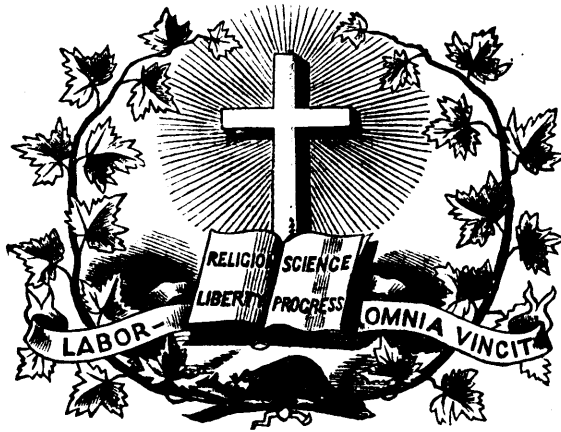


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THE JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

Volume XVIII.

Quebec, Province of Quebec, August, 1874.

No. 5.

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Hints on the Etiquette of Teaching.

By B. HEALY.

(Continued.)

VII.

"Wherever the teacher expressed himself with grammatical accuracy, the pupils rarely committed a blunder of speech, and often spoke with a correctness that would be creditable to more scholarly people. On the contrary, when the teacher failed to express himself precisely or accurately or spoke the current provincialisms of the place, the pupils fell into similar errors, and expressed themselves with difficulty. Teachers should not overlook the fine opportunities they have of imparting accuracy of expression—one of the great ends of the study of grammar—to their pupils every time they engage in an oral exercise. It is then, whilst the mind is excited and the ardour of the child aroused, that a skilful teacher can give it the habit of correct expression, of thoughtfulness in the selection of words, and facility in the use of an exact and simple phraseology." "General report of P. J. Keenan, Esq., Head Inspector of National Schools" (1855).

Reprove children that employ slang in your presence and require them to put their question or information in proper form and befitting terms.

It is time such expressions as 'e'er a one' "ne'er a one" were discontinued, and while rejecting "does be" "do be" and "disremember," and time-honored "ruination", you ought to be on your guard against a number of phrases, which although they are not accounted slang, are hackneyed and objectionable. You are "perfectly familiar" with "painful necessity" "bold relief" and "passionately fond of," these however, have not even old custom to make their sound more sweet, with all their painted pomp.

You will advise children to give the full names to all such things as window-shutter, fire-shovel, sweeping-brush, water-pipe, tobacco-pipe, copy-book, etc., telling them that as trifles display the culture of a school, so, to omit either part of any of these compound words evidence want of proper training.

When children make mistakes in pronunciation, as provincialisms, or the like, you should not mimic them. It is seldom successful as a means of correcting the error, but always makes little of the person who employs it. By gaining the name of mimic, you would not increase your reputation as a teacher.

The habit of substituting the first person plural, nominative case of the personal pronoun, for the first person singular, nominative case, or (without technicalities) of using "we" instead of "I," is one which a sensible teacher will not adopt.

The nicknames and pet names common amongst the pupils must be familiar to you, but you should never use them.

VIII.

When you find it necessary to check any pupil for a fault committed before or after business hours, you ought not to tax him with it the moment he re-enters the school. By waiting a while, you will keep clear of the errors of over hastiness and injustice to the alleged culprit, or—which is the same thing from a different point of view—of making yourself an instrument for gratifying the ill-nature of his accusers. The following

may be found a better mode of procedure. In an hour or two afterwards, say between twelve and one o'clock, when all the children concerned in the affair are present, while the class is engaged in a silent lesson, you call him to account, and canvass all the circumstances of the case, with a view to discover whether there is a necessity for punishment; and if not, you make a few seasonable remarks, which, although, addressed to the accused, may be heard by his companions, and so dismiss the subject. This simple plan, quietly and regularly followed, tends to promote and establish good order chiefly by placing before the pupils in a pleasant light the objects you have in view and the conditions you are willing to make with them. Without some such breathing time you cannot hope to enjoy peace.

You ought to endeavour to impress on the minds of your class-monitors the following rules:—

You should come to the place where your class assembles along with, or before the pupils.

When a child's misconduct renders it necessary to bring him before the master, if he refuse to go, do not drag him, or pull him about; do not get into a struggle with him; do not call out, or go to the teacher. Wait till the latter visits your class, or send a Messenger.

IX.

When inflicting corporal punishment, there is very little use in coupling with it an exhortation to good conduct; but it is a cruelty to sport with, to be witty at the expense of, or to make jokes upon a child whom you intend to subject to corporal punishment.

It speaks badly for a teacher when he is heard to call out frequently, "stand to the line," "fold arms," "stop talking," etc. A prudent person will spare no pains to avoid this.

Discountenance the ordinary disgusting mode of cleaning slates, and of turning over the leaves of a book.

X.

Above all things and upon all occasions, avoid speaking of yourself, if it be possible.

"I will do it myself" "I will hear the lesson myself," and other expressions of the same kind, are hurtful to your hearers, because implying that you think that, when you yourself perform the action, it will be done much better than any one else could do it.

Do not appear glad when you catch a child in a fault; do not say to him, "I have caught you at last," as if you had been spying on him, or lying in wait for him. If there be any one who finds it difficult to do this—any teacher who not only appears, but really is glad of such occasions—to him Shakespeare gives the advice "Assume a virtue, if you have it not."

Rebuke children who seek to recommend themselves to your favor by telling tales of their schoolfellows.

XI.

A teacher who has reason to expect that his class will not answer well when examined, may be tempted to have recourse to equivocal or dishonest schemes, for the purpose of enabling the children to acquit themselves creditably. Of such tricks and schemes there are numbers, but all are objectionable. They are extremely silly, too, since, before putting any of them in execution he must make his pupils his accomplices, or take them into the secret. Without doubt, the children will betray him, either to their parents at home, or, as frequently happens, through some blunder, to the

audience collected round the class in school. The consequence will be, that once detected in such practices, no confidence can be afterwards reposed in the teacher, neither shall he obtain the praise to which upon other grounds he may be entitled.

The time lost in drilling pupils in these mischievous exercises, would, if well employed have brought them by an honorable course to the required proficiency.

For the same reasons you should avoid prompting.

XII.

It may not be necessary to caution you against employing your pupils to watch for and apprise you of the coming of the head master, or other superior. You will not, it is hoped, ever have occasion to do so.

Counsel children to play with their equals in age, in size and in station. Those who will not take the advice require to be closely observed; with them begin noise, trouble, and (very often) something worse.

It would be unfair to punish children for making noise, when left to themselves.

You are aware that it would be wrong to read any publication whatever in school, especially newspapers, novels and what is very appropriately called light literature.

If you superintend several classes, visiting each in turn, you will find it not good policy to send away upon your coming the boy that had charge of it while you were engaged elsewhere. He might remain to observe how you conduct business, and to supply such things as may be needed.

XIII.

If you visit another school be careful that neither your words nor your actions tend to make the scholars dissatisfied. And, to extend the application of this principle, it will be necessary to suppose a case; the following, for instance:—

A young person comes of a message to a strange school, one in which he is no wise concerned. On entering he notices two things namely there is a great deal of noise and the school is very clean. It is probable he will mention in conversation with the person with whom he has business either of these matters; and it is more than probable he will mention only one of them—the choice is before him—he cannot expect to share the praise, or the blame; and he may, with equal truth, find fault with the noise, or offer a compliment on the cleanliness of the establishment. A person careless of giving offence, and indifferent to the consideration of gaining a character for good manners could not forbear from saying, "This is a very noisy place;" or "I never before heard so much noise." But a well-bred man would, most likely, remark "I see you keep your school very clean;" or something to the same effect. Number of similar cases present themselves every day, and every hour of the day; and you ought to make it your rule to take the most favorable view of each of them. And for putting your rule in constant practice you will be rewarded by the good wishes of all those with whom you associate.

You should regard any child possessing a very bad temper as one recovering from sickness, and treat him accordingly.

XIV.

In private life it is a mark of good breeding to accept presents becomingly. In school you are not in your private capacity—you are not free to receive presents; you seldom pay dearer for a thing than when you get it

as a compliment : this remarks sounds somewhat ungenerous, but it is here directed to public concerns, of which it is strictly true.

There are two classes of children whose offerings you must decline : first good natured children, from whom to receive gifts would be most unhandsome, since your position forbids you to show them any favor in return ; and second designing children, who of themselves, or by direction of their relations, bring such things for the purpose of laying you under obligations to them, or placing you in their power ; the presents of those you will, of course, refuse. A teacher who declines in a graceful manner, all presents may preserve the kind feelings and good wishes that prompted and accompanied the offerings, and, at the same time secure his own freedom of action ; while he who accepts gifts of his pupils must appear either unjust or ungrateful.

The pupils of a certain teacher often pressed him to accept their little gifts. He felt it painful to decline them but a sense of duty would not permit him to act otherwise. After a time, they appeared to understand this, and solicited him no more. He began to congratulate himself, thinking the matter was set at rest ; he was mistaken, however, for they had not abandoned their purpose, but only changed the plan for effecting it. The scheme adopted by these simple and affectionate children was, as might be expected, childish and transparent. Not considering that the teacher knew the handwriting of each of them very well, they wrote his name upon slips of paper affixed these to the gifts, came before business commenced in the morning, left the favors at the place where he taught his class and tripped away unperceived.

He, finding that good nature had led them so far, now accepted the favors without scruple. But when they saw that their efforts had succeeded, gifts came in so fast that he thought it better to ask the head-master of the school to forbid the practice altogether.

Years after, and in another school, the same teacher was again solicited to receive favors. One case out of many deserves notice. A little boy, who very often got into trouble in school, was in the habit of offering various gifts ; as in all other instances the teacher had the good sense to decline them. It happened one day, that the little fellow, after buying some schoolbooks, had a few pence or half pence left and being almost immediately called upon to account for some fault, he publicly tendered the coppers to the teacher to obtain his pardon. These anecdotes are related because they illustrate the different classes of givers and the different motives from which they give.

XV.

School is not a fit place to gratify whims or display eccentricities ; many teachers think that it is, and hence they indulge their natural dispositions undisguisedly, and what is equally blameable, freely exhibit such affectation in speech and manner as they wish to get credit for, putting in practice, in the school, the words applied to this kingdom by a great monarch—"L'état c'est moi."

Selfishness must be compelled to respect pupils' rights and feelings ; and not only this but harmless and ridiculous traits should be kept in check. There are many teachers who fail not to observe those points of school etiquette that display their dispositions and manners in an attractive light, but who unfortunately neglect all the rest : thus they cherish trifles that call for immediate recognition and praise, tiny traits and graces instantly noticed, and in being noticed sufficiently rewarded ; but they will by no means adopt the less showy and more valuable observances which demand self denial.

Their vain and tiresome display of supposed excellences impresses an observer unfavorably, and proclaims their childish desire of admiration as plainly and as disagreeably as if they said in so many words, "Now, just look at me ; do you see how nicely I conduct myself in everything. Good manners exemplified as I exemplify them are very becoming indeed, and the easiest thing in the world ; see."

Such a course is open to many objections ; but for present purposes it will not be necessary to mention more than one of the grounds upon which exception must be taken to it, viz, it cannot last ; the resentments it calls forth in others will prove too strong for it in the end.

"Some observations on Canadian Chorography and Topography, and on the meritorious services of the late Jean Baptiste Duberger, Senr."

By H. H. MILES, LL. D.

(Read before the Quebec Literary and Historical Society, January 29th, 1873.)

(Concluded.)

Several years after the time of Lambert's visit, Duberger began gradually to retire from the active work of copying and surveying, in consequence of bad health, being succeeded by his son, of the same name, who, as has been mentioned, inherited much of his father's ability. In fact, work executed by Duberger junior has frequently been taken to have been that of the father. Of his qualifications as a surveyor, which were undoubtedly great, entitling him to the post he held as such in the distinguished R. E. service, we cannot, probably, cite corresponding printed or official evidence. The truth is, the services of the civil *employés* of the department were merged in or obscured by those of the military engineers, who always took precedence of the others. Whenever work was done conjointly by the military and civil *employés*, it was always officially held to be executed by the former, or under their direction. For this reason, perhaps, Duberger sometimes did not receive nearly so much credit for his work as he was entitled to. So far as we know, one of his first pieces of workmanship in the R. E. office was the taking of copies of the old military plan of the siege-operations at Quebec, in 1759 ; his last work, in 1814 or 1815, was to take part in the survey of the district of Chateauguay, the scene of DeSalaberry's exploit, of which there are also several beautifully-executed drafts, with his signature attached. There are still living amongst us aged and reliable persons who knew Duberger personally, who remember his appearance in the uniform and with the sword he was entitled to wear, and who recall, when they make mention of him, the pride he took in the exercise of his profession.

Through the kindness of the officials of the Crown Lands Department, I am enabled to place here, for the inspection of any who please, some few specimens of his skill in map-drawing.

I now pass on to the mention of the principal work with which his name and memory have been associated. I quote again from Lambert's book :

"But the most important of his labours is a beautiful model of Quebec, upon which he is at present employed, in conjunction with a school-fellow of mine, Capt. By, of the Engineers, whom I had the unexpected pleasure of meeting in Canada after an absence of ten years. The whole of the model is sketched out, and a great part is finished, particularly the fortifications and public buildings. It is upwards of 35 feet in length, and comprises a considerable portion of the Plains of Abraham, as far as the spot where Wolfe died. That which is done is finished with exquisite neatness, cut entirely out of

wood, and modelled to a certain scale; so that every part will be completed with singular correctness, even to the very shape and projection of the rock, the elevations and descents in the city and on the Plains, particularly those eminences which command the garrison. It is to be sent to England when finished, and will, no doubt, be received by the British Government with the approbation it merits. "It is now (1813) deposited at Woolwich."

Although, in this account, a part of the credit of this vast undertaking is ascribed to Captain (afterwards Colonel) By, we may feel assured that Duberger's hands executed it. Lambert says, "the whole of the model is sketched out"—that is, in 1806 or 1807. I have found no other allusion to the sketch, or *cartoon*, as, perhaps, we might name it, being, we may presume, the index or guide prepared before pieces of wood to form the model could be cut out. By, who was soon after to serve as an engineer-officer in the construction of the Martello Towers, and thus to carry into effect, after the lapse of half a century, the plans for defending Quebec discussed and proposed by General Murray and Patrick Mackellar in 1759 and 1760, did, in all probability, conduct or assist in the preliminary survey of the ground. What Duberger may have done in this respect—if, indeed, he did anything—would be attributed officially to By, for the reason already stated. But we have no grounds whatever for believing that the latter either drew the sketch to work from or put his hand to the formation of the pieces of the model. To assist in establishing this point, I referred to an aged associate of Duberger, who served in another capacity in the same department. He informs me that he has a perfect recollection of Duberger and of the construction of the model; that Duberger did all the work himself; that he cut out all the pieces and put them together, from time to time, in detached lots, as he progressed, *in his own residence*, a small cottage on the Esplanade, which is still to be seen there, though, perhaps, somewhat enlarged and altered in external appearance.

The credit of having constructed this model has been the subject of a controversy, into which I do not propose to enter at length, but only to allude briefly to some principal particulars. By carried the model to England in the year 1811—ostensibly, it is alleged, to bring it under the notice of the British Government in Duberger's behalf, and to solicit for him such reward as might be accorded. It is further alleged that a pecuniary reward was granted.

According to the testimony of Mr. Duberger's surviving children, no news of the fate of the model reached Canada for several years; but, about 1817 or 1818, one of his sons, since deceased, called on the Colonel in London, when some explanation took place between them. Colonel By offered to interest himself in the young man's behalf, so as to procure employment for him, which the latter indignantly rejected, asserting that the Colonel ought first to repair a wrong done to Duberger and his family with respect to the model.

The evidence against By, of whom there is now no descendant left either to refute such a charge or to make tardy reparation, is certainly not complete; but these facts, having some bearing on the case, can be substantiated, namely, that the model was taken to England in 1811, and submitted to the inspection of the Duke of Wellington and other military authorities; that it was approved of by them, and presently placed on exhibition at Woolwich; that for a long time, down to the year 1831, it went by the name of By's Model of Quebec, although occasionally, when, Canadians visited Woolwich, remonstrances were uttered, to the effect that it was incorrect and unjust thus to ascribe the credit of it to Colonel By; that then a fresh inscription was attached to it, intimating that the whole credit was not due to

that officer. The following facts ought, perhaps, also to be taken into account:—Colonel By was an officer of great zeal and ability. He came to Canada in 1800; soon after which he was intrusted with the construction of a boat-canal at the Cascades, above Montreal. This being accomplished, he was subsequently charged, as an officer of the Royal Engineers, with the supervision, in whole or in part, of the erection of the Martello Towers on the west side of Quebec. Many years afterwards we find him again in Canada, originating and completing a great public work, the Rideau Canal. In 1832 he left Canada for England, in order to vindicate his character from charges made against him in consequence of mismanagement in the pecuniary affairs of that undertaking; and he died soon after. It is also reported, in his biography, that his death was accelerated through having experienced neglect and reproaches in quarters to which he looked for a favourable reception and support against his accusers.

I shall only remark, here, that this account of By, though not wholly incompatible with the idea of his having dealt wrongfully by Duberger, to the extent of assuming the whole credit of the model, and of not accounting to him for what might be due to him for its construction, still does not furnish proof against the Colonel. On the other hand, it is plain that he had a direct concern, in connection with his work on the Martello Towers, in illustrating the environs and fortifications of Quebec, that the British authorities should perfectly comprehend all local particulars—an object which the great model was likely to promote. Being a man whose mind was ever busy with large schemes, and an engineer, it does not seem incredible that he originated the idea of the model, there being at hand a great artist and genius like Duberger to execute all the details of the work. The whole subject of the controversy, however, though historically interesting, is a painful one to our feelings; and the more so, when we take into account Duberger's personal worth, his ill health, his diffidence, and his childlike disposition to entrust the care of his reputation and his other interests to another.

As stated by Lambert, the model, when finished, was more than 35 feet long. In width it was sufficient to embrace the site of the fortifications, of part of the Lower-Town, and the precipitous declivities which formed the northern and southern boundaries of the Plains of Abraham.

Whithin a few months past I have obtained some particulars concerning the present condition of the model, now upwards of 60 years old—particulars kindly furnished, at my request, by a Montreal friend and a resident of Woolwich.

According to this information, about twelve years since, the model was reduced to about one half of its former dimensions, in order to make space for the reception of modern objects connected with warfare. A new inscription was affixed to it on a brass plate, in the following words:

"Model of Quebec—made by Mr. DeBerger, of the R. E. Department, Quebec, under the direction of Major By, about 1830 (1813?). Scale about $\frac{1}{300}$ or 8 yards to an inch. This model originally included a line of Martello towers crossing the Plains of Abraham, and extended to the spot at which Wolfe fell, Sept. 13th, 1759, about 850 yards from the place. It was reduced in 1860."

It will be seen that this inscription is not quite accurate as to certain facts, although the inaccuracies are not such as are likely to attract much attention on the part of the English public visiting the Rotunda at Woolwich from motives of curiosity and to inspect the collection of various models and objects placed there on exhibition.

I may here mention that, whether By or Duberger first suggested the idea of this particular model, it probably derived its origin from another quarter. I hold in my hand a letter from a Montreal merchant, named Morrison, dated 22nd January, 1826, and addressed to a gentleman and his wife resident at Quebec :

(EXTRACT from a Letter of Mr. Morrison, dated 22nd January, 1826.)
 " Having seen in the old *Quebec Gazette* a paragraph by and from a Mr. J. Lambert, who was here some years past, whom I have seen in person, I will herein send you a copy.
 ' MODÈLES DE PARIS ET DE QUÉBEC.—En 1798, est-il dit, dans le choix de curiosités on montrait à Paris un modèle très curieux de cette ville, qu'un artiste ingénieux avait été neuf ans à exécuter. Il ne s'était pas contenté de comparer et de corriger tout les plans de Paris publiés jusqu'alors, il avait encore mesuré toutes les rues, les places, &c., en suivant ce procédé, le genre de mesurage géométrique le plus exact, et indiqué les inégalités du site de cette immense capitale, au moyen du modellement. Le plus grand diamètre du modèle, dans son étendue de l'est à l'ouest, était de quinze pieds : la hauteur des maisons était de trois lignes.' "

Then follows a description of Duberger's Quebec model, of which the translation has been given above.

In addition to what I have already stated concerning the present condition of the famous Quebec model, I have now to communicate to the Society another fact, which appears to me to be of material consequence. From the same source I learned the probability of having the model not merely reduced in size, but set aside altogether. On this point I will quote the words of my informant, who is entirely reliable, and has the best opportunities of knowing the facts of the case :

(EXTRACT from a Letter dated 22nd October, 1872.)

" I was told that the model, which is, no doubt a very elaborate work, and admirably done, is found to be very much in the way ; the Rotunda being much cramped for room for the exhibition of models of various kinds, of a more modern and practically useful invention, more especially projectiles, and other military inventions. The catalogue is out of print, and a more elaborate one is being printed."

In short, there is now a demand for the space it occupies ; and considering the indifference of the English public concerning such old Canadian works of art, I think we are warranted in assuming that ere long this beautiful trophy of Canadian genius and skill will be removed from its present position, and stowed away, perhaps, as useless lumber ; that parts of it will be lost, and finally the whole.

It has occurred to me that the members of the Literary and Historical Society in particular, and the citizens of Quebec in general, may consider it worth while to take some steps with a view of the recovery of this great work, and of lodging it again in what may be styled its native place. I will not presume to offer any suggestions as to the mode of procedure likely to be effectual in accomplishing this restitution, though I will venture to offer the following remark :—Year by year the visible memorials of old Quebec, which remind us of the conspicuous position which this city, its inhabitants, fortifications, and environs, have occupied in times past, and in connection with many of the important events by which the destinies of the people of North America have been influenced, are passing away ; but the restoration of this model would serve, for generations to come, to exemplify native Canadian genius, to preserve a useful link in the connection between the past, the present, and the future of the famous city, and also as a lasting attraction to the visitors who flock to it annually in quest of objects of historical interest.

Before I conclude, I should wish to ask your attention to one or two particulars which have lately been communicated to me by some of Mr. Duberger's surviving children, now, of course, well advanced in years, which they have given me permission to use as I may see fit.

But, first, I may mention that Duberger was twice

married ; that for several years before his death he was a retired pensioner of the R. E. corps ; and that he died at St. Thomas in 1821. The notice of his decease is to be found in the *Quebec Gazette* of Thursday, Sépt. 27th, of that year, and is as follows :

" Died, at St. Thomas, on Wednesday, the 19th instant, JOHN " BAPTIST DUBERGER, Esq., upwards of 25 years principal Draftsman " and Surveyor to the R. E. Department, and late on the half-pay of " officers of the first class of that corps."

I will next read extracts from one or two other documents :

(EXTRACTS from a Communication written by Mr. George Duberger, the oldest surviving son of the late J. B. Duberger, and dated Murray Bay, September 3, 1872.)

" I send you a letter from a Mr. Wm. Morrison (a particular friend of our family), dated 26th January, 1826, to my late brother-in-law, Dr. William Fraser (formerly Seigneur of Mount Murray Bay), and to his wife, my sister. The letter, though written in French, may, I believe, convey to you some correct information of the said model of Quebec, as well as other works of my late father, who, as you appear to have been correctly informed, has, in the end, been wronged of his dues, and, at last, died very poor.

" I note here what my old sister has stated. My father was born at Detroit, in Upper Canada, parish of l'Assomption, in the year 1767, on the 7th February, and died at St. Thomas (south shore), in September (21st, I believe), 1821, having been over 30 years in the Government's military service.

" Of his children by my mother (his first wife), we are now only three alive—myself, over 69 years of age, and two sisters, by some years older, than myself.

" To return to the children by his second wife. Three sons only remain (or, I should say, remained). *Cyprien*, the eldest, has gone abroad, travelling now over 32 years past, and we have not heard from him since. The next one, *Narcisse*, has for several years been Deputy-Sheriff at Three Rivers : where he is now, or what he is doing, I cannot say, not having heard from him since a long time. The youngest of that family, *Charles*, aged over 50, is here in Murray Bay, Clerk of the Court and Registrar.

" Now, in a general point of view, the remaining sons and daughters of my father are, without exception, in very limited circumstances, which decidedly would have been far better if our father, notwithstanding his remarkable genius and long service as a Military Surveyor and Draftsman, had not died so poor

" If what I communicate to you can be of some service, you are welcome to make use of this scrawl as you may think fit."

Thanking you for the kind attention with which this imperfect sketch has been listened to, I have only to say, further, through correspondents in England, more ample particulars concerning the model are at this time being procured.

Geography in Schools.

While there is great ado about methods in teaching this subject, and the " battle of the geographies " waxes fierce before the school boards, but a few stop to enquire into the real claims of the study, and he who should venture to say that it has no business in schools at all, that it usurps time which had better be given to other things, and is of very low value as a means of mental cultivation, would be regarded as absurd. Yet such an idea is entertained by many thoughtful persons, and it increases in force as our educational system is more closely scrutinized.

In his celebrated inaugural address, at the University of St. Andrews, the late J. S. Mill remarked : " It has always seemed to me a great absurdity that history and geography should be taught in schools ; except in elementary schools for children of the laboring-classes, whose subsequent access to books is limited. Who ever really learned history and geography except by private readings and, what an utter failure a system of education must be, if it has not given the pupil a sufficient taste for

reading, to seek for himself those most attractive and easily intelligible of all kinds of knowledge! Besides, such history and geography as can be taught in schools, exercise none of the faculties of intelligence, except memory."

If this very decisive verdict be thought merely the opinion of a theorist, it is easy to reinforce it by the judgment of practical men who speak from experience in the management of schools. A committee on "Text books, and a Graded Course of Instruction," of the public schools at Milwaukee, in their report to the board of School Commissioners on the study of geography, say: "The committee have given the subject full and careful consideration, and have come to the conclusion that the study of geography, as now pursued in our schools, should be radically changed. Considering the time devoted to it, and the application required, we are of the opinion that no study is productive of results so meagre and unsatisfactory. About the only positive result obtained is, storing the memory with an array of disconnected facts, which may indeed be made available in astonishing visitors at examinations, but are utterly useless as a means of unfolding the thinking powers. Nay, more, the very object of the study is defeated by the methods of instruction commonly in use. It is possible to find whole classes of pupils who have spent several years in 'learning geography,' and who can answer endless columns of questions in locating places; but who can in no sense be said to have acquired the knowledge which geography—rightly understood—is intended to impart."

They remark further: "The committee are of opinion that altogether too much time is devoted to geography in our schools. It seems to us that a sufficient knowledge of the subject might be acquired by considerably abridging the number of lessons, and giving the time to studies, of at least equal importance, which are now sacrificed to make room for the geography recitations."

Mr. Mill says that geography exercises none of the power of intelligence, except the memory, and the committee declare that it does this badly; and both, we think, are right. Loading the memory with an array of arbitrary and disconnected facts is not the proper method of cultivating it. The true office of this faculty is, to be the servant of the other faculties. It is the power which recovers for present use the mind's past acquisitions. But the power of recalling past impressions rests upon the law of association, and rational memory depends upon the relations subsisting among the mental impressions. If knowledge has been digested, and the relations among its objects seen, their recovery in thought is easy and natural; but, where the other faculties are neglected, the memory is merely burdened with arbitrary statements, and only those things are remembered that are burnt into it by interminable repetition. Dr. Arnold reprobates the ordinary school-method of treating geography, and commends the point of view here indicated. He says: "And this deeper knowledge becomes far easier to remember. For my own part, I find it extremely difficult to remember the positions of towns, when I have no other associations with them than their situations relatively to each other. But let me once understand the real geography of a country—its organic structure, if I may so call it; the outline of its skeleton, that is, of its hills; the magnitude and course of its veins, and arteries, that is, of its streams and rivers; let me conceive of it as a whole made up of connected parts; and then the positions of towns, viewed in reference to these parts, become at once easily remembered, and lively and intelligible besides."

The objection to teaching geography to the young is,

that its entire subject matter is beyond the sphere of experience; it is therefore, much less fit to be used as a means of mental cultivation than many other subjects. Geography deals with an order of ideas which it is extremely difficult for the adult mind to grasp in their true relations, and impossible for the minds of children. "Geography is a description of the earth," and to begin with, the earth is a "vast globe, or ball". Now a child may have a correct conception of a ball, which it gets from experience, but it has no conception from experience which will help it to a true idea of what is meant by "25,000 miles in circumference." The notion is utterly beyond its grasp, and, so far from knowing the fact, or forming any just mental view of it, it is merely cheated with words. And so it is with the attempt to conceive the extent and relations of the great continental and oceanic tracts of the globe, or of its minor subdivisions into zones and countries, or of its great mountain and river systems. Into all these phenomena there enter an element of vastness, a magnitude of relations, and a scale of diversities, which are little more to the childish mind than if they were described to it in a language not understood. Maps, of course, are helpful, but they are only symbols which the pupil is incompetent to translate into reality. It matters nothing that all the statements of geography may be true; they are true to the pupil only as verbal statements made on authority. All that it can do is to memorize words of description, which is the lowest and most worthless work of education. An English gentleman, who was once riding on horseback in the country, was accosted by a boy, who offered, for a penny, to tell him all the capitals of Europe. When he had done, the gentleman replied, "Here is your penny, and I will give you another if you will tell me whether they are animals or vegetables." "Animals," replied the boy, promptly. This is, no doubt, an extreme case; but it illustrates what is very generally true in the school-study of geography—that the pupils have no adequate ideas of what the words mean.

The difficulty with geography is, that it does not rouse children to think, and cannot furnish them with materials for the exercise of reason and judgment, because, for this purpose, the things reasoned about require to be immediately accessible to thought. Without going so far as Mr. Mill, who declares geography in schools to be an absurdity, we are profoundly convinced that the current teaching of it to young pupils is absurd. It should be postponed to the later stages of study, when the mind has attained a considerable degree of maturity, and then, by means of globes, a general conception of the great features of the earth may be acquired. This will form a suitable preparation for that subsequent reading upon the subject which Mr. Mill suggests.—*Popular Science Monthly.*

OFFICIAL NOTICES.



Ministry of Public Instruction.

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APPOINTMENTS.

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SCHOOL INSPECTORS.

The Lieutenant Governor, by Order in Council of 5th June last, has been pleased to make the following appointments: Adolphe Fontaine, Esquire, Advocate, to be School Inspector

for the Counties of Joliette and Berthier, withdrawn from the Inspection District of A. D. Dorval, Esquire, minus however the municipalities of Lanoraie and Lavaltrie which will continue to form part of said last mentioned district :—

Edouard Savard, Esquire, to be School Inspector for the County of Chicoutimi, *vice* M. V. Martin, Esquire, deceased :—

Antoine Pilon, Esquire, Advocate, to be School Inspector for the Counties of Laval, Terrebonne, Two Mountains, and part of the County of Argenteuil, *vice* Cesaire Germain, Esquire, deceased.

The Lieutenant Governor by Order in Council of the 16th June last, has been pleased to make the following appointments of School Commissioners :

- City of Montreal, Catholics—P.S. Murphy, Esquire ;
- City of Montreal, Protestants—Revd Chas. Bancroft ;
- And by Order in Council of the 17th June last :
- City of Montreal, Catholic Board—Alderic Ouimet, Esq., M. P., *vice* Honorable Louis Bélanger ;
- City of Quebec, Catholic Board—Revd. Joseph Auclair, continued in office ;
- City of Quebec, Protestant Board—Wm. Walker, Esquire, continued in Office ;
- And by Order in Council of the 27th May last :
- In virtue of 48th Clause of Chap. 15 of the Consolidated Statutes of Lower Canada ;
- For the County of Lotbinière, St. Narcisse de Beurivage—Mr. Etienne Marcoux, *vice* Mr. Xavier Demers ;
- For the County of Portneuf, St. Catherine—Mr. Augustin Cantin, *vice* Mr. Antoine Blondeau.

BOARD OF EXAMINERS.

The Lieutenant Governor by Order in Council of the 27th May last, has been pleased to name Edouard René Darche, Esq., M. D., member of the Board of Examiners for the Counties of Richmond, Drummond, and Wolfe, for the examination of candidate for elementary school diplomas, *vice* J. T. Béique, Esq., resigned.

In virtue of the powers conferred on him by Section 103 Cap. 15 C. S. L. C. the Lieutenant Governor has been pleased to appoint the following named gentlemen members of the Protestant Board of Examiners at Montreal, for the examination of Candidates for elementary school diplomas, namely :

- The Revd, M. Thornton, In. A., *vice* T. A. Gibson, Esquire ;
- The Revd. J. Labley, *vice* the Revd. Wm. Bond, L. L. D., resigned.

SCHOOL MUNICIPALITIES.

The Lieutenant Governor by Order in Council of the 17th June last, has been pleased to direct :—

10. That the Village of Waterloo be separated from the Township of Shefford, Co. of Shefford, and be erected into a separate school municipality, with the same limits as for civil purposes.
20. That the new parish of St. Vincent, Co. of Missisquoi, be erected into a separate school municipality, with the same limits assigned by Proclamation of the Lieutenant Governor, dated 7th February last.
30. That the new parish of St. Pamphile be separated from the municipality of St. Perpétue, Co. L'Islet, from which it is already separated for religious purposes, and be erected into a separate school municipality with its present limits as a parish.

And by Order in Council of the 10 July last, the Lieutenant Governor has pleased to direct :

That the township of Hampden, Co. of Compton, be separated from that of Whitton, in the same County, as it is now separated for parish purposes, and that it be erected into a separate school municipality with its actual limits as a Township :

And by Order in Council of the 27th May last, and in virtue of the powers conferred on him by Section 30 of Cap 15 C. S. L. C., the Lieutenant Governor has been pleased to direct that the Township of Clifton, Co of Compton, be divided for school purposes as it is now divided for municipal purposes.

DIPLOMAS GRANTED BY THE LAVAL NORMAL SCHOOL.

MALE TEACHERS.

- FOR ACADEMIES—MM. Louis-Napoléon Dufresne, Louis-Thomas-Tancrède Dubé; Joseph-Edouard Savard and Georges Gagnon.
- FOR MODEL SCHOOLS—MM. David-Odilon Dufresne, Elzéar Boivin, Michel-Edmond Turgeon, Pierre Dutil, Olivier-Emile Plante, Gilbert

Sirois, Napoléon-Victor Leclerc, Louis-Abdon Guay, Téléphore Dick and Joseph-Alphonse Belleau.

FOR ELEMENTARY SCHOOLS—MM. Pierre-Calixte Gosselin, Alfred Bergeron, Joseph-Edouard Lévêque, Pierre Beupré, François Gravel, Joseph-Téléphore Germain, Lucien-Philéas Lachance, Albert Arsenault, Joseph-Clovis Page, Calixte Dick and Ambroise Alphonse Godbout.

FEMALE TEACHERS.

FOR MODEL SCHOOLS—Misses Fridoline Létourneau, Caroline Couillard, Emma Chaperon-Young, Caroline Lévêque, Cécile Alvine Rousseau, Lætitia Rousseau, Amanda Tanguay, M. Thivierge, Dorilda Marquis, Aurélie Sirois, Clara Joséphine Lévêque, Léonore Chabot, Des-Ange Paré, Céline Talbot, Esther Cloutier, Anne Scholastique Larue, Céline Gingras, Marguerite O'Reilly, M. Euphémie Morisset, Alida DeGuise, Symphorose Bernier, Julie Heriette Crêteau, Joséphine Pérusse, M. Mercier, Philomène Hélène Béchard and Exilda Barbeau.

FOR ELEMENTARY SCHOOLS—Misses Malvina Dussault, Thaïs Gagné, Virginie Naud, Anna Ratté, Adélaïde Voyer, Florida Chassé, Anne Philomène Mercier, Célestine Pilote, Malvina Doré, Madame Isaïe Lajeunesse, Aurélie Marceau, Emma Blais, Hélène Ernestine Beau-lieu, Joséphine Héloïse Alphonse Rousseau, Philomène Pelissou, Ellen Phelin, Thaïs Dulcine Bernier, Angèle Lacasse, Philomène Gravel and Margaret Jane Milne.

PRINCE OF WALES PRIZE—Miss Fridoline Létourneau.

DIPLOMAS GRANTED BY THE MCGILL NORMAL SCHOOL.

FOR ACADEMIES—Lucinda Lawless, Susan Rodger, Robert Varner Charles McCorkill, and Zadoc Lefebvre.

FOR MODEL SCHOOLS—Anne McFee, Mary A. Baillie, Catherine McFee, Jane Reason, Sarah Hurst, Jessie Rodger, Alice M. Christie, Abner Kneeland, Louisa Vessot, Mary Fergusson, Jeremiah Elliot, Florence Hilton, Andrew Stewart, Edouard Cornie, Alexander Scott, Jane Campbell, Elliott Henderson, Mary McLean, Sarah Nightingale, Kate A. Graham, Mary C. Brown, Amelia Groome, Jane McNab, Elizabeth Fraser, Marguerita Lucas, Callista Burnham.

FOR ELEMENTARY SCHOOLS—Georgiana Hunter, Martha Warcup, Marguerita Francis, Grace Hendrie, Fanny Edwards, Beatrice D. Graham, Louisa Woods, Blanche Smith, Lydia Tees, Mary N. Stewart, Selina J. Robinson, Mary A. Dawson, Margaret Maguire, Alice O. Chapman, Emily Sutton, Margaret Williams, Elizabeth McNab, Lizzie Barrett, Daisy Richardson, Mary Marshal, Isabella Woods, Agnes Smith, Mary H. Sutherland, Elizabeth Ballantyne, Mary E. Scroggie, Henrietta Douglas, Harriet Hodge, Charlotte V. Currie, Fanny L. Ewing, Agnes Forgrave, Jeanie Condie, Alma Taylor, Jessie W. Neill, Hannah J. Kendall, Elizabeth Brethour, Annie Thompson, Sarah E. McCombe, Philias A. Blouin, Elizabeth A. Loring.

PRINCE OF WALES PRIZE—Anne McFee, Mary A. Baillie.

THE JOURNAL OF EDUCATION.

QUEBEC, AUGUST, 1874.

Education in Lower Canada.

We give below the speech delivered on the above subject, by the Honourable Mr. Chauveau, late Premier and Minister of Public Instruction of this Province, before the Convention held in Montreal, during the celebration of the St. Jean Baptiste festival in June last. It will, we are sure, be read with interest and much profit by our readers, as it gives a complete history of education in this Province from the earliest days of the colony, and shows the struggles and exertions of the men who worked so earnestly to endow their country with a system of education, of which we now have just reason to be proud. Mr. Chauveau's qualifications to speak upon such a subject are two well known and appreciated, for us to add a word more.

We borrow the following translation from the *Montreal Gazette*.

MR. PRESIDENT AND GENTLEMEN,—

In placing education among the subjects with which it is

intended that this Convention should deal, you have asserted the great importance you attach to its progress, the high-pre-eminence you give to it in your minds over so many other matters, the entire solicitude you feel for a great cause—a cause which is at the same time the cause of religion, of society and of the family. The mere fact that you have chosen the subject is worth a speech in itself; and yet a speech on this theme, if it were complete, would fill an entire treatise. In placing education in the front rank you have shown that you appreciate what it has done for Canada, and that you know what we have done for education; and you, gentlemen, who at the call of your country have come from all parts of America, you have already demonstrated by eloquent facts that you fully appreciate all that education can achieve for young and flourishing communities, and that you shall never bargain with its requirements.

EDUCATIONAL REMINISCENCES.

What education has done for Canada, gentlemen, our history is there to attest. A great number of the earliest colonists were educated men; our old registers prove it, and the abstracts made by Mr. Garneau and the Abbés Ferland and Tanguay show that a large proportion of their number could write. But they possessed something even superior to this—they were of a strong generation, imbued with the religious and social traditions of a country, which at that epoch was the most highly civilized and enlightened in Europe. The home education of these colonists—the first, the most essential education, that which can be only with difficulty supplemented by instruction, no matter to what degree it may be carried, or rather not at all unless it be based on the groundwork of religion—this home education in the early colonist was excellent, and it is this that, transmitted from generation to generation, has earned for their descendants the title of *peuple gentil-homme*—a title which, if I am not mistaken, was first given to them by the celebrated Andrew Stuart; and permit me to add, that there is in these words enough to answer many disparagements and to console us for much of the injustice we have suffered. They are at once a legacy to be treasured up and an imperishable tie which binds us to the British population, if, as I have said, they were applied to us by a man who was one of those who constitute the glory of the other race—a man who, at all events, was the loyal and sympathetic rival of our tribunes of that epoch. What we have done for education our history is till there to tell. Let us be thankful for what has been done during our own time; let us congratulate ourselves on the progress which has been achieved within a few years; let us aspire to still greater progress; but if we are interested in the present, if we hope much for the future let us still be true to the past—the past of those heroes, those missionaries, those hardy pioneers—worthy sons of old France who did not quake at the sight of a wild and rude country into which Frenchmen of to-day hesitate to adventure—who neither feared its winters, nor its forests, nor its warlike aborigines at a time when civilized man possessed but feeble means of conquering nature compared with those now at his disposal. The idea which led the greater number to these, to all appearance, inhospitable shores was that of civilization, and therefore of education. It was the conversion and education of the savage tribes of these countries—tribes which the strong faith of our forefathers hoped, in the language of the old annals, to make “good children of the Church, and faithful subjects of the Christian king.” Let us admire, gentlemen, the reward which a heroic charity, extended to savages, has met with; for, though the establishments founded chiefly for them have but partially accomplished this part of their sublime mission, yet it is from them that the strength, the light, the life, the salvation of our race has come! Out of these establishments came that numerous clergy which, zealous, moral and learned, has formed the cornerstone of our nationality and which to-day is, like our race itself, scattered over the whole of America, having carried with it wherever it has gone, consolation, supreme philosophy and the science of life in view of the true destiny of man. (Applause.) Out of these also came that enlightened, upright and patriotic Bar and Magistracy which has given us such men as Bédard, Moquin, Papineau, Vallière, Lafontaine, Morin, Cartier—to mention only those who are no more—and which has always formed the advanced guard for the defence of our rights and the conquests of our liberties. Out of these has come the whole body of professional men—men of science and of toil—physicians, notaries, surveyors, engineers, public functionaries and employees of all kinds who are so useful to society, and who,

often under disadvantageous circumstances, have laboured to discharge their honorable functions and sometimes risen by their own merit to the most important positions in the State. Out of these have also come the earliest lay teachers, so few at that time, whose task has been so difficult, and when viewed from a material stand-point so ungrateful and yet, so noble when contemplated in a higher light. Out of these institutions also came our authors, poets, historians, *littérateurs*, publicists and journalists, who have defended our cause and still defend it so well; who are gradually revealing to old France the existence of her first-born—New France, so long forgotten. Out of these came at least in part, our active and industrious, economic and persevering middle-class, which by degrees has won for itself a place in commerce and manufactures, notwithstanding the long isolation in which we had been placed by our sudden separation from the old Mother Country, and the mutual prejudices which kept us apart from those who held in their hands the only foreign capital accessible in the country. It was out of these institutions—institutions founded for the special purposes of converting and educating little Indian girls, as recorded by those heroic women themselves, *Marie de l'Incarnation* and *la Sœur Bourgeois*—that have come those admirable women who have surrounded the hearth of the Canadian family with a pure and blessed influence; who have made our ancestors and our mothers what they were; to whom we owe, it may be, that which it best in ourselves. (Loud applause) These institutions, being multiplied with prodigious rapidity, answer to all our wants and aspirations, from the humblest to the highest. Taking root and propagating themselves at all points in America, they follow after, or rather lead the way for catholic communities, which, grouped together everywhere, renew at the world's extremities, in the polar regions even, the traditions of the heroines of our early history. Humble and forgetful of self, these devoted women march foremost to the conquest of distant lands, where new communities, reaping the fruit of their labours, may possibly on some future day ask with indifference, as others have done often, “Of what use can such things be?” The genius of our nationality and of our religion did not at that remote period ignore anything that would in the future be useful or necessary. It foresaw what would be developed in the course of time, and the immortal Laval, in his educational plan had left a place for a normal school and a school of art and industry, which schools were actually in existence at St. Joachim during some time. The people generally have responded to these generous aspirations. How noble were the sacrifices which so many of our honest tillers of the soil made to secure a good education for their children! How great were the struggles in those remote times to secure that which to-day is within the reach of every one!

PRIMARY EDUCATION.

As regards primary education, there was, without doubt, at one time a sort of void, a time of trial; but if we take into account the great extent and duration of the work, this period will appear only as a moment of hesitation due to our political struggles and the injustice of Governments, and is in no way to be charged against the clergy or the people. The *Freres Charvons*, the first who taught in our schools, had been replaced in some cases by the Franciscans; in others by lay teachers paid by the Jesuits, the Sulpicians, by curés or by the *fabriques*. But already the wants exceeded the resources of the clergy, of private schools, and of foundations. The question of public instruction was during some time the order of the day; but the Government was in the hands of a local oligarchy which was neither very scrupulous, nor, it must be said, very intelligent. If England has known how to be just towards us on several great occasions; if she has been guided by a just and liberal policy, on the other hand the oligarchy had decided to take away from us those things which certainly did not embarrass us—I mean our language and our religion. It attempted to import a school system all in one piece; it brought out schoolmasters who were to have taught in schools where our religion was to have been ignored as well as our language. In short it attempted to establish here the system that is sought to be imposed on our Acadian brothers of New Brunswick, a system we have repelled as they themselves have repelled it. With such an homogeneous population as was then to be found in our rural districts, the struggle was a short one. The priests forbade the people to send their children to these schools, and you perceive the result; no children, no schools (laughter and applause). The Legislature became alarmed at this state of

things, and with reason; and various attempts were made to find a remedy. A considerable number of schools were accordingly assisted with grants, partly by the Legislature, partly by the *fabriques*. It was then the golden age of public instruction; the members of Parliament being themselves the school inspectors who performed their duties gratuitously and distributed prizes to the scholars with their own hands. [Laughter and applause.] Great efforts were made in those days by generous and influential citizens, who lavished their time and money in establishing societies such as the *Société d'Éducation des Messieurs* and the society *Des Dames* at Quebec, whose lay schools were afterwards replaced by the schools of the Brothers and Sisters of Charity. In the front rank of these zealous men stood Mr. Joseph François Perrault, whose grandson is among the organizers of this great national demonstration. [Loud applause.] Having published many works on jurisprudence, agriculture, the history of Canada, besides many school books, Mr. Perrault established at his own cost several schools in which practical instruction in the arts and trades was imparted, and in which were introduced experimental horticulture; also the Lancasterian or mutual system of teaching, which was then all the rage, but which is not so much in vogue at the present day. I believe that this system was in operation in Canada before it was introduced in the United States. If this be the case, Gentlemen of the Republic, it is always something to have outstripped your fellow citizens on one point (laughter). It is with systems of teaching as it is with many other things—as it is with political systems—they come and go; and you may recollect the words of that wit who, in recommending a drug, exclaimed: "Use it while it cures!" There are, if you will allow me to appear learned, four systems of instruction. The first is the *individual*, which is not, properly speaking, a system; the others are the *mutual*, the *simultaneous*, and the *simultaneous-mutual*. It is the last which is followed in the schools of the Christian Brothers and in the Normal Schools. But this law which made primary instruction dependent solely on the legislature, the municipalities having no pecuniary interest in the matter, and in virtue of which each school receives a grant proportionate to the number of children returned on the schoolmaster's report, was subject to great abuses; and yet, imperfect as it was, it was doing much good when there came to pass what was very frequently seen in those days of mutual distrust; laws were made only temporarily, and the system which prevailed was the system of *expiring laws*. On the eve of our political troubles, the old oligarchy represented in the Legislative Council—that is to say, the very men who were constantly accusing us of ignorance in the most insulting terms—refused to renew the education law, and it expired! For all that, however, public instruction did not die out; it merely experienced a sudden falling away. But never at any period have the French Canadians been plunged in that absolute ignorance which tourists and writers, invested more or less with an official character, and who were more or less prejudiced, have been pleased incessantly to proclaim. In an excellent work published in London in 1830, Mr. Pierre de Laterriere refuted these assertions, particularly one which has been so often repeated, namely: that the majority, or at least a great portion of our representatives were illiterate. Unfortunately he has treated the statement with too much contempt, and did not give those details, which would now prove important. This old fable reappears in books and newspapers from time to time; but I have heard from the Hon. L. J. Papineau, who felt indignant at the assertion, that the number of representatives who were in that category was in reality very small.

THE QUESTION SINCE THE UNION OF 1841.

After the union, in 1841, primary instruction became largely developed. It is an ill wind that blows nobody good; and the example of Upper Canada, whose population recently come over from Europe, had brought with them the love of free institutions and municipal government, soon offered a compensation for an unjust system—unjust at least in principle—in an excellent school law, by which the government, municipalities, and heads of families were each required to perform their part in the work of education by means of public grants, municipal assessments, and monthly school rates. But from the beginning a formidable obstacle was met with in putting the law into execution. Here, gentlemen, in telling you what we have done for education and what education has done for us, I should like, if time permitted, to describe that long and stubborn struggle between enlightened patriotism and prejudices

which had taken their rise in a feeling of patriotism also, of a patriotism relatively just and true, and which had its seat in the heart of the population. From the days of the old French regime and the exactions of the Intendant Bigot, the Canadian *habitant* had cherished a holy and legitimate horror of all kinds of taxes; a horror which patriots of all shades had under the old constitution treasured up with care, all the better to resist the oligarchy. It required a great deal of courage on the part of those who first braved public discontent, and who attempted to conquer the opposition of the agricultural population, an opposition so difficult to deal with because extending over the whole country, and of whose character our neighbors of the Maritime Provinces have so recently furnished a striking illustration. To those who first ventured with the new education law on the waves of popular feeling—a feeling so easy to provoke, and so difficult to allay—may be applied with far more than usual exactness the oft-quoted lines dedicated by Horace to the audacious navigator who first stemmed the tide—

Illic robur et æs triplex,

Circa pectus erat.

The country owes an everlasting debt of gratitude to Messrs. Morin and Lafontaine, who caused the two first education laws to be passed, and to Dr. Meilleur, who put them into execution. From this struggle, in which a great number of the *cures* and citizens in all parts of the country participated, came a far greater result than could have been expected. No reform is so successful as that which has been vigorously opposed and thoroughly ventilated; none is so highly valued as that which has been obtained only after great exertions and the sharpest contest. This powerful movement, once fairly commenced was not restricted to primary education nor to governmental and municipal action. With the development of its material resources the clergy, whose responsibilities had grown with their task, set about multiplying institutions of higher learning; and so much was done in this direction that the question came to be mooted as to whether the object in view had not been more than accomplished, and a class of schools known in Belgium as

MIDDLE-CLASS SCHOOLS

holding a place half-way between classical and primary schools, began seriously to be thought of. As the work of education extended and became developed, new wants were felt; but these wants have hitherto met, and still meet, with a formidable obstacle to their being supplied, by the exigencies of other calls upon the public exchequer. It should be observed, gentlemen, that while all the other items in the budget are for services of old standing and long since adjudged to be indispensable, or are backed by powerful local or individual interests, public instruction had nothing to recommend it but its own merits. Being so comparatively a recent and ever increasing charge, it has moreover to encounter all those adverse criticisms, more or less founded in truth, to which its administration necessarily exposes it. Moreover, while the grants to common schools and for superior education are protected, the first by the interests of the mass who are, at least in appearance, directly assisted, the second by the interest of corporations and localities the administrative measures, special institutions maintained by the Government, the organization of public instruction itself, can only obtain and preserve with difficulty appropriations which seem to be looked upon as so much taken from more favored claims. Still, in spite of these difficulties, ever recurring and sometimes aggravated by political passion, public instruction has obtained and preserved some of the means indispensable to its development and which exist under different forms in all countries. It is thus that we have had successively, boards of examiners for the admission of teachers, the inspection of schools, the Council of Public Instruction, the two Journals of Education, teachers' conventions, normal schools, teachers' savings fund, agricultural schools, reformatories, and schools of industry; and recently, schools of science applied to the arts. Through these divers means a better system of pedagogics is gradually extending; teachers of a class better prepared to enter upon their important work are formed, and are already engaged in over-coming the difficulties opposed to them; and the practical branches, such as object lessons, mental arithmetic and book-keeping, are recruiting a larger number of students, and the standard of teaching is gradually rising, though not so rapidly as might be desired.

WHAT REMAINS TO BE DONE.

It cannot be denied, however, that much that is important—urgent even—remains to be done. The teaching of drawing,

algebra, and geometry has to be extended and further improved in our model schools; expressive and analytical reading and object lessons have yet to make in our elementary schools a progress corresponding with the general advancement within the last few years of grammatical analysis, spelling-dictation handwriting; in fine, middle class and special or professional education, which is represented to a certain degree in our system by the normal and commercial schools of our large towns, and the industrial colleges and model schools in the rural districts, stands in great need of further development. The course of events on this continent will necessarily lead along the road upon which we have just entered, but we must not restrict too much our classical and superior education, which has assured to us so much success. Our competitors of other origins have made happy attempts to neutralise a superiority which they admitted we possessed in this respect, and which Lord Durham himself has recorded in his Report; let us not, therefore, make haste to get rid of our crown. It may be surrounded by all manner of useful accessories, but let me entreat you, do not let it fall from the brow of our young nation. It is the cultivation of letters, the study of the classics which elevates our ideas, which fortifies the most generous dispositions of our nature. It is this, combined with the home training received from our fathers, which, radiating from the college into the family, has preserved that distinction and true nobility of sentiment and supplied one of the most fertile sources of patriotism and civic honor. Neither is this education as much neglected, even among the most commercial and practical communities, as might be supposed. Upper Canada has its grammar schools, or preparatory schools to its colleges, the United States have their High Schools, and the extensive editions of the classics printed by Harper and Appleton for the use of these institutions would surprise you. The people of Scotland are said to be the most apt to adapt themselves to modern progress, the most eager in the pursuit of the things of this life. Industrious and given to commerce, they are scattered over the globe, and it has been said of this daring and adventurous race, that wherever a thistle will grow, there a Scotchman will thrive. Well, in a large number of parish schools in Scotland the rudiments of the dead languages are still taught preparatory to a collegiate course. Belgium is certainly the most industrious and progressive country of those where the French language is spoken; yet its middle class schools are divided into two grades, the *athénæums* and the middle-class schools proper; and in the former they teach Greek, Latin and French. Prussia, the country of positivism *par excellence*, has preserved a classical course of teaching even in its *real schule*, or *practical schools*.

RESPECT FOR THE TEACHERS' PROFESSION.

While on this subject I may be permitted to give you an anecdote or rather a reminiscence which will show in what honorable estimation professors and teachers of youth are held in Germany. In March, 1867 the Venerable Mr. Ranke, brother of the celebrated Leopold Ranke with whose remarkable history of the Popes you are acquainted, attained the fifteenth year of his professorship, an occasion on which his friends got up a festival or jubilee in his honor, at which I happened to be present. Flags and streamers ornamented some of the streets of the town, and an eager and sympathetic assemblage, in which were the *élite* of the place, proceeded to the three different institutions over which the noble and contented old man had presided. These were a college, a ladies' school, and a *real schule* or technical school. There speeches, music, recitations and all that befits these occasions, but unfortunately for myself almost everything transpired in German in the two first schools; and it was only in the *real schule*, from which I had thought the dead languages would have been excluded, that I had the pleasure of hearing Greek and more especially Latin; for as regards Greek, I am ashamed to admit that it was almost as bad as German to me (laughter). Possibly the members of the staff of the *real schule* were like many other persons in this world, and preferred what was merely optional to what was obligatory.

THE IMPORTANCE OF THE MOVEMENT.

Let us not, therefore, exaggerate a movement which is doubtless necessary; but let us carry it out without destroying or lessening too much that which has constituted our glory. Let us extend education as we have extended our nationality; let us not repress it, nor aggrandise one means of success at the

expense of another. Let us avail ourselves of all means, and with a view of giving to each a large and just share, let the sum total of our efforts and sacrifices be redoubled if necessary. Let us prepare ourselves by practical training and technical knowledge, for the grand destiny which opens for both banks of the St. Lawrence. Let us train merchants, engineers, chemists, manufacturers; but we may also rest assured that a little literature is a lustre which does not detract from the golden age; that Virgil and Racine do not clash with Euclid or Boreme; and that, although a commentator of Homer, Mr. Gladstone is still one of the greatest financiers and economists of Europe. Nor should we neglect the fine arts. Considered from an industrial stand-point even, they exercise an influence over a wide domain, and elevate the ideas and aspirations of the people. To you particularly, gentlemen, who live among the strangers, I say take all that you require of modern progress but do not renounce the glorious heritage of the past—do not allow any one to impose upon you by representing your ancestors or your brothers as plunged in ignorance. You may in this respect make the words of Isidore Bedard your own, *i. e.*—“*Tu peux marcher tête levée.*” No! they were not—they could not have been ignorant—these worthy men who possessed the supreme knowledge which teaches us to believe, to hope and to wait; who had not abandoned the idea of religion and nationality in the hour of their greatest trials; who had prepared the way for what we now see. This magnificent demonstration; the order decorum, the intelligence and generous sentiment and the elegance by which it is characterised, have shown that you have, wherever you have gone, preserved far more intact than we had believed the precious custody of our traditions; and that you return here with the language which your chosen orators have so well spoken and the glorious title of *peuple gentilhomme* of which you have shown yourselves worthy. May you be proud of it! Wear it about you as a splendid vestment that it may be said of you, as Virgil said of his fellow-citizens: *Populum Romanum gentemque togatam.* (Prolonged applause.)

ONTARIO AND QUEBEC.

The other day, gentlemen, to justify the impious war which is now being waged against our brothers in Acadia on this very question of public instruction, a comparison was drawn between this Province and Upper Canada as regards the number of children frequenting the schools; also the number of persons who can read and write in each Province, the figures being taken from the last census. Attention may as well be called here to the fact that this census has effectually disposed of the reproach that our school statistics were exaggerated. The figures returned in the census show the number of children frequenting the schools on a given day, while the school statistics refer to the yearly attendance; the figures therefore, must be necessarily different. Now, as this difference is the same proportionately in Ontario as it is in Quebec, it will be seen that one report confirms the other. As to the figures themselves, it is neither religious instruction nor the school system that is to blame for the apparent inferiority of Quebec. Who, in fact, is not aware that greater difficulties exist here, caused by the severer climate, the smaller diffusion of wealth among the people—a circumstance which is also made a reproach to us—and especially by the scattered position of the settlements, which are more compact in Upper Canada, where there are a far greater number of small towns and villages. The strange mania for appreciating everything solely by figures that is by quantity and not by quality, is also worthy of a passing remark; and it will be a curious problem to find the number of men who can only read and write that is necessary to equal in influence and real power, one thoroughly educated man. However this may be, gentlemen, let these reproaches incite you, as well as ourselves, to greater, and if possible, to still more generous efforts. One thing will be apparent from this memorable reunion: it is the solidarity of

THE FRANCO-CANADIAN POPULATIONS.

of America. Do not hesitate to make application to us if you want for anything; already have our priests and nuns gone forth to meet you in your new homes, and some of the pupils of the normal schools have also accepted the same mission. I scarcely know how to give expression to the feeling of pride which animates us at the sight of one of them here to-day—I refer to Mr. Lebouf, a gentleman who performs important judicial functions in the United States—(loud applause.) In a

certain measure we stand towards you in the same position that France, our old Mother-country, stood towards us in the past ; and this position is also one which the better established communities among you may soon occupy towards other and more isolated French settlements. You have already your newspapers and your schools ; you will soon have your own books and the French language will have been recognized in places which, as we believed, had been closed against it forever. Every one of us is in accord with the desire, so energetically expressed by several speakers among you, to repatriate our fellow-countrymen *en masse* ; but this work can never be accomplished except partially and gradually, and in the interest of this cause itself it will be necessary to look to the autonomy of the body that will remain behind. To-day's demonstration will powerfully contribute to the aim in view. We have reckoned our hosts ; and we know, as was truly observed by M. Gaillardet, who, like ourselves, had entertained the idea of uniting all the Franco-American population, that it is already something to be able to reckon our numbers, because, if right is power in the sight of God, numbers are power in the estimation of man. Education in the mother tongue, the reading of French authors of Canadian books, are, after the still stronger ties of religion, the best pledges of your autonomy.

ADVANTAGES OF NATIONAL LITERATURE.

Teach your children the history of the literary and intellectual progress of your country from the period at which such men as Viger, Morin and Parent laid the foundations of our literature and restored to its original purity our tongue, which was already becoming corrupted, to that rapid blossoming of talent which to-day boasts so many young and brilliant writers. Let them read our poets, historians, publicists ; it will be one of the best means of instilling in their breasts the love of their nationality. I am aware that, like ourselves, even more than ourselves, you require another language, but this ought not to prevent you from preserving your own. It is a great privilege to be able to speak the two finest languages of modern times, those of the two greatest nations ; it is also a great advantage as a means of developing the intellect, for wherever the labour is twofold, the recompense is also doubled. Gentlemen, this well interpreted idea of fraternity which has brought you together from all parts of America, will benefit the largest as well as the smallest communities of our race. What one shall do for the others, will be returned to it a hundred fold. It is not impossible that within the limits of our Confederation the safety of the largest French Canadian Province, that of Quebec, may one day be dependent on the Acadians of the Maritime Provinces or the Metis of Manitoba. "Do much for the Acadians," were the words of M. Rameau, when addressing a conference, "Do much for them, and rest assured the service will be returned." This generous Frenchman, the first who occupied himself seriously with our affairs and who recommended emigration from France and Belgium as means of counterbalancing that loss which we cannot entirely prevent,—and here I would again repeat : do not reject one measure of safety because you prefer another, but adopt them all, and you may not have too many of them,—M. Rameau then told us that it was the cosmopolitan charity of France which one day would save France itself ; and he gave us the same recipe as regards ourselves. Well, it may be applied, and it is a circumstance which constitutes one of the glories of Lower Canada, that the Catholic and French institutions of learning which are springing up in so many places outside of our boundaries owe their origin in great part to the sacrifices made by the inhabitants of the old Province—permit me to say it—of the mother-Province. To-day France, without being fully aware of the fact, continues to fulfil towards us the same glorious mission. Every day her priests and *religieuses* come to reinforce ours ; and it is no uncommon sight to see French and Canadian nuns, leaving the Province for the most distant missions on the continent. To ignore these things, gentlemen, it would be necessary to ignore the great Seminary of St. Sulpice at Montreal, which has done so much, and will still do more, for our country ; it would also be necessary to ignore that illustrious Company which has played such an important part in our history, and which gives us to-day its hospitality. These two religious orders, as well as many others, still recruit their ranks more in Europe than in this country. (Applause.)

TRIBUTE TO SIR GEORGE CARTIER.

But I am forgetting, gentlemen, that twenty minutes is all

the time that has been allowed me to deal with this great subject ; to tell you what education has done for us, and what we have done for education. I have already passed this limit, and will only ask a few moments more to do an act of justice and gratitude. I could not allow this solemn opportunity to pass without testifying to the memory of a man whose death has been the occasion of a great public mourning—to Sir George Cartier, who so powerfully assisted and often, I am not ashamed to say it, ably directed me during my School administration. To his energy and perseverance are due the enactment of several important laws on public instruction before Confederation ; and to his active assistance subsequently we are indebted for the settlement of important questions which had arisen between the denominational majorities and minorities. From the first we have adopted a liberal policy, which has had its counterpart in Upper Canada, while it was the means of avoiding much trouble here ; in improving upon it lately it will be found that we have rendered a service to our *compatriots* in the Maritime Provinces if the majority which does violence to what they hold dearest may learn anything from our example, were it only to be half as just and liberal as we have been. I have also to thank my honorable successor, Mr. Ouimet, who has set to work with so much zeal and ability, for the great—perhaps too great kindness with which he has been pleased to speak of me in his public addresses and official reports. In concluding, Mr. President and gentlemen, I must also thank you and ask your forgiveness. I thank you for your indulgent attention ; and I pray that you will pardon me for having dared to treat such a subject as this in so limited a space. My excuse will be found in the obliging invitation of your committee, in the enthusiasm of the hour, in the patriotism which so thickly impregnates the atmosphere that those who breathe in it no longer believe anything to be impossible. Even under the most unfavorable circumstances, it was impossible to decline the honor of participating in a fraternal gathering to which, borne by electric wings, have come the congratulations and expressions of sympathy of all the French communities of America, from Vancouver to the Atlantic—noble evidences which have been crowned by the most august and stirring of all tokens of appropriation—or, in a word, a great and splendid day whose memorable events shall constitute a page of our history. (Loud applause.)

The new Province of Quebec School Bill.

We have received a copy of the new School Bill for this Province, of which the following are the chief provisions :—

The privilege of providing education for children belonging by right of nature to their parents, they can confide this duty to professors, teachers, guardians, or any other persons whom they may chose. All the public schools in the Province will belong exclusively either to the Catholic or Protestant Faith. The public schools called Roman Catholic are those which are under the direction or control of commissioners, trustees, principal or other masters, directors, or Roman Catholic bodies. Those called Protestant are the public schools which are under the direction or control of similar institutions or Protestant officials. All literary, scientific or other teaching that will be given in the R. C. public schools will be in every particular in conformity with the doctrine and the directions of the Roman Catholic Church. No teacher, professor, lecturer, principal, or director of a R. C. public school will be able to take possession of his charge without the authorization of the R. C. Bishop, or chief diocesan, or curé or priest, nor continue his functions if such Bishop, chief, curé or priest opposes. The Council of Public Instruction will select, or caused to be published, the books, maps, and globes, which will be employed to the exclusion of all others, in the schools under the control of the commissioners or trustees, having regard in the selection to the schools where instruction is given in French, and to those where instruction is given in

English. Nevertheless this power shall not extend to the selection of books treating of religion or morals, which choice shall be made as provided by Sec. 263; but the curé, priest or minister will have the exclusive right of choosing the books that relate to religion and morals for the use of the schools attended by children of their religious belief.

The Lieutenant-Governor may, from time to time, appoint a Minister of Public Instruction who shall continue in office during his good pleasure. The said Minister shall be a member of the Executive Council, of the Province, and shall be eligible to the Legislative Assembly, provided that he be elected whilst he occupies this position, or may be called to the Legislative Council. Provision is also made for the appointment of a Secretary and Assistant-Secretary. In case the Minister of Public Instruction should be unable, at any time, to discharge his duties, they may devolve, by authority of the Lieutenant-Governor in Council, on the Secretary, Assistant Secretary, a School Inspector, or any other fit person, who shall, during the term of deputyship have and exercise all the powers of the head of the department. The Minister of Public Instruction shall receive from the Provincial Treasurer and make proper distribution of all sums to be devoted to scholastic purposes, and shall give a yearly account of the same, shall distribute copies of school regulations to such as require them, and shall keep correct record of all matters submitted to his supervision and control, so that any information required by the Government, Legislature or visitors of schools, may be given promptly and clearly. He shall also keep books, maps, models, and apparatus of general use in schools, which he shall distribute as needed, and the cost of which shall be deducted from the grants made to the municipalities to which they are given.

The Minister of Public Instruction shall also exercise such functions as the Lieutenant-Governor in Council may grant him with respect to the creation and encouragement of artistic, literary or scientific societies; the establishment of libraries, museums, &c.; the distribution of medals and other mark of distinction for excellence or progress in art, science or literature; and shall have the disposition of the funds set apart for these objects. He may also establish schools for adults and provide for the instruction of artizans and laborers. To this end all the powers of the Ministers of Agriculture and Public Works relating to the Council of Arts and Manufactures and Mechanics' Institutes may be transferred to him in whole or in part by the Lieutenant Governor in Council. He may also found scientific schools for the study of engineering, mineralogy, mechanics and other branches of practical science, and make regulations for such schools and furnish them with necessary apparatus, and appoint lecturers and professors, of mining, chemistry, navigation, mechanics and engineering. It shall also be his duty to collect and publish statistics of all educational institutions, public libraries, artistic, literary and scientific progress in this Province; and to submit yearly to the three branches of the Legislature, a detailed report of the sums paid for school purposes and the actual state of education, &c.

Should it not be expedient to have a minister, the Lieutenant-Governor in Council may appoint a superintendent of education, who shall exercise the functions and fulfil all the obligations of the former, except that he cannot be a member of the Executive Council, Legislative Council or Legislative Assembly of this Province.

The Council of Public Instruction is to consist of twenty-four persons, sixteen Catholics and eight Protestants, with the Minister of Public Instruction or any other

ex-officio member, of whom one shall be President. The Catholic and Protestant members shall form two Committees, and the Minister of Public Instruction shall be *ex-officio* member of both, and may at any time convoke a special meeting of the Council. The quorum of the Council shall consist of nine members; the Committees shall fix, each its own quorum.

The powers and duties of the Council shall be to make rules for the organization and government of schools, and the classification of schools and teachers; to keep a classified list of all teachers; to make regulations for the guidance of Boards of Examiners; to have and make the choice of books, maps, globes, &c., to be used in schools controlled by Commissioners or Trustees, with the exception of books for giving instruction in religion and morality, which shall be chosen by the priest or minister.

Specific provision is made for the trial of teachers for immorality or other cause, and withdrawal of their diplomas in case of guilt being proven.

If, at a session of the Council of Public Instruction, twelve of the Roman Catholic members or six of the Protestant members register their votes in favor of a proposition declaring that it is desirable that the direction of the Roman Catholic and Protestant schools be distinct and separate, it shall be the duty of the President to call a special meeting of the Council, within sixty days and after thirty days, to deliberate anew on the subject of the vote. Then, if the first vote be confirmed by the same number of Roman Catholic or Protestant members, as the case may be, the President will transmit to the Lieutenant-Governor a copy of the minutes of the two sessions. The separation shall then be formally granted by an order in Council, and each of the newly-constituted Councils shall exercise separately as far as concerns the creed of its members, all the legal powers of the original council. After such division the Government expenses for educational objects, the grants to Normal schools, and all other allocations for purposes of education, except the sums set apart for common schools, shall be divided between Roman Catholic and Protestant Institutions, according to the population of the respective creeds in this Province by the last census. The Minister of Public Instruction shall be *ex-officio* a member of both Councils, but he shall have the right of voting only in the Council of the religious belief to which he belongs. A Recording-Secretary will be nominated by the Lieutenant-Governor for each Council. When there shall be a Superintendent instead of a Minister of Public Instruction, he shall be, *ex-officio*, a member of the Council of the religion which he professes. In this case the Lieutenant-Governor shall appoint two deputy superintendents, one Protestant and the other Roman Catholic, each of whom shall be *ex-officio* members of the Council of the religion to which he belongs.

The first of the three parts into which the Bill is divided ends with the regulations for visitors of schools. The Roman Catholic Bishop or his representative shall be *ex-officio* visitor of all Roman Catholic public schools in the diocese, and shall have the right of control over their religious, dogmatic and moral teaching; and to see that nothing is taught contrary to the doctrines of the Roman Catholic Church. The Judges of the Court of Queen's Bench, and the Superior Court, and the magistrates of the district, the members of the Legislature and of the Council of Public Instruction, and justices of the peace shall also be visitors of all common schools established in the Province. The members of the clergy may visit schools of their own faith. The Mayors of municipalities and Wardens of counties, militia officers, from the senior captain to the colonel, both inclusive, may also visit the schools of the municipality in which they reside.

Such persons may visit when they choose, alone or in company, and shall have the right of obtaining information on any matter connected with the schools.

The second part of the Bill relates to the funds devoted to superior education, and the third to common schools.

Sergt. Thurling, of the Army Hospital Corps, who was in the habit of furnishing the Journal with meteorological observations, having been ordered home, from Halifax, Corporal J. F. Thompson of the same Corps, has kindly offered to furnish the usual tables. Those worthy non-commissioned officers will please accept our thanks.

McGill University.

While we rejoice in the growth of our manufactures, the development of our commerce and the increase in population and material wealth, it is satisfactory to know that attention is being bestowed by an ever-increasing number on those mental and scientific attainments which play so important a part in every civilized country. Education of every grade has made advances, and at the head stands the University, affording the highest training, literary and professional. In Montreal we possess a University that has grown with the growth of the country, and has met with some success the varied requirements of provincial life. The graduates are now filling every station in the commercial, professional and literary life of Canada, and in their number and ability afford one of the proofs that McGill is a success. Another collegiate year is soon about to open, and though the calendar may be obtained from the Secretary by all desirous of information, it may be well for us to notice briefly some of the principal features of the publication.

The Session in Arts opens on September 15; that in Medicine and Law on October 1st. The staff numbers in all thirty-one Professors and Lecturers actually engaged in the work of instruction. The course of study in Arts, extending over four years, or in certain cases three years, is the same for all in the first two years; but after passing the Intermediate examination at the end of the second year, various exemptions are made in favour of Honour and Professional courses. The amount of these exemptions is not so large in any case as to interfere with a sound general education, but it permits men to consult to some extent the bent of their special powers or their future professional career. Twelve exhibitions and Scholarships, all of them the gift of liberal citizens of Montreal, and varying in value from \$100 to \$125, are offered for competition at the beginning of the Session, and several Gold Medals, Honour certificates, and Prizes to the more eminent students at its close. The courses in Arts is now very complete, including much training in Science, Philosophy, Modern languages and literature, as well as very full courses in Classics and Mathematics. The new Department of Practical and Applied Science has a course alike for all in the first year. In the second and third years students may diverge in the directions of Civil Engineering, Mining Engineering and Assaying, or Practical Chemistry. Here, also, two exhibitions founded by the Caledonian Society are offered to deserving competitors. Just as the student in Arts goes out with his degree of B. A., so the student in this department receives his degree of Bachelor of Applied Science, the parchment bearing on it the particular course in which the degree has been taken, and after three years of practical work the graduate may pass on to the higher degree of Master of Engineering or of Applied Science, as the case may be. The library of the Faculty of Arts now contains upwards of 10,000 volumes accessible to students. There is a well-arranged museum of Natural History, and the Philosophical apparatus is extensive and modern. The number of students in Arts last year was 122; but it should be double that number if the facilities for higher education now given were valued as they ought to be by young men.

The professional faculties of Law and Medicine offer their usual courses of study, which were attended last session by 172 students. In both faculties considerable improvements have been made within the past few years. In the case of the

Medical Faculty, its admirable new building with class-rooms, dissecting room and chemical laboratory, equal to those of any similar institution, deserves especial mention; and in the case of the Law Faculty, the services of additional lecturers have been secured, and the course of study has been to some extent reorganized. Both faculties now give opportunities for education in their several departments not to be surpassed anywhere. Among other features of the calendar on which we cannot here dwell, one is the affiliation of Colleges with the University. Two of these are Colleges in Arts not situated in Montreal. Two are Theological Colleges, whose students secure on the most favorable terms to all the advantages of the University, while each College has a representative on the Corporation or Managing Board. Another is the connection with the University of that most useful institution, the McGill Normal School, which has not only sent out its certificated teachers into all parts of the country, but supplies our city schools as well, and has given an invaluable stimulus to the whole work of Common School education.—*Gazette.*

SCHOOL OF ART AND DESIGN.—*Visit of the Minister of Public Instruction.*—A very interesting ceremony took place at the School of Art and Design in St. James street, on the occasion of the awarding of prizes to the pupils. The purpose which this school is intended to serve in our educational system has been so often explained in these columns that any lengthened reference to the subject here would be superfluous; the tendency of these schools to elevate the popular standard of taste is universally acknowledged, and with the increasing development in our industries their practical utility will become more evident every day. Already the number of pupils in attendance is over three hundred, a large proportion of whom are artisans frequenting the night classes. The proficiency attained by the pupils was very satisfactory, and the attendance was regular. The director of the school, Abbé Chabert, is assisted by a staff of eleven teachers, who had quite enough to do, and who were not overpaid. The school possesses some very beautiful models, including antique busts in marble, groups in plaster, lay figures, &c; and we were also shown very fine drawings in sepia, India ink, &c., many of which were the work of the pupils.

At a few minutes to four o'clock, Hon. Mr. Ouimet, Minister of Public Instruction, accompanied by Mr. Sheriff Leblanc, Mr. Mousseau, M. P., and several other gentlemen, arrived, and were received by the Director, who conducted them through the school. After a minute examination of the sketches and designs which ornament the walls of the different class-rooms, and which sufficiently attested the proficiency of the pupils, the Abbé Chabert addressed his visitors, giving an account of the school and of the work accomplished. He pointed out that the advantages conferred upon the pupils by the training they received there seemed to be fully appreciated, and that several among them gave promise of talent of no ordinary kind. He enlarged on the necessity, to a country aiming to become a manufacturing country like Canada of such an institution, and hoped it would be supported. A fee might be collected from the pupils who were able to pay, but the expense of the school was very great, and they were in need of assistance. They had received help and encouragement from many private citizens, which had been of great service to the school, enabling them to extend the sphere of its usefulness.

Hon. Mr. Ouimet briefly responded, promising that the Government, which fully recognised the value of this school, would not lose sight of its claim to favorable consideration.

The prizes were then awarded, but not distributed, as the majority of the pupils were unable to attend at that hour, having other occupations; and shortly afterwards the party left the school, highly pleased with their reception and what they had seen.

MISCELLANY.

Prof. Huxley on Higher Education for Girls.—A public meeting, convened under the auspices of the Women's Education Union, was held at the Eyre Arms, St. John's Wood, London, recently, for the purpose of promoting the establishment of a girls' public day school in that district. Professor Huxley, who

occupied the chair in the absence of Lord Aberdare, introduced the subject by referring to the three courses open to a man who desired to educate his daughters. First, there was the boarding-school, but there were few thoroughly good ones, and those were exceedingly expensive; and the ordinary boarding-school was the last he should select. The next alternative was home education, which had a great deal to recommend it, but it was a costly process, and, moreover, deprived girls of the healthy influences of coming in contact with other young minds and different teachers. The day school was the third and best course, combining as it did, both the advantages of thorough school and home teachings, and the object of the Women's Education Union was to establish such schools, not as they are, but as they ought to be, in all the great suburban districts of London. No object, he conceived, could be calculated to exert more beneficial influence upon the welfare of the community than that. The company in association with the union had already founded schools at Notting-hill and Chelsea, which were exceedingly flourishing, and considered to be a great boon to the residents of those neighbourhoods. It was now proposed to establish another for the district of St. John's Wood, where the education to be given would be equal to that provided for boys at University College School. It was said girls were physically, morally, and intellectually unequal, as a rule, to such an education, and, though he did not believe in the equality of woman and man, he yet disputed this position. Experience proved that success in every station of life was less the result of intellectual and moral strength than the exercise of patience, industry, and temper, qualities very much dependent upon healthy organisms. Taking, then, the broad average, the central point of moral and intellectual capacity was rather higher in the male than the female group, but though man was higher in that respect than woman, he would not go so far as to say the lowest of the woman group was lower than the lowest of the man group. Both, however, stood on an equality in the matter of patience, industry, and temper, and as the capacity for education rested upon those qualities, he could discover no reason why bringing up the educational standard of girls to the same level of boys should be calculated to endanger their physical welfare. He should, therefore, conclude by moving. "That this meeting considers the provision for the higher education of girls is inadequate and unsatisfactory, and that measures should be taken for effecting an improvement."—*English Paper*.

West Point Abroad.—Those who are curious on the subject of military education as conducted in America, says the *Pall Mall Gazette*, have reason to be grateful to Lord Dufferin for despatching his military secretary, Col. Fletcher, to report on the system pursued in the United States Academy at West Point, on the Hudson, and the past history and present condition of that institution. The direct object of the inquiry was to see how far the republican method of training, which has produced such soldiers as Grant, Lee, and Sherman, might form a useful model for humble imitation in the Dominion; but the report of Col. Fletcher contains many points of interest for ourselves. Perhaps that which will above all strike most readers is the extremely stern military spirit which pervades the whole discipline and teaching at West Point. The course is not only longer than at European colleges maintained for similar objects, but is in all respects more strict and exacting, certainly than those of our own, probably than that of any on this side of the Atlantic. Col. Fletcher completely explodes, among other errors as to West Point, the common notion that "many of those who graduate adopt a civil career in which the education they have received ensures them remunerative employment." This may have been the case in former years, he says, when professions in America had not assumed their present distinctive character. It is quite otherwise now, when colleges and schools educate for civil engineering, etc., as well as for other professions; and, consequently, the graduates seldom look for anything beyond their military career. And judging from the severity of the training submitted to, this must have peculiar charms for the cadets of the Great Republic.

The Girls in the University of London.—At the adjudication of prizes at University College, London, the first prize in jurisprudence was awarded to a young lady who two years ago, at the same college, achieved a like success in political economy. The second place in the same class was attained by another lady. Still another obtained honors in political economy; and prizes were gained by three, and certificates by several, in the

fine arts classes. That women should prove themselves equal to men in drawing and painting is, perhaps, less remarkable than their success in sterner studies; but it is noteworthy in these days, when fresh consideration is being given to the question of female education. The experiment of mixed classes has as yet been only very partially tried at University College, and its extension through the whole of the art schools would involve none of the peculiar difficulties that have been incident to the attempt to teach medicine to ladies in Edinburg. The Senate of the University of London is soon to consider the recent vote of convocation in favor of admitting women, on the same conditions as men, to its degree examinations. If a woman, competing at college with men, can take prizes in political economy and jurisprudence, it is hard that she should not be allowed the chance of obtaining a degree in arts or laws.—*From the London Athenæum*.

The Comet's Departure its Influence Considered.—Now that the comet has taken its departure and its future course must remain unknown to us, it becomes a matter of interest to inquire how far its appearance caused the unusual frequency of those atmospheric disturbances which have been recently experienced both in Europe and in America. Electric storms have prevailed in various portions of the country, causing great loss of life and property, Meteors have been observed to fall and hailstones of enormous dimensions have utterly destroyed crops and even broken down the roofs of dwellings. A few weeks since Ironia, N. J., was visited by a storm of wind, lightning and rain of such terrible fury that the foliage was stripped from the trees, poultry killed and few windows left unbroken. Later storms of a similar character burst over Bergen county, in the same State, by which that section suffered considerable damage. The lightning flashed in rapid, successive sheets of flame, the rain fell in torrents, the wind blew almost a tornado, and hailstones fell of such size that not only glass but much less fragile material suffered. The tornado, that on the Fourth of July divested so many Washington residences of their roofs blew with such fury as to sweep away railroad bridges and to remove cars from the tracks.

Hail in immense quantities fell at Elkader, Iowa, on the 9th instant. Some of the stones measured six inches round. The total loss of buildings blown down and crops destroyed was estimated at \$100,000. Waterloo and Gilbertsville were also severely damaged. On the same day seven boys were struck by lightning at Iudianapolis, one of him was intantly killed. Two sons of a clergyman at Plainfield, Iowa, also lost their lives by the same instrumentality. At Dubuque on the 11th, during a storm, a ball of fire as large as a man's head descended from the sky into the street and there exploded with a terrific report. All the western part of Kentucky was illuminated on the 17th, and for nights previously with meteors. One of immense size fell at Queensboro' and was seen at a distance of fifty miles while falling to the earth. At Wingham, Canada, the severest hailstorm known for many years occurred on the 7th. The crops through the country suffered to a great extent. The same day a terrific hurricane, accompanied by rain passed over Napanee, Ont. Much damage was done to the town and vicinity. Several buildings were unroofed, trees were uprooted, and fences levelled to the ground.

On the other side of the Atlantic the weather in England during the month of June was remarkable for severe frosts, which had a disastrous effect on the growing crops. Hurricanes also prevailed, causing great injury to property and attended in many cases with fatal results. On the 29th ult., Edinburg was visited with a thunder storm which continued three hours, the lightning being exceedingly vivid and the peals of thunder loud and prolonged. Torrents of rain fell during the storm. At Perth there was a heavy fall of hail, the depth in some places being five or six inches. On the 12th of June the frost in the neighborhood of London was most severe. The young foliage of many plants was destroyed, potatoes were blackened in many fields and gardens and the flowers of such hardy plants as lilies and peonies were killed. On two nights the thermometer registered 34 degrees and 36 degrees, with a bitter northeast wind, literally destroying all vegetation. The temperature for the week ending June 20, as recorded at the Royal Observatory, fell 5 degrees below the mean for the last fifty years. The Tweed, it is said, has not been so low since 1826, when corn was so short in the stalk that it was pulled by hand. The droughts have been so extensive that the hay harvest has

been very short and the cattle have suffered distressingly, while the unseasonable dryness has been relieved only by destructive hail storms. It is reported that the north of Italy has also suffered from severe hail storms. Some of the old churches and other public edifices have been damaged during these tempests, and the streets of Milan were covered with dead and wounded birds finding no escape from the elements.

It would be difficult to pass over these remarkable meteorological phenomena without being disposed to attribute their existence to the influence of the comet. One of the best maintained theories concerning the nature of comets, is that they consist more or less of electric ether. According to a recent writer on the subject, the evidence of this is in the observed fact that the material of the tails first move toward the sun and is then repelled from it. Assume the truth of this theory, and we have a body of electricity several millions of miles long and with an enormous volume in breadth and thickness rushing towards the earth at the terrific speed of 2,000,000 miles a day. Is it not possible, asks this writer, that our own little stock of electricity may be somewhat disturbed by this visitor? So disturbed in fact, that the natural result would be the meteorological phenomena that have recently taken place? And this again suggests that comets may be nature's supply trains of electricity rushing around among the planets and leaving with each a renewed stock of this element that plays so important a part in our terrestrial economy. Now that our brilliant visitor is passing rapidly away into unknown spheres, and is not expected ever to return, alarm as to hurricanes, earthquakes, tornadoes, thunder, lightning and hail, may be entirely dismissed until the next longtailed meteor appears in the sky.

The Comet Dissected.—George M. Seabroke, the astronomer of "Temple Observatory," Rugby, writes to the London *Times* as follows:—Sir: As no account of the constitution of this comet has yet appeared in your columns, I think it may be interesting to some of your readers to learn something of the teachings of its spectrum. It was examined on Wednesday night at the Temple Observatory, Rugby, with the following results:—The nucleus, or bright point of the comet, gave a continuous spectrum, or light of all colors. The fanshaped part preceding the nucleus gave also a faint continuous spectrum crossed by three bright bands, showing the presence of light of three different colours only. From the faint part preceding the fan there was a spectrum of the tail, now some five millions of miles long, the same bands appeared, together with a faint continuous spectrum. The interpretation of these results is briefly this: a continuous spectrum shows the presence of either a solid, liquid, or gas at high pressure, so the nucleus consists of one of these three, most probably of a solid, whether a solid ball or a thick cluster of small bodies does not appear, but the latter is more probable. The faint continuous spectrum of the fan shows a constitution similar to that of the nucleus, and it is probably a more diffused cluster of small bodies, but the bright bands from it show the presence of a gas, and they are similar to the bands found in a spectrum of an incandescent gas consisting of carbon and hydrogen, such as the blue base of a gas flame; so there is evidence here of a hydro carbon in a gaseous state mixed with these small bodies forming the fan. The bands only from the part proceeding the fan show the presence of this gas extending beyond the solid particles. The spectrum of the tail is evidence of its gaseous nature, but it also contains a certain quantity of solid particles sufficient to give the faint continuous spectrum. Of late years it has been shown that certain comets and clusters or meteorites, such as give us those showers of August and November, travel on the same paths through space, and it is highly probable that some of the large comets mentioned by the ancients are now represented by flocks of meteorites, and now we have another clue to the constitution of comets—namely, that they are clusters of meteorites surrounded by hydro-carbon gas. How this gas obtains its luminosity it is difficult to say, but it seems possible that a gas need not always be heated in our ordinary sense, in order to render it luminous.

An Ant Battle—Students of natural history might have witnessed a spectacle of no ordinary interest had they been present at Mosquito, a few miles distant from Maryborough on Saturday last. The sight was that of a battle between two opposing families of the ant species; and, having watched the conflict for a considerable time, we can safely say that it was one of the

most singular disturbances of the kind on record in the colony. Our attention was drawn to the spot by observing a small crowd of persons assembled together, who were evidently very much interested in what was going on. The scene of the battle was on the slope of a hill near Penny and Clausen's crushing machine, and when we arrived it was raging in all its fury. The combatants on one side were black ants of the smallest size, and to compare the two, the red ones were about three times as large and powerful as the black ones. But the black outnumbered the red by millions, and at that stage were rapidly gaining the upper hand and becoming masters of the field. The ground for many yards around was strewn with the dead, "small and great," of both armies; and on tracing the line of battle to one portion of it rather isolated from the central scene of action, we discovered comparatively huge masses of dead bodies lying together in promiscuous confusion. It was evident that the fight had commenced at this point, which was near the stump of a tree, the stronghold of the red ants; and it also appeared as if it had been carried on for some days; and that the red had repulsed the black from their holes, for the dead there showed every appearance of having been washed together, and all traces of the conflict except the bodies were obliterated by rain.—They were then fighting at a place several yards removed from the stump, the line of repulse apparently being towards the burrow of the black ants—this was fully 100 yards off. However successful the red tribes may have been at the outset in beating back their assailants, they were being gradually vanquished by their smaller and blacker foes, and no wonder, for fearful odds were against them. The numbers of the red were limited, and each of them had to fight with ten or twenty black ants: sometimes, indeed, one would be rushed by a perfect army of small ants, which would fasten to his legs and settle upon every part of his body, rendering resistance hopeless and escape impossible; yet he would not die before inflicting fatal injury to some of his victors. Now one red ant would struggle himself free from his assailants, and attempt to retreat, but only to rush into the jaws of death in another part of the battle field. Then another would run to the assistance of a red comrade in distress, when both shared the common fate.—Thus the conflict was waged. All the time terrific slaughter was going on—carnage as serious in the world of ants as any recorded in the "Fifteen Decisive Battles;" and in that war among the lower orders in the scale of nature, which an unreflecting mind might look upon without seeing anything to wonder at, one could almost imagine he saw the display of much luck and heroism as was exhibited by the hosts of Greece on the plains of Troy. It was most interesting to see the movements and counter-movements of the contending forces; the wheeling, advance and retirement and return of the little black squadrons, and the still more furious and desperate charges of the red legions. The excitement, energy, and activity on both sides was wonderful to behold. But the overpowering numbers of the black ants completely precluded the possibility of a victory on the part of the red ones—Thousands were in the field ready to step into the vacant ranks, and millions more were on the march from the burrow. The line of 100 yards between the place of fighting and their fortification was black and thick; and while some which had taken part in the fray were returning, still more formidable reinforcements were coming up at full speed with "all the pomp and circumstance of war." It would take too long to describe many other features of this extraordinary battle, which would not fail to strike an attentive observer; and this hurried account of a somewhat important episode in the natural history of the district, must be concluded with the statement that towards evening the red ants were utterly routed and only a few stragglers escaped to tell the tale; but for hours afterward the black conquerors swarmed about, no doubt to celebrate the conquest in a manner becoming to an ant community.—*Melbourne Advertiser, Australia.*

Meteorology.

—OBSERVATIONS taken at Halifax, Nova Scotia, during the month of June, 1874; Lat: 44°39 North; Long. 63°36 West; height above the Sea, 125 feet, by 2nd Corpl. J. F. Thompson, A. H. Corps.

Barometer, highest reading in month.....	30.711 inches.
“ lowest “ “	29.326 “
“ range of pressure.....	385
“ mean for month (reduced to 32° F).....	29.696
Thermometer, highest in shade.....	73.6 degrees.
“ lowest “	32.3
“ range in month.....	46.4
“ mean of highest	65.7
“ mean of lowest.....	42.4
“ mean daily range	23.3
“ mean for month.....	54.0
“ highest in sun's rays.....	136.8
Hygrometer, mean of dry bulb.....	56.7
“ mean of wet bulb	53.0
“ mean dew point	49.5
“ elastic force of vapour.....	.355
“ weight of vapour in a cubic foot of air..	4.0 grains.
“ weight required to saturate do	1.1
“ the degree of humidity (Compl. Sat. 100).....	77
“ average weight of a cubic foot of air.....	537.4
Wind, mean direction of, North.....	6.0 days.
“ “ East.....	9.0
“ “ South.....	9.5
“ “ West.....	5.5
“ “ Calm.....	5.5
“ force by estimation.....	2.7
“ average daily velocity.....	217.8 miles.
Cloud, mean amount (0 to 10).....	7.1
Ozone, mean amount (0 to 10).....	2.3
Rain, number of days it fell.....	19
Snow, number of days it fell.....	19
Amount collected on ground.....	8.34 inches.
Fog, number of days	9

Synopsis of Temperature, Cloud and Precipitation for May, 1874, compiled at the Toronto Observatory, from Observations in the several Provinces of the Dominion of Canada :—

PROVINCE.	STATION.	Hours from which means are derived	TORONTO.		QUEBEC.		NEW BRUNSWICK.		NOVA SCOTIA.		MANI-TOBA.		NEW-FOUND-LAND.		P. E. ISLAND.		B. CO-LOMBIA.	
			6, 8 A. M., 2, 4, 10 & 12 P. M.	Magnetic Observatory.	Quebec. Bi-hourly.	Huntingdon. 7 A. M., 2 & 9 P. M.	Bathurst. 7 A. M., 2 & 9 P. M.	Fredericton. Tri-hourly.	St. John. Bi-hourly.	Sydney. Tri-hourly.	Truro. 7 A. M., 2 & 9 P. M.	Guysborough. 7 A. M., 2 & 9 P. M.	Winnipeg. 7 A. M., 2 & 9 P. M.	St. Johns. 8 A. M., 2 & 9 P. M.	Charlottetown. 8 A. M., 2 & 10 P. M.	Spence's Bridge. 7 A. M., 2 & 9 P. M.	59.60	47.10
		Mean Temperature uncorrected for diurnal variation	52.46	52.03	46.84	50.44	46.84	44.99	48.50	46.33	52.52	42.14	42.14	47.10	59.60	47.10	59.60	47.10
		Warmest day	30	28	29	28	29	28	28	28	8	20	20	28	31	28	31	28
		Temperature	68.78	70.25	55.00	66.60	55.00	63.17	56.30	61.33	75.10	68.33	68.33	60.27	69.00	60.27	69.00	60.27
		Coldest day	6	1	1	2	1	6	1	3	12	3	3	10	7	10	7	10
		Temperature	39.73	33.25	35.70	36.69	35.70	34.36	38.30	35.66	39.15	31.33	31.33	36.40	52.20	36.40	52.20	36.40
		Mean of daily Maxima	68.28	62.52	55.22	61.49	55.22	56.56	60.00	56.10	65.85	50.10	50.10	58.03	72.52	58.03	72.52	58.03
		Mean of daily Minima	41.68	42.97	38.09	44.90	38.09	34.20	38.30	38.10	41.58	33.12	33.12	39.49	49.13	39.49	49.13	39.49
		Highest Temperature	86.0	87.0	80.0	84.3	81.0	75.8	71.4	71.0	94.5	74.0	74.0	88.0	88.0	88.0	88.0	88.0
		Date	9	28	14	28	14	28	21	28	8	21	21	28	31	28	31	28
		Lowest Temperature	25.3	25.0	29.0	25.0	29.0	22.0	25.0	26.0	26.2	26.0	26.0	29.2	40.0	29.2	40.0	29.2
		Date	7	7	6	6	6	7	5	5	13	6	6	6	2	6	2	6
		Percentage of Cloud	50	48	57	57	54	61	55	42	63	63	56	54	56	54	56
		Depth of Rain in inches	1.492	5.490	2.770	2.822	2.770	6.070	3.425	4.880	2.980	4.780	4.780	3.530	1.560	3.530	1.560	3.530
		Number of days in which rain fell	8	11	14	11	14	14	15	9	10	10	10	10	14	10	14	10
		Depth of snow in inches.....	0.0	Inap.	0.0	0.0	0.0	1.0	Inap.	1.4	0.0	14.5	14.5	0.9	0.0	0.9	0.0	0.0
		Number of days in which snow fell	0	2	0	0	0	1	1	2	3	3	3	3	10	3	10	3
		Total depth of rain and melted snow	1.492	5.490	2.770	2.822	2.770	6.240	3.430	5.020	1.930	6.230	6.230	3.620	1.560	3.620	1.560	3.620
		Number of fair days	23	18	17	20	17	17	16	20	21	19	19	18	17	18	17	18

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