of Froissart, who will show your grace how the wars were led in those days; and what just title and right your grace's father has beyond the seas." The queen to'd him she hoped one day to see him conquer France, like another Henry V. To learning the prince does not appear to have been greatly inclined, but he remained true to the Protestant faith; and the martial spirit thus fostered in him had the effect of rendering him a warm admirer of Henry IV. of France, and by degrees of drawing him strongly within the influence of this distinguished prince and warrior.

Henry patronized that excellent man and preacher, Joseph Hall, afterwards Bishop of Norwich. Having heard two of his sermons, the prince, then in his fourteenth year, appointed him one of his chaplains. Henry was early impressed with a strong sense of religion; and besides exhibiting strict religious observance in his own conduct, his youthful zeal ordered boxes to be kept at his three houses, to receive the penalties on profane swearing, which he commanded to be strictly levied on his household; and he is stated to have once declared that "all the pleasure in the world is not worth an oath." He took early interest in naval matters; frequently visited the dockyards; took great delight in a model ship which was constructed for him, and received Phineas Pett, the builder, into his special favour and protection. He greatly admired the genius of Sir Walter Raleigh, and more than once exclaimed that "no king but his father would keep such a bird in a cage." Henry died in his nineteenth year: the grief of the people was unbounded: the young and adventurous bewailed a prince supposed to resemble Henry V., that favourite of English story, equally in his outward form and in the nobler qualities of his mind; and the zealous party in religion mourned a staunch defender of the Protestant church. The two universities produced sermons, Latin orations, and collections of verses, in honour of the lamented Prince Henry. Most of the contemporary poets, with the very remarkable exception of Ben Jonson—the court poet, though not yet the laureate—hastened to scatter their voluntary offerings round the tomb of Henry. Chapman, the translator of Homer, bewailed in the prince his "most dear and heroic patron." Webster and Heywood each produced an elegy. William Browne, who published in the following year *Britannia's Pastorals*, first exercised his muse on the loss of Henry; and Dr. Donne, known chiefly by his satires, in a tender elegy commemorated the virtue of this lamented prince. His handsome person and knightly figure are vividly portrayed in the print engraved by Crispin Pass.

LXXIX.

BURTON AND SELDEN.

To the scholars of this period belongs Robert Burton, who wrote the *Anatomy of Melancholy*, the favourite of the learned and witty, and beyond all other English authors, largely dealing in apt and original quotations. Burton was born at Lindley, in Leicestershire, in 1576, and was sent early to the free grammar-school of Sutton Coldfield, in Warwickshire, as he mentions in his *Anatomy*;—in his will, he also states Nuneaton; probably he may have been at both schools. At the age of 17, he was admitted a commoner at Brazen Nose College, Oxford, where he made considerable progress in logic and philosophy; in 1599, he was elected student of Christchurch; and about 1628, he became rector of Segrave. Wood describes him as—

"an exact mathematician, a curious calculator of nativities, a general read scholar, a thorough-paced philologist, and one that understood the surveying of lands well. As he was by many accounted a severe student, a devourer of authors, a melancholy and humorous person, so by others who knew him well, a person of great honesty, plain dealing, and charity, I have heard some of the antients of Christchurch often say that his memory was very merry, facet, and juvenile; and no man in his time did surpass him for his ready and dexterous interlarding his common discourses among them with verses from the poets, or sentences from classical authors: which, being then all the fashion in the University, made his company more acceptable."

We gather from Burton's account of himself, that he aimed at a

snattering in all; that he had read many good books, but to little purpose, for want of a good method; that all his treasure was in Minerva's tower; that he lived a collegiate student, as Democritus in his garden, and led a monastic life, sequestered from the tumults and troubles of the world, but now and then walking abroad, to see the fashions, and look into the world. He was an inordinate reader, and was liberally supplied with books from the Bodleian Library, to which and Christchurch Library he bequeathed his own books.

John Selden, described as "an English gentleman of most extensive knowledge and prodigious learning," was born at Salvington, in Sussex, in 1624: he was sent early to the probendal free school at Chichester, which had been refounded by Bishop Edward Story, about 1470; but the school is believed to be coeval with the cathedra. From Chichester, Selden was sent to Oxford. Antony a Wood says: "he was an exact critic and philologist, an excellent Grecian, Latinist, and historian," and, above all, a profound antiquary.

By his works Selden acquired the esteem and friendship of Camden, Spelman, Sir Robert Cotton, Ben Jonson, Browne, and also of Drayton, to whose *Polyolbion* he furnished notes. By Milton he is spoken of as "the chief of learned men reputed in this land." "He was of so stupendous a learning," says Lord Clarendon, "in all kinds and in all languages, (as may appear in his excellent writings,) that a man would have thought he had been entirely conversant among books, and had never spent an hour but in reading and writing; yet his humanity, affability, and courtesy were such, that he would have been thought to have been bred in the best courts, but that his good nature, charity, and delight in doing good exceeded that breeding." His amanuensis for twenty years enjoyed the opportunity of hearing his employer's discourse, and was in the habit of faithfully committing "the excellent things that usually fell from him,—which were subsequently published as Selden's *Table Talk*."

LXXX.

THOMAS FULLER'S "SCHOOLMASTER."

The witty Thomas Fuller, one of the most original writers in our language, was born in 1608, at Aldwinckle, in Northamptonshire; his father being rector of St. Peter's, in that village. His early education was conducted chiefly under the paternal roof, and so successfully, that at twelve years of age he was sent to Queen's College, Cambridge. At the age of sixteen he took his degree of B. A., and that of M. A. in 1628. He soon became an extremely popular preacher, and preferment came rapidly. Among his numerous works, Fuller has portrayed "The Good Schoolmaster," of whose office he says:—"There is scarce any profession in the commonwealth more necessary, which is so slightly performed. The reasons whereof I conceive to be these: First, young scholars make this calling their refuge; yea, perchance, before they have taken any degree in the University, commence schoolmasters in the country; as if nothing else were required to set up this profession, but only a rod and a ferula. Secondly, others, who are able, use it only as a passage to better preferment; to patch the rents in their present fortune, till they can provide a new one, and betake themselves to some more gainful calling. Thirdly, they are disheartened from doing their best, with the miserable reward which in some places they receive, being masters to the children, and slaves to their parents. Fourthly, being grown rich, they grow negligent; and scorn to touch the school, but by the proxy of an usher.

"Some men had as lieve be school-boys as school-masters,—to be tied to the school, as Cooper's *Dictionary* and Scapula's *Lexicon* are chained to the desk therein; and though great scholars, and skilful in other arts, are bunglers in this.

"But a good schoolmaster studieth his scholars' natures as carefully as they their books, and ranks their dispositions into several forms. He refuseth cockering mothers who proffer him money to purchase their sons' exemption from his rod, and scorns the late custom in some places of commuting whipping into money, and ransoming boys from the rod at a set price." These are interesting glimpses of schoolmasters' practice and the state of common education in the seventeenth century.

(To be continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

VII.

MENSURATION.

(Continued from our last.)

In order that they may get correct ideas of what is meant by lines parallel and inclined to each other, and of a square, a circle, a triangle, &c., I have painted on the upper part of the walls, above the maps, four series of simple figures, marked, Series A, No. 1, 2, 3, angles and triangles. Series B, No. 1, squares and parallelograms. Series C, circles, &c., a square and a rectangular parallelogram, divided into linear inches. These figures are easily referred to, extremely useful, occupying no space which is wanted for other things, and cost nothing.

Of the simple solids the school is also provided with models, and these, with the figures on the wall, may be called into use in almost numberless ways.

What is the shape of the room—of the door—of a brick—of a book—table, &c.?—a square or parallelogram on Series B, No. 1, No. 2. Look at the beam running between the walls, what are the figures of the two surfaces? What of a section perpendicular to either surface?—what slant-wise?

The stove in the room, what is its figure?—A hollow cylinder.—The pipe carrying away the smoke?—The same.—What would the figure of a section of the stove parallel to the floor be?—of the pipe?—A circle, No. 2, Series C.—What of a section perpendicular to the floor? &c. The different section of a cube—or any solids which may be about the room—but always referring to the exact figure on the wall. These figures will often supply the place of the black board.

Again, tell a boy to turn the door on its hinges as far as he can—to find out what solid it would trace out if he could turn it entirely round—A cylinder like the stove, but much larger.—What is the section of the solid part of the stove?—A ring inclosed between two concentric circles.—Concentric, what?—If the door were a right-angled triangle, what figure would it generate by going quite round on the hinges?—A cone, like a sugar-loaf.—What if a semi-circle, the line between the hinges the diameter?—A globe: and so on. Then again, the outer edge of the door and a line parallel to it, at 2, 3, &c. inches apart, would trace out a solid ring. What figure would the door trace out, if, instead of revolving round its hinges, it were made to revolve round one of its ends; and to illustrate this still further, fasten two pieces of string of unequal lengths to the top of a stick, which place perpendicular to the floor, then let two boys, taking hold one at each end, walk round the stick, they will clearly see, that the finger of the short-stringed boy describes the inner surface, and of the long-stringed the outer surface—that every point in a circle is equally distant from the centre—explain what is meant by circles being in different planes—what by concentric circles—and then the teacher will ask them, if the strings were 2, 3, 4 feet, &c. long, what the circumference would be; at first some of them would say six feet, nine feet, &c., not seeing that their piece of string was the radius and not the diameter; difference to be pointed out, and that the circumferences of circles are in proportion to their diameters.

Here they may be shown that the area of a circle is the

$$\text{circumference} \times \frac{\text{radius}}{2} \text{ or the circumference} \times \frac{\text{diameter}}{4},$$

and since 3.14159 is the circumference of a circle whose diameter is unity, 3.14159 $\times \frac{1}{2}$ = .78539 is the area, and that the areas of circles are to each other as the squares of their diameters; this expression they can work with practically afterwards, in measuring timber, &c.

The contents of a cylinder:

The teacher should not be content with merely showing them how to find the contents of a cylinder, or any other regular figure, but should point out to them, in this case, for instance, anything in the room of a cylindrical form, such as the stove, if round, the pipe which carries off the smoke, &c.; and taking the diameter of a section, and from this finding the area of it, and multiplying into the height or length would give the solid contents: that for an iron roller, or any other roller hollow in the middle, they must take the diameter of the outer and inner surface, get the area of these sections, and subtracting them from each other, would give the area of a section or ring which, multiplied into the length of the roller,

would give the quantity of solid matter in it; thus calling their attention, and actually measuring vessels, etc., the shape of which they are familiar with.

This, of course, applies to other regular solids than the cylinder. In the case of the cylinder, let d = the outer diameter, d' the inner, then

(78539) d^2 = area of outer circle,
 (78539) d'^2 = area of inner circle;
 and (78539) $(d^2 - d'^2)$ = area of section of the ring;
 and if h denote the height, the solid contents will be
 (78539) $(d^2 - d'^2) h$; then to give particular values to d , d' and h , and work out the results.

Examples for Practice.

A boy at the age of 15 begins to save 7 $\frac{1}{2}$ d. per week, what will he have saved at the end of one, two, three, etc. years.

What will his savings amount to when he reaches the age of twenty-one? And what would it be if put into the savings' bank at the end of each year, interest three per cent.

Supposing at the age of 21 he begins to save 1s. per week, and at the end of each year puts it into the bank, what would he have when he is 31 years of age?

Such questions ought to have their bearings and application to every-day life explained to the children.

A goes to the village shop and lays out 10s. per week on an average, for necessaries for his family, every week in the year; but, for want of thought and of understanding his own interests, has got into the habit of running a bill, and having his things booked, as it is called; for this the shopkeeper is obliged to charge 10 per cent. more than for ready money. How much does A lose by this in the year?—or how much more does he pay than the ready-money customer?

Supposing the whole expenditure of a parish in rates to be £920 10s. in the year, and the whole property rated at £5276 9s. 4d., what is that in the pound?

Supposing the number of acres in the parish to be 7000, what would that be per acre?

A spends £250 10s. 6d. per annum; of this 3s. in the pound is paid for house rent, 9s. 8d. in food, 3s. 4d. in clothing, the rest in sundries; how much in the pound is paid in sundries; and what is his absolute expenditure in each of the above things?

Supposing him to save £80 per annum out of the above income, and his proportionate expenditure in each article as above, what would be the sum spent for each?

The whole amount of taxation in this country is upwards of 50 millions, supposing it is this sum, and that every twenty shillings paid in taxes is disposed of as follows:

Expenses of the army and navy	s.	d.
King's judges, etc., and other departments of state.....	7	2
Interest of the national debt.	0	10
	12	0

What is the exact sum paid to each?

What would be the expense of digging three acres, two roods, and 20 perches of ground at 4d. per pole? What of double trenching it for the purpose of planting, at 10d. per pole?

How many trees to plant an acre at such and such distances, etc.?

A pole or perch of land is 16 $\frac{1}{2}$ feet square, the usual measure, but here they have a measure for underwood called wood measure, a pole of which is 18 feet square. How much is the wood-acre larger than the ordinary acre?

A labourer agrees to move a piece of earth 25 feet long, 15 feet wide, and 10 feet high, a certain distance at 1s. 6d. per cubic yard, what would his work come to?

A pair of horses plough $\frac{2}{3}$ of an acre in one day, the width of each furrow is one foot. How many miles will the boy walk who drives the plough?

Supposing the furrows were only nine inches or six inches broad, how far would he have to walk? Work this out, and reduce the difference into yards.

A window is five feet nine inches high, four feet six inches broad. How many square feet of glass for a house of ten windows?

How many panes, each nine inches by twelve inches, and what would the cost be at per foot.

The following extract from "An Educational Tour in Germany," etc., affords a very useful and practical hint to the schoolmaster:

"In Holland I saw what I have never seen elsewhere, but that which ought to be in every school—the actual weights and meas-

ures of the country. These were used not only as a means of conveying useful knowledge, but of mental exercise and cultivation.

There were seven different liquid measures, graduated according to the standard measures of the kingdom. The teacher took one in his hand, held it up before the class, and displayed it in all its dimensions. Sometimes he would allow it to be passed along by the members of the class, that each one might have an opportunity to handle it, and to form an idea of its capacity. Then he would take another, and either tell the class how many measures of one kind would be equivalent to one measure of the other, or, if he thought them prepared for the question, he would obtain their judgment upon the relative capacity of the respective measures. In this way he would go through with the whole series, referring from one to another, until all had been examined, and their relative capacities understood. Then followed arithmetical questions, founded upon the facts they had learned,—such as, if one measure full of anything costs so much, what would another measure full (designating the measure) cost, or seven other measures full? The same thing was then done with the weight's.

"In the public schools of Holland, two large sheets or cards were hung upon the walls of the room, containing fac-similes of the inscription and relief—face and reverse—of all the current coins of the kingdom. The representatives of gold coins were yellow, of the silver white, and of the copper, copper colour."—Mann's "Educational Tour," with Preface by W. B. Hodgson, LL.D.

VIII.

GEOMETRY.

A knowledge of some of the more simple parts of geometry is quite necessary for any schoolmaster who wishes to be thought competent to his work, or to stand in what may be looked upon as the first class of teachers in our elementary schools. For this purpose, it is highly desirable that they should at least know so much of the subject as would enable them to teach the first three books of Euclid, with a few propositions out of the other books. Many of the propositions in the first three books are of easy application to the mechanic arts; particularly to the carpenter's shop, to the principles of land-measuring, etc., and an edition of these, pointing out such propositions and their application, with a few practical deductions, would be of great use in our elementary schools.

There are many of the appliances of the carpenter with his tools, and of other mechanic trades, so strictly geometrical and so easy of proof, as to be easily learned, and the workman who knows them instead of being a machine, becomes an intelligent being, and has sources of enjoyment opened out to him, which many of them would turn to a good purpose.

Even a knowledge of the axioms of Euclid, such as "things which are equal to the same thing, are equal to one another."

"If equals be added to equals the wholes are equal."

"If equals be added to unequals, the wholes are unequal," etc., suggest modes of reasoning, which are extremely useful; and a thorough knowledge of the kind of reasoning in the propositions of the three books, gives a man a habit and a power of drawing proper conclusions from given data, which he would scarcely be able to acquire with so little trouble, in any other way.

Children may easily be made to understand what is meant by the terms perpendicular, horizontal, right angle, and lines parallel to each other, by referring to the things in the room.

Thus the walls are perpendicular, or at right angles to the floor—the boards are horizontal and parallel to each other—the courses of bricks are parallel—the door-posts perpendicular to the floor etc.; the beams, rafters, etc., of the roof, all might be referred to as illustrating things of this kind.

The way in which the circle is divided ought to be understood; the number of degrees in a quadrant, etc.; that the three angles of a triangle are equal to two right angles; and therefore if a triangle is right-angled, or has one right angle, the remaining two must be equal to a right angle.

The proposition that if two sides of a triangle are equal, the angles opposite are equal, and the converse.

To bisect a given rectilineal angle.

The following is a very interesting and useful application of this proposition in showing how a meridian line may be laid down by it:

Tell the boys to stick in the ground, and in the direction of the plumb-line, a straight rod, to observe and mark out the direction and length of its shadow on a sunny morning before twelve o'clock, say at eleven: to observe in the afternoon when the shadow has

exactly the same length; join to the extremities of the shadows, and on the line which joins them, which is the base of an isosceles triangle, describe an equilateral triangle on the contrary side of the line to that of the stick; a line drawn from the point where the staff goes into the ground to the vertex of this triangle will be the true meridian, or by simply drawing a line from the stick to the middle of the line joining the extremities of the shadows.

Place the compass on the line, and let them observe how much the two meridians differ: that the length of the shadow, at equal intervals from noon, will be the same both in the morning and in the afternoon, etc.

To draw a perpendicular from a given point in a line, or let one fall on a line from a point without it.

The one, that either of two exterior angles is greater than the interior and opposite angle—showing from this, how the angle under which an object is seen, diminishes as you recede from, and increases as you advance towards it.

The proposition about the areas of triangles and parallelograms, as applying to the superficial measurement of rectilinear figures.

The 47th in the first book, that the square of the side opposite the right angle is equal to the sum of the squares on the other two sides. All these from the first book are particularly of practical application.

It will be found very useful for fixing on their minds any particular geometrical truths likely to be of use to them afterwards, if the teacher tests it by application to actual measurement, and not to rest satisfied with proving it merely as an abstract truth; for instance, in this school-room there is a black line, marked on two adjoining walls, about a foot from the floor; as the walls are at right angles to each other, of course these lines are also; they are divided into feet and divisions of a foot, numbered from the corner or right angle, then taking any point in each of these lines, and joining them by a string, this forms a right-angled triangle. The boys have learned that the sum of the squares of the two sides containing the right angle is equal to the square on the third side, the teacher will tell them, for instance, to draw a line between the point marked six feet on the one and eight feet on the other; square each number, add them together, and extract the square root, which they find to be 10; then they apply the foot rule—measure the string, and find it exactly ten feet by measurement.

Again, draw the line between the point marked five feet on one and seven on the other: work it out, and they get a result 8.6 feet; the teacher would ask, is 6 half an inch or more?—More by a tenth.—They then measure the piece of string which reached between the extreme points, and find it perfectly correct.

The teacher would then point out that this would always be the case, when the walls stand at right angles to each other. The bricklayer knows this, and, laying out his foundation walls, measures eight feet along one line, and six along the other, from the same corner; he then places a ten foot rod between the extreme points, and if it *exactly* reaches, he is satisfied his walls are square.

Through the middle of the line on the end wall a vertical line is drawn, and divided in the same way, and higher up on the wall are marked three parallel lines ——— an inch, a foot and a yard in length; these are very convenient to refer to as a sort of standard of measure, and to show what multiple of an inch, a foot, a yard, etc., any lengths of the other lines are.

It is recorded, then, that at the time of Henry the First, the length of the king's arm was the standard yard: this gives an idea of the rudeness of the age.

A teacher with a little knowledge of geometry will see numberless ways in which these lines may be made useful. I feel a difficulty in entering further into this without having recourse to diagrams, which in the printing of this book I did not contemplate.

The following occur to me as simple:—Tell a boy to measure the width of the door and its height; now what length of string will it take to reach between opposite corners? work it out: then to take a piece of string and measure,—they correspond; the same for his book, slate, a table, etc. Measure the two sides of the room—find the line which would reach from corner to corner.

Again, let one of the boys hold the string against a fixed point in the upright wall, say four feet high, and another extend it to any point towards the middle of the floor—they see this forms a right-angled triangle; another boy takes the rule, measures from the point where the string touches the floor to the base of the black line, taking this as one side, the height four feet as the other, they

work it out, and then measure as before. The testing of theory by practice, gives them a great interest in what they are doing.

(To be continued.)

OFFICIAL NOTICES.



APPOINTMENTS:

EDUCATION OFFICE.

His Excellency, the Governor General, was pleased, on the 22nd November, to appoint James Phelan, Esq., Advocate, Clerk of the English Correspondence in the Education Office for Lower Canada, and Assistant-Editor of the Lower Canada *Journal of Education*, in the place of John Radiger, Esq., Advocate, resigned.

LAVAL NORMAL SCHOOL.

His Excellency, the Governor General in Council, was pleased, the 13th October last, to approve of the appointment of Mr. Francis N. Fortier as *maître d'étude*, vice Mr. O. Siron, resigned.

JACQUES-CARTIER NORMAL SCHOOL.

His Excellency, the Governor General in Council, was pleased, the 25th October last, to appoint Mr. A. Boire *maître d'étude*, vice Professor Delaney.

EXAMINER APPOINTED.

His Excellency, the Governor General in Council, was pleased, the 7th November, to appoint the Rev. Mr. T. Toupin, member of the Board of Examiners for the Rivers, vice the Rev. Mr. D. Paradis, resigned.

SCHOOL COMMISSIONERS AND SCHOOL TRUSTEES.

His Excellency, the Governor General, was pleased, on the 25th October last, to make the following appointments of School Commissioners:

County of Gaspé—Cap des Rosiers: MM. Pierre Cassovic, Guillaume Simon, son of Pierre, Henri Price, Alexander Simpson and Edouard Ferré, and William Hyman, Secretary Treasurer.

County of Gaspé—Gaspé Nord: MM. David Philipps, John Annett, William Ascah, Robert Ascah, Frederic Miller, and William Miller, secretary-treasurer.

County of Gaspé—Bay of Gaspé South: The Reverend François de la Marc, MM. John Eden, Jean C. Belleau, William Clark and Abraham Coffin, son of Benjamin, and Joseph Kavanaugh, secretary-treasurer.

County of Gaspé—York and Haldimand: The Reverend Mathew Kerr, Henry Harbour, William Harbour, James Baker and George Galichon, and Nicolas Bailey, secretary-treasurer.

County of Arthabaska—Chester East: MM. Jean Dumas, Joseph Louis Landry, Joseph Fortier, Joseph Forcade and Pierre Lebel.

County of Pislet—St. Aubert: MM. Isaac Gagnon and Alfred Bélanger.

County of Rimouski—St. Mathieu de Rioux: MM. Célestin Vaillancour, Damase Devas, Hyacinthe Gagnon, Vital Mousseau and Edouard Lagassé.

County of Témiscouata—Village St. Rdoard: MM. Jean-Baptiste A. Chamberland and Guillaume Henri Beaulieu.

County of Kamouraska—St. Onésime: MM. Henri Gaud, Rémi Aubert, Jacques Chrétien, Antoine Dubé, fils, and Gabriel Bernier.

County of Beauce—St. George d'Aubert Gallion: MM. Bénoni Pepin, and Augustin Pâquet.

County of Bellechasse—St. Raphaël: The Reverend Narcisse Beaulieu.

County of Missisquoi—St. Romuald de Farham: MM. François Parent and Charles Potvin.

City of Quebec—Protestants: The Reverend W. B. Clarke, the Reverend M. Percy and E. N. Montizambert, Esq.

County of Shefford—Granby: The Reverend Charles St. Georges, School Trustee—

County of Richelieu—Borough of William Henry: M. Thomas Woolley, School Trustee.

County of Hochelaga—Côteau St. Pierre: MM. William Perryman and Gaven Gilmore, School Trustees.

County of Terrebonne—Terrebonne: M. Joseph Varin.

County of Huntingdon.—Hemmingford. Mr. Thomas Dwyne.

ERECTION AND SEPARATION OF SCHOOL MUNICIPALITY.

His Excellency, the Governor General in Council, was pleased, on the 25th October last:—

1. To erect into a separate school municipality, under the name of school municipality of L'Épiphanie, that part of the township of Viger, in the county of Temiscouata, extending itself from Isle Verte, and following the west line of the ground known as the Indians' land (*dit des sauvages*), and the by-road (route) separating the lot 36 from lot 37, in all the ranges of the said township depending on the parish of St. Moïse, and to rescind the minute in council of the 27th April last, relating to the erection of the aforesaid municipality.

2. To separate the townships of Newport and Pabos now united into a school municipality, in the county of Gaspé, and to erect them into separate school municipalities, the Grand Pabos river being intended to serve as a limit to Newport and being the line of demarcation between Newport and Pabos, and Newport to have the following boundaries; towards the east the said Grand Pabos river, towards the west the very limits of the municipality of Port Daniel which extends to the centre of the Portage de la Pointe à Maqueriau.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Miss Eléonore Beauchêne has obtained diploma for model school.

Misses Sarah Bergeron, Cléopée Gentes, Céline Hébert, Mathilde Lemai, Margaret Anderson, Elizabeth Chillas, Mathilde Héli, Salomé Vincent, Aurice Côté, Flore Brunelle, Julie Richard, Eléonore Bourassa, V. Camille Godin, Marthe Hébert, Eléonore Lacourse, Julie Pepin, Marie Ph. Désaulniers, Marie Gélinas, Ursule Martin, Marie Agnès Descoteaux, Arthémise Laplante, Céline Boulard, Phémie Tessier, Emerance Provancher, Eulalie Bibeau, Clélie Rouette, Philomène Duguay, Julie Bazin, Marie Dubuc, Adélaïde Décoteau, Elize Bellemare, Mathilde Goudreaux, Marie Julienne Godet, Philomène Noël, Adèle Cloutier, Adélaïde Massé, Céline Bourk, Vitaline Gravelle, Agnès Lottinville, Emily Willis, Esther Joyal, Adèle Vézina, Ad. Chandonnais, Celplina Auré, Philomène Jalbert; Meses J. L. Lottinville, D. Bibeau: MM. Louis Dorsaz, Joseph Boisvert, Jean-Baptiste Lajoie and Emmanuel L. Bellefeuille have obtained diplomas for elementary schools.

J. P. M. DESILETS,
Secretary.

SITUATIONS AS TEACHERS WANTED.

M. L. Deslauriers, residing in Montreal, provided with a diploma for academy, can teach English, Latin, etc.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) NOVEMBER, 1859.

School of Agriculture at Ste. Anne Lapocatiere.

The Corporation of St. Ann's College has recently established a School of Agriculture. This is certainly a work which indicates a spirit of progress deserving much praise. The intention, in opening a school wherein will be taught the art of rendering the earth productive, is to substitute to our present mode of culture a system which, by the judicious rotation of crops and careful selection of grain, will enable the farmer to obtain the centuple of the present yield. This institution will confer, no doubt, immense benefit on the surrounding population, and it is too important to pass unnoticed.

To agriculture we must give our most earnest attention. It is the basis of a nation's prosperity, and upon it depends the future prosperity of Canada. Space is not wanting us: our territory is vast, extensive tracts are unpeopled: our cities lie adjacent to broad domains, which should render a two hundred fold produce were they properly tilled. Our forests cover a virgin soil which the axe and the plough might convert into meadows giving sustenance to the million. How is it then, that a great number have, up to the present time, preferred to riches so easily acquired, the uncertain gain of commerce, or have chosen the so called liberal professions? Fatal prejudices and an unaccountable repugnance have deterred from the noble pursuit of agriculture, men who willingly have become inhabitants of cities, where they spend useless lives which might have been passed to advantage in working on their fathers' farms. Let science cease to confine herself to the dusty city, let her go and dwell in the fields and impart to the sons of our farmers some of her stores of knowledge, there is still time left her to do much good.

The building destined to the education of our young farmers was solemnly blessed, the 9th September, by His Lordship the Bishop of Tloa. After mass, the Rev. Mr. Quertier delivered an address in which he spoke of the dignity of labour, styling agriculture the most useful of arts. The speech of M. Chapais, member for the county of Kamouraska, tended to show the advantages of the new institution. Just tribute was paid, by the orator, to the founder of the College and to the able directors whose sacrifices and zeal have enabled them to found the school. It was the secret project of Mr. Painchaud to establish such an institution, and his hope, that his successors would put it into execution. This undertaking redounds therefore much to the credit of the founder of the College, and its success is an honor which may be attributed to Mr. Pilote.

We translate from the *Courrier du Canada* the following advertisement of the St. Ann Agricultural School:

To be admitted the aspirant should be aged 11 years; be able to read and write French correctly, and understand the four first rules of arithmetic. Satisfactory certificates as to moral character must be produced before admission. All without distinction of fortune or of birth are required to share, according to their strength, in the labors of the farm. No uniform required for the present. It is desired however that the pupils wear a black coat on Sundays and Festivals. They should be provided with clothes suitable to farm work. The pupils will take their meals in such houses in the vicinity of the school, as may be approved by the director; they will sleep in a dormitory in the school house where they shall be under the care of a master. The pupils will provide for their board and support.

INSTRUCTION.—The course of instruction will last two years for pupils sufficiently advanced; for others, three years. The instruction will be theoretical and practical. Adjoining the school are 140 *arpents* of ground for practical lessons. The theoretical instruction will comprise besides religious instruction, French grammar, writing and arithmetic, the elements of surveying, of geography, of the history of Canada—the general principles of agriculture, of practical Botany, of physics and chemistry, the veterinary art, the culture of fruit trees, horticulture and such knowledge of accounts as may be useful in the management of a farm.

Besides the land destined for the distribution of crops (*assolement*) a tract of considerable extent will be exclusively devoted to agricultural experiments. It will be a field of studies, a small farm of experiments where the merits of new implements of husbandry may be tested, and such plants as may be useful in the country acclimated.

Terms: \$24 per annum payable half yearly in advance. First

half payable on entry: the second on the 1st January. If the pupil leave before the expiration of the half year he shall be liable to pay the price of the full half term. This money is employed to defray the expenses of tuition, for use of Library, and for the use of tools and implements, of bed and bedding except linen. Books, stationary, &c., furnished to pupils, parents consenting, at Quebec prices.

Washing, mending, linen, towels, articles of toilet are, with the board, at the expense of the parents.

The school of Agriculture, though under the control of the Corporation of the College, is not in the College buildings. It is an entirely distinct institution, and its course of studies has nothing in common with it, the pupils of the College not attending the lessons on agriculture, and the classical course being of the usual duration from 9 to 10 years.

The English and French Languages in Canada.

We have to thank the *Toronto Leader* for the handsome manner in which he has taken up our remarks on this subject. At the same time we beg leave to state, that the young debators, at the Laval University, were speaking more on the defensive and in favor of retaining French as the medium of tuition—*la langue enseignante*—in our colleges, than they were opposing the teaching of the English language. In several colleges in Lower Canada and in several convents especially, the English language has been introduced as the medium of tuition to a certain extent. English text books on geography, botany, chemistry, &c., are used in preference to French works. Our *confrère* may well imagine what hue and cry should be raised in Upper Canada were it suggested there, to *frenchify* the institutions of learning to that extent. The remark also about *anglicisms* was not out of place. There is such a thing as *courir deux lièvres à la fois et n'en attraper aucun*. However desirous of learning other languages, great care must be taken that a partiality to an acquired idiom spoil not the vernacular. We have known a gentleman, who had entirely forgotten his native tongue, the German, and had failed to master either English or French. His position was by no means enviable.

We copy, with great pleasure, the concluding part of the *Leader's* reply:—

"We repeat we are glad to see the new view of the question presented by the *Lower-Canada Journal of Education*; and we trust we have shown that if we erred as to the extent to which the English language is taught in the French Colleges of Lower Canada, we were misled by persons who ought to have been fully acquainted with the facts. We feel however that the official authority must be the correct one; and that the orators at the two hundredth anniversary of the arrival of LAVAL, in Canada, were all in the wrong.

Coming to the other side of the question, we must admit that the study of French, in Upper Canada, does not appear to be receiving the attention it deserves. The contrast presented in the Legislature is enough to make us blush for the ignorance of our Upper Canada members. Nine-tenths of them are as ignorant of French as of Sanscrit; and the French Canadians appreciating this fact always speak English when they wish to appeal to the Upper Canada members. We insist upon a property qualification for members; but no one has ever thought of a much more indispensable qualification; the ability to use and understand both languages. Without this qualification, no man is fitted to perform the duties of Legislator in Canada; because he cannot comprehend the reasons addressed to him in a language of which he is profoundly ignorant. It is all very well to blame the system—to say that the two races will never get on together—but it is a wretched substitute for indispensable knowledge after all. The ability to use both languages is a qualification which members should impose upon themselves; for the law can never be invoked to do it. It is

natural that the French Canadians should pay more attention to the English language than the English Canadians pay to the French language; for the circumstance of this being a British Province cannot be without its influence. Still the fact that the French is the vernacular of a large portion of our population is a good reason why the other portion should make themselves acquainted with this language. This is not the case, at present; but there is no reason why we should not have a little educational reform to meet an obvious necessity."

Eighth Conference of the Association of Teachers in Connection with the Laval Normal School, Held the 28th August, 1859.

The minutes of the last meeting having been read and the officers for the current year elected, Mr. Deguise, a pupil-teacher of the Laval Normal School, resumed the course of lectures on natural philosophy commenced by the Rev. Principal. Mr. N. Lacasse delivered the first of his course of lectures "On the proper teaching of the different branches of instruction."

The question: "Whether corporeal chastisements should be abolished, and to what extent other punishments could be substituted," was discussed, and the principal points thus resumed by Principal Langevin:

- 1.—Should corporeal chastisements be abolished?
Ans. No, because, 1o. God gives the example when he inflicts them on man.
- 2o. The child being composed of two substances, it is necessary, in educating it, to act on either.
- 3o. The teacher fills the parents' post: now the Holy Ghost saith "that the father who spareth the rod on his son hateth him."
- II.—The objections to corporeal chastisement are applicable only to the abuses of it. We should, therefore:
 - 1o. Use it as rarely as possible, as the last resource, and only after other means had failed; otherwise the children being accustomed to it, would treat it lightly.
 - 2o. Employ it with great moderation and without angry feeling strike on the hands only, with a leathern strap, a few times, try and excite the child's honor, rather than his mere animal sensibility.
 - 3o. Never inflict such punishments as might injure the health, or offend decency.

With these precautions the teacher will no longer be liable to the accusation of degrading and stupifying the child.

- III.—To what extent could other punishments be substituted?
Ans. Other punishment nearly in every case, could be substituted, and with advantage, by the following means:
 - 1o. On the teacher's part, by gravity and moderation in speech.
 - 2o. In acquiring the love and the respect of the children.
 - 3o. In chastising proceed from slight to severe measures; first a single look, a sign; then private admonitions; general reproaches; threaten to name the guilty before his schoolfellows; reprimands in public; privation of good marks, recompenses, marks of distinction, esteem, confidence; finally bad marks, unfavorable report to the parish priest, to the commissioners, to the parents; seat on a separate form; extra work; keep in after school hours, on holidays; insertion in the black book.

But always shew the guilty the feasibility and the facility of amendment, inspire him with the desire, encourage him in his first attempts.

After the usual formalities, the following question was proposed for discussion at the next conference, (to be held the last Saturday of January, 1860): "What are the best means to ensure the regular payment of the salary of the teachers under control of the commissioners."

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1858.

Translated from the French by the translators to the Legislative Assembly.

Extracts from the Reports of the Inspectors of Schools.

Extract from the Report of Mr. Inspector ARCHAMBAULT.

The Table annexed to this Report will shew that there are in my District 26 municipalities, 127 sections, 109 school-houses, 135 schools under control, 130 elementary schools, 5266 pupils, 3 superior primary schools for boys (283 pupils); 3 dissentient schools, (130 pupils); 2 superior primary schools for girls, (186 pupils); 4 academies for boys, (704 pupils); 4 industrial colleges, (606

pupils); 10 academies for girls under the direction of Religious Communities having in the aggregate 1702 pupils, making a grand total of 8018 pupils attending all the various institutions for education.

Of this number 4560 read fluently, 3268 read very well, 5123 can write, 4687 have begun to learn arithmetic, 1152 understand it as far as the compound rules inclusively, 255 are learning book-keeping, 2628 geography, 3865 history, 3113 French grammar. Of the number 888 learn parsing and logic, 159 learn exercises in literary composition, 121 learn linear drawing, 21 mensuration, and 189 instrumental music. There are in my Inspectorship 25 male and 83 female teachers, having diplomas, and 3 without them. There are 8 libraries containing 11650 volumes. This number is probably below the truth, as I could not obtain full information. The salaries of the male teachers are from £50 to £90 currency; those of the female teachers from £30 to £50. Besides these, allowances are paid to the professors of the different religious institutions founded in the most important villages of this district. These institutions receive from the municipalities from £80 to £150, according to the number of persons who officiate as teachers in each.

Generally speaking, this year, the municipalities in this district have availed themselves of the right granted them by the last law on education to raise local assessments; they have levied by assessments on real property by monthly taxes and in other ways, the sum of £4998; this sum is considerable if we compare it with our share of the annual grant to the common schools which only amounts to £2178.

I am happy to say that for some time the Law of Education has been well carried out, and that it works perfectly in this District. It is true there are some parishes where the monthly tax is not levied, but generally speaking this is not caused by any unwillingness, but only because they prefer raising more by assessments on real estate.

It may perhaps, be remarked that the total number of pupils has not undergone any great increase, but it would be well to observe that this District is composed of old parishes in which the population increases slowly and that already, in preceding years, the number of pupils presented as high a proportion to the sum total of the population as could be desired. The statistics of each branch of study will prove a remarkable improvement in the most important branches.

Generally, the School Commissioners in the District have made praiseworthy efforts both to build new school houses and to repair old ones, and furnish them with maps, books, tables and all requisite apparatus. Some of them, nevertheless, deserve censure for their apathy, and if I do not name them for the present, it is only in the hope that they will in the present year bestow more attention on the performance of the important duties entrusted to them.

Finally, the progress made in this District within the last few years is made more evident by the fact that, except three, all the schools are confided to religious communities, or to teachers, male and female, provided with diplomas, and that the latter almost without exception shew themselves worthy of the testimonials which they have obtained. Especially I find difficulty in expressing all the good produced by the convents in which teaching is carried on, and in describing the order, neatness, discipline, and other excellent arrangements of the domestic economy of these houses. I shall pronounce the eulogium of no particular parish; but I am bound to notice the progress made at St. Aimé, and the generosity of both the Seigneur and the Curé of that parish. Mr. Massue, the former, has just made a donation of a farm near the village for the purpose of founding an academy for boys, and the latter gentleman, Mr. Lecours intends to build on it, at his own cost, a house for the Brethren of the Order of St. Joseph. These facts are above all praise, but they are by no means a novelty in the place; the generosity of these two zealous friends of education having previously built the excellent academy for girls lately opened in the parish.

I have distributed the books which you sent me to be given away as rewards. It is not easy to repress the jealousy of some of the pupils on such occasions, but I have good results from such gifts in several instances. Particularly they have served to stimulate the zeal of both teachers and pupils in the cultivation of certain branches formerly but little attended to. In one school where the writing was not so good as it should have been, I refused to confer any prize, and on a subsequent visit found great improvement in the copy books.

Extract from a Report of Mr. Inspector BELAND.

At the point to which the working of the Law of public instruc-

tion has now attained, we have only to aim at perfecting its satisfactory results. If the districts of inspection were less extensive, we could assuredly advance more rapidly in this work of improvement. We trust that the Legislature and the Executive will listen to our suggestions so far as not to insist on the performance of a duty, physically impossible to be executed.

In the present year, I have in my District a rather smaller number of elementary, but on the other hand, many more superior primary schools. The certainty now generally felt, that the employment of either male or female teachers unprovided with diplomas will not be tolerated by the Department has been a means of producing this reduction in the number of schools, those kept by incompetent teachers having in some parishes been closed. On the other hand, each parish endeavours to secure the services of at least one model school teacher who holds a diploma. May the same disposition be shown everywhere; we shall then see every Municipality furnishing its contingent of educated persons to society.

There are in this District 30 Municipalities, 269 sections, 93 school-houses belonging to the Commissioners, an increase of 7 over last year; 206 elementary schools, attended by 10270 scholars, an increase of 382; 58 model schools, an increase of 2; number of pupils 335, increase 120; 2 academies for boys with 40 pupils; 2 industrial colleges with 430 pupils, increase 160; 4 academies for girls or convent schools with 560 pupils, increase 95; 1 superior primary school for girls with 30 pupils; grand total of institutions 221, of scholars 11650, increase in the latter 532.

The following small table will shew the improvement in each of the principal branches of education.

YEAR.	Pupils reading well.	Pupils writing.	Simple Arithmetic.	Compound Arithmetic.	Book-keeping.	Geography.	Eng. Grammar.	French Grammar.	Parsing.	Epistolary com.	History.
1858.....	5124	7648	5490	2443	240	3450	795	5960	3585	830	4945
1857.....	5035	4514	4334	2398	225	3300	666	5560	2610	723
Increase..	89	3134	1056	45	15	150	129	400	775	107

Linear drawing is taught to 85 pupils; mensuration to 80; instrumental music to 100. 11 male teachers hold diplomas, 13 have none. 150 female teachers have diplomas, and an equal number are without them. The average amount of salaries paid to male teachers is from £45 to £75. These are far from sufficient, and I trust that both the Legislature and the Municipalities will make an effort to remedy the evil. The amount levied in my District is £3824, the education of each child therefore costs in all the municipalities, one dollar and a-half. Although the assessments have been greatly increased, and appear to some hard to pay, it is plain that the expense of educating their children is still very trifling.

The petty salaries paid to teachers can now no longer be excused on the plea of their incapacity. In spite of the obstacles which might well deter them, many well educated young persons persevere with praiseworthy devotion in the labor of teaching. The Normal schools have already supplied several for the work. In my District, there are three who teach with great success, and do great credit to the Laval Normal school in which they were trained.

It is to be regretted that we now see more than ever female teachers who are unqualified, but who have obtained diplomas, succeed in finding employment under the Commissioners at low salaries. In the parish of Lotbinière there are twelve or thirteen of such individuals employed; and as might be expected that parish has not a single qualified teacher within its bounds.

Notwithstanding all this, I may without exaggeration venture to assure you, that all the schools under my jurisdiction are conducted much better than in the past years. The visits paid to them are productive of great benefit, and this would be greater as I before said, if, the district under my charge being less extensive, I could make those visits more frequently. The distribution of the prizes by the Inspector does much good, and it is a pity that we cannot have more to give.

Extract of a Report of Mr. Inspector BARDY.

COUNTY OF MONTMORENCY.

This county consists of five school-municipalities, on the Beauport shore on the North side of the St. Lawrence, below Quebec, of one in rear of them, and of five in the Isle of Orleans.

L'Ange-Gardien—The nearest to Quebec of the municipalities of the Beauport shore has three elementary schools where 130 children are taught all the branches of education prescribed by law. Mr. Tardif, an active and well qualified teacher, conducts the central school. His pupils are well versed in parsing and syntax. He likewise teaches some of them English. The two others are kept by two female teachers who conduct them very well.

Château-Richer—In this municipality there are three schools with 144 scholars, who make tolerable progress. The two female teachers at the extreme points of the parish are ardently devoted to their work and are greatly esteemed. The male teacher of the central school is not so fortunate, and complains of the inattention of his pupils; but their backwardness may be imputed to the frequent changes of the teachers in the section. I am sorry to say, the Commissioners are in debt, and the Secretary-Treasurer does not keep his accounts in a satisfactory manner.

St. Anne—This parish has only two schools, with 122 scholars, tolerably taught by two females who seem to give satisfaction. The financial management of the municipality is creditable to it. The Commissioners, who are all farmers, shew a laudable zeal.

St. Joachim—The two schools in this parish number 116 children, who make satisfactory progress under two tolerable female teachers. Since my visit I have learned that a school has been opened at *Les Caps* and that another was to be opened in a distant concession. The Commissioners and the Secretary-Treasurer keep the affairs of the municipality in good order.

St. Férol—This municipality is poor, and has but one school in operation. The pupils, 49 in number, are backward. The Curé, whose zeal is very active encounters difficulties on the part of a certain number of the rate-payers who aim at diminishing the amount of the monthly contribution. They are establishing two other schools at the extremities of the parish, while the single one which they have they cannot support, without Supplementary Aid, granted by the Department, out of the Poor Municipalities' Fund.

Laval—This municipality had for some time two schools in operation. The apathy and the penury of the rate-payers have caused them to be closed.

St. Pierre—This, the first parish of the Isle of Orleans has three schools, well conducted, under the active superintendence of the Curé. They number 200 children. Mr. Fortin, the teacher of the central one, has good success, as have likewise the female teachers of the two other sections.

St. Laurent—The progress made here by 156 scholars under a male and two female teachers is highly satisfactory. English is taught to 14 of them by the male teacher, 30 of whose pupils are also far advanced in arithmetic and grammar. The Commissioners are zealous, but the accounts are not well kept by the Secretary-Treasurer.

St. Jean—This municipality has an academy very well conducted by Mr. Mignaud and his daughter. They teach arithmetic in all its branches, geometry, linear drawing, English, Latin and literary composition. School No. 2 is conducted by another daughter of Mr. Mignault's with much success. Here too English is taught. There are two other schools, one kept by a new male teacher; the other, not under control, is attended by 30 children. The schools under control, number 196 scholars. The Commissioners manage their affairs well.

St. François—Has two schools and about 50 scholars, who make but little progress through their own carelessness.

St. Famille—Although this parish is very large, it contains only two sections. For once, I have succeeded in levying the monthly contributions. School No. 1, near the Church, is attended by 51 boys. Two Sisters of the Congregation of Notre-Dame, impart instruction to about 30 boarders, and 10 day scholars in their academy. Latterly, they have suspended their labors, to allow needful repairs to be done to their convent.

COUNTY OF PORTNEUF.

This populous county, extending from the boundaries of Ste. Foye

and Old Lorette to Ste. Anne de la Pérade, comprises, on the banks of the St. Lawrence the school-municipalities of Cap-Rouge, St. Augustin, Pointe-aux-Trembles, the Ecureuils, Cap Santé, Deschambault and the Grondines; and in rear, those of St. Casimir, St. Basile, St. Raymond and St. Catherine.

Cap Rouge—Has one school only attended by 56 scholars. The teacher is tolerably well qualified, and the scholars advanced pretty well. Most of them are young. They are taught both languages. The school-house is large and well built; but the municipality has not yet completed the payments for it.

St. Augustin—This municipality has 4 schools, and numbers 230 scholars. In school No. 4, kept by Mr. Drolet, the children make satisfactory progress, as also in that kept by Mlle Vallière. The latter is talented, and instructs several of the pupils in English and instrumental music. The results of school No. 3 would be equally satisfactory, if the parents sent their children more regularly. As to the school No. 1, I regret that I have to state, that of 35 children whose names are on the roll, not more than 10 generally attend, and that in many days, not more than 4 or 5 answer to their names. This state of things may be ascribed to the poverty of these children who reside near Lake St. Augustin, at a great distance from the school.

Pointe-aux-Trembles—This municipality has also 4 schools. Those of sections 2 and 3 go on very well. As to the two others the progress of the children is but small. The number in the municipality is 222. Mr. Valhere, who keeps No. 3, besides French, teaches English to 17 pupils, who learn an English translation of Lévizac's grammar. No. 2, kept by Mr. Fecteau, numbers 55 boys who study French grammar, some Lhomond's, others Chapsal's. English is also here taught to 17 pupils. The same language is also taught by Mr. Blumhart in section No. 1 to 16 pupils.

Ecureuils—In this small municipality there is only a single school at which 98 children, taught by Mr. Bédard, have made remarkable progress since my last visit. The master teaches some of his pupils English.

Cap Santé—The schools in this municipality contain upwards of 300 children. There are two dissentient schools at the place called Haleborough and one at Portneuf. The latter has been lately closed. It numbered 30 pupils. There are near the Church two good independent schools, one of 25 boys, the other of 20 girls. Of the six other schools, that of section No. 1, kept by Mr. Gaudry, is entitled to particular notice on account of the progress of the pupils in the two languages, and in arithmetic and book-keeping. The Commissioners have appointed a Secretary-Treasurer who does honor to the municipality by his manner of keeping the books.

Deschambault—This municipality comprises 8 schools: 5 in the ancient parish of Deschambault, and 3 in St. Alban, a new parish only canonically erected. The 8 schools contain about 300 scholars. I ought to make honorable mention of the model-school for boys, conducted by Mr. Belleau, and of that of Mlle. Danul in section No. 2. The good behaviour of the pupils, and the discipline kept up in these schools are deserving of admiration. Mr. Belleau teaches book-keeping, the use of the globes, and epistolary writing with great success, and even Latin to some of his pupils. The other schools are also conducted in a satisfactory manner, except that in section No. 4.

Grondines—In this municipality there are 5 schools, and 218 pupils. The central one is kept by a capable master, who teaches some of his scholars English. School No. 5, kept by Mlle. Turcot, would be more remarkable for progress if the pupils gave better attendance.

St. Casimir—This municipality has at present no more than two schools with 157 scholars. It has always until recently been difficult to manage them, on account of the frequent changes of the female teachers, who are selected for the low salary they agree to take. They are however improving.

St. Basile—This municipality also contains two schools which the Commissioners kept up in spite of the poverty of the rate-payers. The female teacher in No. 1 is well thought of and shews an aptitude for teaching. The school in No. 2 in which the rate-payers are Irish, is destitute of the necessary articles. The number of children in both schools is 90.

St. Raymond—This municipality contains 6 sections under the control of the Commissioners. The population consists of French

Canadian catholics, and Irish protestants. The three schools belonging to the former are tolerably well kept. The protestant schools are destitute of every necessary, and the rate-payers are in need of Supplementary Aid. In all there are 345 scholars.

Ste. Catherine.—This school municipality, although divided into four sections, has at present only two schools in operation. The Canadian section have allowed theirs to fall into abeyance from extreme poverty. The dues are paid so irregularly in the other sections, that they are threatened with the same fate. There will be neither success nor harmony in this municipality, until the voluntary system is given up, and that of legal assessments substituted. This municipality, which might send 430 children to four schools, sends only 88 to two schools.

COUNTY OF QUEBEC.

Beauport.—In this municipality there are 6 schools. Five of them having 400 scholars, are conducted in a manner which is creditable to the parish. The pupils improve fast, particularly in grammar and arithmetic. Mr. Paquet who conducts the school No. 3, has had several very proficient in literary composition and arithmetic. Mlle. Vallée teaches 100 children methodically and regularly. In this whole municipality 80 pupils are learning English.

Charlesbourg.—In this municipality there are, besides an independent school for girls, five others under control, with 200 scholars. Two of them apparently make but slow progress. Perhaps because they are in poor sections where the attendance is irregular. That conducted by Mr. Blais (No. 3) and the model school (No. 1) kept by Mlle. Paradis shew good proficiency. The latter lady is zealous and teaches 18 of her pupils English.

St. Ambroise.—Contains 8 schools under control, besides two in the Indian Village, attended in all by 330 scholars. These schools closely and successfully watched over by Mr. Boucher the Curé, are generally well kept. The central one kept by Mlle. Dubuc is still distinguished by the progress of the pupils in grammar and epistolary composition. The youthful teacher of the Indian School has restored discipline in it.

Ancienne Lorette.—This municipality has 6 schools, 4 taught by male and 2 by female teachers attended in all by 280 scholars. The central one kept by Mr. Gilbert is entitled to notice on account of the proficiency of the pupils in parsing. Mr. Hamel's (No. 4) and those of Mlle. Roberge (No. 1) and Mlle. Drolet (No. 9) also deserve honorable mention. The last had been previously neglected, and the progress made is due to the new female teacher.

St. Dunstan.—In this poor municipality there is but one school under control, attended by 31 scholars who are beginning to improve under Mde. Paré, a well qualified teacher.

Stoneham.—This municipality has only one school, and that is under the management of Protestant Trustees. In summer, the children do not attend regularly; in winter, I found 40 scholars attending, some of them 18 years of age and upwards.

Valcartier.—You know what efforts have been made to organise schools in this municipality. Mr. McBain informs me that two have been established on the voluntary system, and open to both Protestants and Catholics.

Ste. Foye.—This municipality has no more than one school, attended by 60 children, who make but little progress. The Commissioners should engage a master who holds the diploma of a Superior Primary School teacher.

St. Columban.—This parish has an academy and five elementary schools: total number of scholars 364. At the academy, the teaching of the higher classes is altogether in English. The elementary classes are taught by a Canadian who has but few pupils. An English and French school, conducted by Milles. Miller and Wickstead would exhibit better results, if it were divided into two classes, but this appears to be impracticable for local reasons. Even as it is, the school shows wonderful improvement. In the section called *Bergerville* there is likewise a French and English school, in which the classes are taught in one room, and no improvement is made.

St. Roch.—The whole *batterie* of St. Roch, of which this municipality consists, contains but two sections. School No. 1 is conducted by a master who teaches 72 pupils, and shews but little improvement. There are also 22 girls under a lay female teacher. The Sisters of the Congregation of Notre-Dame teach the school No. 2, consisting of 280 little girls divided into four classes. The good which they effect is immense.

THE CITY OF QUEBEC.

City of Quebec.—The elementary school of Mr. Dugal, in the St. John Suburbs, numbers 76 pupils, several of whom are tolerably well advanced. The master teaches arithmetic, French grammar, and parsing, geography and history with much zeal. Mr. Dion, a teacher furnished with a diploma for a model school, keeps in the Suburbs of St. Roch's an excellent school attended by 83 pupils, several of whom are well advanced in parsing and letter writing. The public examinations of this school have always obtained for Mr. Dion the approbation of the authorities and of the friends of education.

The Sisters of the Congregation of Notre-Dame at St. Roch's, have placed under the control of the School Commissioners, a school or rather a class of their great institution, containing 40 little girls. These pupils who are very young have made visible progress in reading, writing, grammar, parsing and geography, they are all taught vocal music.

The Brethren of the Christian Schools have also in this part of the City a school composed of six French and three English classes, numbering 660 pupils. In the two higher English and French, they teach with success all the branches required in the programme of Superior Schools and even more, geography with the use of the globes, algebra, geometry, mensuration, with a little literature, mythology, natural philosophy, astronomy, agriculture, mechanics and natural history. In addition to this, vocal music is taught to 60 children, and instrumental music to 27.

In the St. John's Suburbs, at their house in Glacis Street, the Brethren have six classes, three of which are under control and contain 103 pupils; there are two higher classes where the same branches are taught as in corresponding classes at St. Roch's. I saw some very remarkable specimens of drawing there. The three other elementary classes number 197 pupils. Vocal music is taught to 60 children, and instrumental music to 18. The Brethren also teach 3 elementary French classes, containing 315 pupils under St. Johns Church.

In the same Suburbs the Sisters of Charity or *Sœurs Grises*, teach 4 French and 2 English classes of 350 children. In the first French class they teach French grammar, parsing, arithmetic, book-keeping, geography with the use of the globes, composition, and the art of letter writing. In the highest English class, the branches are nearly the same; the other 4 classes are entirely elementary. About 40 pupils learn singing, and 70 are taught sewing and knitting.

The Sisters of *Le Bon Pasteur* in the St. Louis Suburbs also teach six classes, 4 of which are French and 2 English, altogether 280 pupils. In the first French class they teach with success, grammar, history, literary composition, mythology and vocal music. The other classes are well attended to, and those branches are taught, which are required in the elementary schools.

Mlle. Brophy still keeps a school in the Lower Town, attended by thirty children; there is no progress made in it, not more than three or four can read passably.

The Brethren of the Christian Schools keep a school at Cap Blanc, comprising three English classes and one French; it is attended by 275 children. In the first class, they teach the branches I have already enumerated. The Sisters of Charity also send three Nuns to this place, who have three classes, two English and one French, numbering 147 pupils. These schools are a great benefit and a real blessing to the population of this place.

Generally speaking the schools, in the three counties that I visit, work in a satisfactory manner. The distribution of books, as prizes, at the time of my visits, appeared to me to excite emulation. I would recommend teachers to give marks for the different lessons, for assiduity and application; rewards might then be sold by auction, to be paid for with these marks, as they do in some other schools. It is a very simple method, but one that will ensure diligence and assiduity. It would also be desirable that the teacher should have votes approved of by the school-commissioners, and that he should keep notes of the conduct, the application and the progress of his pupils, in order to show them at each visit of the Inspector, the priest, or the commissioners. It also appears to me important that the teaching of the French language should be obligatory in all schools attended by pupils speaking that language, and that the teacher should make it his duty to acquire a correct pronunciation of words, an easy and natural manner of reading, and to purify the language of the pupils as much as possible, by making them feel all the disgrace of not speaking their mother tongue correctly. Generally speaking, arithmetic makes great progress, and I have heard very difficult questions answered perfectly well, and with the greatest readiness, particularly at the

schools of the Brethren of the Christian Schools at St. Roch's and in Glacis St., and in the Academies of Mr. Mignault, at St. John's, in the Island of Orleans, of Mr. Belleau, at Deschambault, and of Mr. Gallagher, at St. Columban.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

— Rev. Thomas Hill, of Waltham, Massachusetts, has been duly inaugurated President of Antioch College, as successor to the late Hon. Horace Mann. Mr. Hill graduated at Cambridge, in 1843, with the highest honors. The directorship of the Washington Observatory was lately offered him. The *Massachusetts Teacher* says that since that time he has been called, formally or informally, to a Professorship in the Smithsonian Institute, to the Presidency of the Meadville School, to the head of the Normal School at Framingham, to a Professorship in Minnesota, and has been the favorite candidate with many for the Presidency of Harvard University, if the threatened resignation of Dr. Walker should take place.

— The Astor Library, New-York, has recently been enlarged to double the original size, and received an addition of over 250,000 valuable works, selected with the utmost care by Dr. Cogswell, the librarian.

— The Legislature of Iowa has passed a law authorizing the establishment of a State Institution for the practical education of the youth in all the sciences and branches pertaining to husbandry. A piece of land containing six hundred and fifty acres has been chosen, and the erection of a building will soon take place. This college will probably be opened in the fall of 1860, when from fifty to seventy-five students will be admitted. The Board has established already four Professorships—one of Physics, one of Mathematics, one of Zoology, and one of Botany.—*Mass. Teacher*.

— The number of students in our Eastern Colleges is greater this year than ever before. We have as yet received catalogues of but few of our Western Colleges, but we infer from what we can learn the the number of students is at least equal to that of any former year. No doubt, the financial difficulties of the past two years interfered seriously with the growth and prosperity of our educational institutions, and we are glad to see among the earliest indications of returning prosperity a tendency on the part of our youth to secure a thorough and comprehensive education. Yale College has now upward of 600 students—a larger number, we think, than ever before. The Freshman Class numbers 170. The 'Yale Lit', a Magazine supported and conducted by under-graduates, is jubilant over the abolition of 'morning prayers' and 'before-breakfast recitations', and over the opportunity afforded by the new College Gymnasium for 'bringing out the muscle' of the students. The following is a summary of the students of Yale :

Theological Students.....	26
Law Students.....	35
Medical Students.....	44
Scientific School.....	26
Seniors.....	110
Juniors.....	96
Sophomores.....	115
Freshmen.....	160
Total.....	612

Harvard, Amherst, Williams, Bowdoin, and the other New-England Colleges, also have very large classes, quite outnumbering those of former years.—*Illinois Teacher*.

— The Council for the Administration of Public Schools (California) has recently decided the following question, which it had long discussed: whether teaching in the upper classes should be confined to school-masters exclusively or to school-mistresses. The council decided on continuance of the present system, employment of both sexes.

Many observations were brought to bear on the subject. No one contested the peculiar aptness of women for the art of teaching, nor the reasons why they should be preferred in certain specified cases, but it was remarked that few female teachers remained long in the practice of their profession. The attractions of marriage, the fatigues of teaching, domestic duties have withdrawn many whom we wished to see follow up the profession of teacher. It follows that it is only in exceptional cases that we meet school-mistresses having the precious experience of many years given to teaching. These and other reasons lead us to infer that women cannot perform the work with the same ability and success as men.

As there are in California few employments open to females the decision of the Council will meet with general favor.

The attention of the Council was called to the inconvenience resulting from children of the two sexes frequenting the same school. There are still many mixed schools that uphold the present system, the evils of which we have already mentioned. It is to be regretted that a modification to this state of things has not yet been voted.—*Echo du Pacifique*.

— In a recent letter, the Hon. George Sumner, of Boston, recorded the following observation on the 'dignity of labor' and the practical value of education :

"Eight or nine years ago, when visiting a large landed proprietor in England, he remarked to me that all his estate except the park and garden was let out to farmers. Of his three sons, two were then pursuing their University studies, one to become a hereditary legislator, one to become a clergyman, perhaps a bishop. The youngest son was destined for the army. Not long since I again visited this same estate, and was somewhat surprised to find the future bishop and the future general hard at work as good farmers. Alluding to this change in their career, the father said: 'Farming is quite a different affair now from what it was a few years ago. Lawes and Liebig have changed all that. When it was found that there was as much room for science and intelligence in cultivating the soil as in making sermons or in moving soldiers, farming became quite a fashionable occupation, and, for one, I am glad of it.' His two many sons heartily responded to this. Similar examples I often saw on other estates."

LITERARY INTELLIGENCE.

— Mr. C Taché, Chevalier de la Légion d'Honneur, author of several works on Canada, and at first editor with Mr. Langevin of the *Courrier du Canada*, and for the last two years chief editor of said paper, has retired from public life. Mr. Aubry, L.L.D. and Licentiate of Letters (University of Paris), Professor of Civil-Law in the Laval University, succeeds to the editorial chair of the *Courrier*. Mr. E. Chevalier, author of several novels, has left vacant the editorship of the *Pays*. May these gentlemen be prosperous in their new avocations.

— The unskillful use of firearms has been the cause of another sad accident. Mr. Charles Lévêque, of Berthier favourably known as a writer of some elegant French poetry and brother to the late Mr. G. Lévêque, many of whose writings are to be seen in the *Répertoire National*, was found dead near a fence, his gun discharged by his side, and a wound in the temple.

— Leigh Hunt, the well known poet and prose writer, is dead. He was born in 1784.

— English literature has also lost the able Mr. Bayle St. John, the biographer of Montaigne and author of many novels, and books of travels: *The Libyan Desert; The Leranine Family; Village Life in Egypt; The Sub Alpine Kingdom; The Hungarian Emigration into Turkey; Purple Tints of Paris*, &c. Mr. Bayle St. John was born in London, the 19th August 1832, son of James Augustin St. John, author of the *Manners and Customs of the Ancient Greeks*. Before the age of 20 he was an indefatigable writer for the periodical press of England. During these last years he wrote articles on foreign politics for one of the principal English papers. He died from overtoil at the early age of 37 years.

— A short time since we paid a visit to the Mount Hermon Cemetery near this city, we do not mention this fact for the purpose of 'boring' the readers with a description of a place which will soon rival or rather surpass the far famed Mount Auburn Cemetery of Boston. (we believe indeed we fully discharged the task of description long ago), but for the purpose of informing the numerous admirers of the late Robert Christie, the historian of Canada and connected during several years with the *Mercury* newspaper, that his honored remains now repose beneath a very suitable and graceful monument erected at the expense of his family. It should have been reared not by private affection, however sacred, but by that country of his adoption which he served so faithfully and so well.

The Tablet on the Monument bears the following inscription:—
To Memory of Robert Christie, Esq.
A native of Nova Scotia, he early adopted Canada as his Country, and during a long life faithfully served her. In War in 1812 as a Capt. 4th Bat., he defended her frontier, in peace, during upwards of 30 years, he watched over her interests as Member of Parliament for the County of Gaspé, and in the retirement of his later years recorded her annals as her Historian.
He died at Quebec on the 13th October, 1856, aged 68, leaving behind him the memory of a pure career and incorruptible character.

Integer vita scelerisque purus.

The inscription which we think worthy of commendation for the chasteness and conciseness of its style, is from the pen of J. B. Parkin, Esquire, advocate, of this city, the most lasting monument however of the honored deceased is that which was the product of his own brain, his History of Canada. This work is unfortunately incomplete, though the materials of a posthumous volume are still extant.—*Quebec Mercury*.

MISCELLANEOUS INTELLIGENCE.

— The fate of Sir John Franklin is known at last, and his biography may be written. He was born at Spilsby, Lincolnshire, April 16, 1786.

His father meant that he should be a clergyman, but finally yielded to the bent of nature, which made him a sailor. While a boy at school, he walked twelve miles to get his first view of the sea. As a midshipman in the English navy, he was at the battles of Copenhagen and Trafalgar, and at New Orleans. In 1801-2-3 he was in Australian explorations. In 1818 he commanded one of two vessels that attempted the northeast passage to India. Next year he commanded an overland expedition from York Factory. In one of its journeys he traveled 856 miles while the mercury was frozen. He returned in 1822, married, and in 1825 was placed at the head of another overland arctic expedition. He left England while his wife was dying, she insisting upon his departure, and giving him a silk flag to be raised as a token of success. She died the next day. This time he traveled 374 miles along the Arctic coast. In 1827 he returned to England, and in 1828 married Jane Griffin, now Lady Franklin. In 1829 he was knighted, next year he served in Greece. From 1836 to 1843 he was Governor of Tasmania, where he was very popular, and showed much zeal for education and science. In 1845 he started on his last expedition to the Arctic Ocean, with the *Erebus* and *Terror*. His vessels were seen by civilized men on July 6, 1845, and never again; they were then in the middle of Baffin's Bay. In 1848 the British Government sent three expeditions to find him, in 1850 the Government sent three, Lady Franklin in two, Henry Grinnell, of New York, one, and two were got up by public subscription, in 1852 there were two expeditions, one under Sir Edward Belcher, in 1853 was Dr. Kane's second Grinnell Expedition, Lady Franklin sent a steamer and sailing vessel; two vessels were sent in aid of Belcher, and Dr. Rae started for an exploration of Boothia. Dr. Rae had evidences of the fate of the Expedition, as he found corpses and graves, and learnt something about them from the Esquimaux. Capt. McClintock, R. N., Commander of the *For*, a screw steamer sent out by Lady Franklin, found, on King William's Island, a record signed by the captains of the *Erebus* and the *Terror*, stating that they had abandoned their vessels April 22, 1848, and were trying to make their way to the Great Fish River. Sir John Franklin had died on the 11th of June, 1847.

—It appears that the untimely decease of the son of Sir Edmund Head has caused very considerable grief, and that, too, in a wide circle. Among other illustrations of this, we may mention that the lamentable event is referred to in the letter of a correspondent in the *New York Times* and written from Heidelberg, and dated on the 20th of October last. The passage is as follows:—

"The reception here of the news of the death of young John Head, son of the Governor General of Canada, has produced upon his numerous friends in Heidelberg no less sorrowful an impression than in Canada, where he was so much and so justly beloved. I speak not only the honest opinion which resulted from my personal acquaintance with him, but also the feeling of all who knew him, when I say that he had no superior hero in talent, or unaffected kindness of heart. Although it would have been very natural, owing to his position and abilities, had he held his head high among his comrades, he never showed the least vanity or haughtiness. His sympathies were more with the Americans than the English, I believe; and his simplicity of life, and disregard of rank in himself and friends, could be profitably imitated by many republicans. It is not for me to describe his manner of life here;—suffice it to say, he was a rare instance of industry and application—indeed, we used to think he studied too constantly, and, especially, too much at night. And his eccentricities of thought and speech (not always the evidence, but often the concomitants of genius) endeared him still more to his friends, who would have been many, had he given more time to the social pleasures which he sacrificed to his scholarly zeal.

"Agassiz, who was in Heidelberg not long ago, brought letters of introduction to Mr. Head, from which it may be seen that, young as he was, he had already achieved a reputation worthy of respect. He was favored for years with the society, instruction and friendship of Sir Charles Lyell, the Geologist, and had he lived, would no doubt have reflected new light upon the name of his distinguished friend. While here, he was pursuing the more abstruse mathematics with great pleasure and zest.

"Sir Edmund Head cannot be displeased to hear that so many hearts beat in sympathy with his loss, and so many, unknown to him, are yet bound to him by a common love for the great and good qualities of his twice noble son."

—We translate the following from the *Mondeur Beige*. "We possess in Belgium not only the senior of the military men of Europe and of the entire world but even the Nestor of humanity. It would be necessary to go back to the biblical times to find the trace of a longevity so extraordinary as that of Captain Alexander-Victorian-Narcissus Viroux, who has just been put on the pension list by a royal command of the 16th September, 1859. What makes it more wonderful is that Mr. Viroux, born at Chimay the 3th of November, 1709, and who will consequently have attained the age of one hundred and fifty years the month of next month, took the strange fancy of entering the service the 10th of October 1830. But the independence of his country called him, and in spite of his one hundred and twenty-one years, he did not hesitate to fly to her defence. The military staff pleasing him as he felt young and vigorous, he remained in its service. He attained the rank of Captain. It is only

in the last few days that he felt the desire of retiring to the place wherein he first saw the light of day. The air of Chimay is pure, and those who breathe it generally arrive at a very advanced age."

—Having information that an extensive Landslip had taken place at St. Hilaire, the writer went yesterday to visit it. He met Sir W. E. Logan on the Grand Trunk Ferry boat at 7 o'clock A. M., en route for St. Hilaire, with the same object in view, and so we proceeded together. It was a fine Indian Summer morning. One more pleasant could not have been desired. We reached St. Hilaire at about 8 o'clock, where Major Campbell, M. P., who was first to bring news of the event to town, kindly undertook for us the office of guide. The slip, or subsidence took place near the right bank of the Richelieu, about 3½ miles below the railway bridge, but by walking some distance along the railway, and then crossing some fields, we were enabled to reach it by a shorter cut. The land in this neighborhood is generally flat. We approached the site of this slip, walking in a northerly direction on the highest table land in the vicinity, until we came suddenly upon it; when an extraordinary spectacle arrested our attention and made us pause. We were on the brink of an enormous basin or pit, caused by the sinking of about 50 acres of land, as near as we could estimate without measuring, to the depth of about 30 feet! Habnans in the vicinity, drew upon their imaginations for a greater depth than this, but the hard fact of measurement would not support excited fancy. It is, however, quite unnecessary to exaggerate. The dimensions which the writer has given, are quite sufficient for a great hole. Parts of two farms have sunk. Standing on the brink of the basin where we approached, the visitor might be led to think that, as of old, the earth had opened her mouth to receive the surface. The bottom presented a strange appearance, one in some particulars, difficult to account for. In places the surface had quite disappeared, in others the newly ploughed furrows were visible, in others, the turf, and in others, one saw parts of fences. All over the bottom, as it were, at regular intervals are numerous pyramids or cones, having somewhat the appearance of dividing walls, with their strata lying horizontally. Between these the surface has sunk. They evidently stand in their natural position, but they may have moved from their original places. They run for the most part across the direction the slide has taken, and how large portions of the earth that has disappeared, got under them, or around them, it is not easy to imagine. These cones are of blue clay, and they appear to have cleft the earth, which has sunk on each side of them, as it were by a wedge. The surface earth lies in very irregular forms, in the basin. It is thrown on its back, on its side, and, indeed, in every direction. The subsidence commenced on Monday last, about 9 o'clock P. M., as we gathered from the only eye-witness we could discover, a habitant, who lives close by, named Veaugele. It was not until Wednesday that Major Campbell saw it; and on Thursday he brought word of the event to the city. The main subsidence occupied about half an hour. The force of the pressure may be imagined when it is stated that the soil is here quite stiff and clayey; and the force may be perceived by examining the rough manner in which it has swept past projecting points in the gully, some of which are pretty well greased with soft clay. Trees and fences were carried along. If houses or cattle had been on the site they also would have been carried away. One tree is planted in the middle of the river. A stout and nearly new bridge across a stream that ran at the bottom of the ravine has disappeared nearly altogether, a little fragment only remaining. The road is of course impeded for all kinds of vehicles, and the village gossip runs that a wedding party was stopt on Monday night. Ascending and walking in a south easterly direction we see the marks of another similar slip, in years past, in an opposite direction. Much of the land in the ravine will be filled up and ultimately improved, but the farmers who have had the patch of fifty acres taken out of the level on the table land, much of which was ploughed and well fenced, may put it down to pure loss, unless they borrow a lesson from people about Niagara Falls, and charge a ground fee to the curious who go to see the show. A lake was rapidly forming above the packing in the old ravine, which will soon become deep, and quite extensive, until it works its way over the new deposit, a great part of which it will no doubt carry away. Such is a general sketch of this singular phenomenon from a cursory examination. Undoubtedly in due time we shall have an exact scientific description from Sir W. E. Logan, with measurements and bearings precisely taken.

A land-slip of somewhat the same nature, but of more serious character, occurred in the spring of 1840, on the River Maskinongé, leading into Lake St. Peter. It blocked up the river, and carried away forest trees, farmstead horses, cows and sheep. It was ably described in a paper read before the Geological Society of London in 1842, by Sir William Logan.—*Montreal Gazette*.

—The *Victoria Bridge* was, on the 24th instant, opened and that day the first train of cars crossed over the St. Lawrence, an event which is to be numbered among the most interesting of our history. The trip over the bridge took 12½ minutes. The party consisted of about 40 gentlemen among whom were the Hon. Mr. Cartier, premier of Canada, and Mr. Blackwell of the Grand Trunk Company.