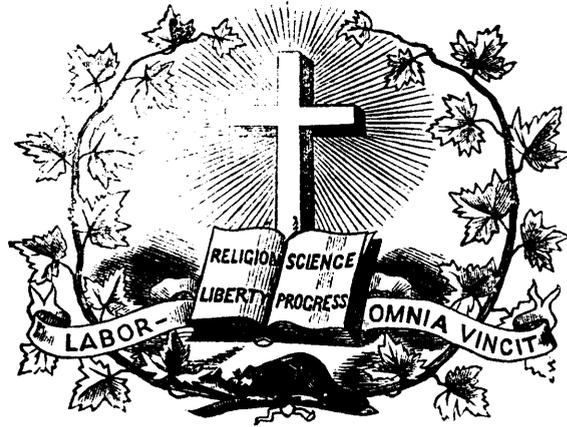


Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |



THE
JOURNAL OF EDUCATION

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

Volume XVI.

Quebec, Province of Quebec, November and December, 1872.

Nos. 11 & 12.

TABLE OF CONTENTS.

<p>The Study of Modern Languages 153</p> <p>Programme of Instruction and Examination for Irish National Schools, and Scale of Results' Fees 154</p> <p>The Training of Female Teachers in France 158</p> <p>Syllabus of Latin Pronunciation 158</p> <p>POETRY: The Star of the Magi and of Bethlehem 159</p> <p>Official Notices 159</p> <p>EDITORIAL: Contributors to the Journal in the past year—Subjects for next year—School Inspectors and the Journal of Education; 162</p> <p>Report of the Minister of Public Instruction for the</p>	<p>year 1870 and for part of the year 1871 163</p> <p>Provincial Association of Protestant Teachers of the Province of Quebec 171</p> <p>The Protestant Institution for the Deaf and Dumb, Montreal 174</p> <p>The Queen's Statue 175</p> <p>Formal Presentation of the Queen's Statue to the Citizens of Montreal 176</p> <p>The Boston Fire 178</p> <p>Five Texts from the Boston Fire 179</p> <p>England and Australia 179</p> <p>Australia and Canada 180</p> <p>Biographical Sketches 180</p> <p>Books and Annals 181</p> <p>Advertisements 182</p> <p>Meteorology 183</p>
--	---

The Study of Modern Languages.

The question of the advantages and disadvantages of making Latin and Greek studies the primary part of education has been discussed in almost all its conceivable bearings, and notwithstanding the eloquence and erudition that have been injected into the discussion, the question remains unsolved, and pagan literature, pagan ethics and pagan philosophy still hold their ascendancy in almost all the schools of modern times. It is not our purpose to enter into this discussion. Our object is simply to put in a plea in behalf of the study of modern languages. The importance and necessity of this study are becoming every day more and more apparent, and yet it does not seem that this fact receives the attention it deserves. No measures are taken to meet the exigency it clearly indicates. This indifference, or delinquency, arises, in part, from the reluctance of our institutions to introduce any change into the routine of an established curriculum. Innovations in this regard are held to be dangerous in principle, and suggestive, not so much of modifications of a system good in character yet carrying

with it very perceptible defects, but a total destruction of the system itself. This apprehension is indulged in to such an extent that it assumes at last all the characteristics of inveterate and morbid prejudice.

The educated, as contradistinguished from the masses of the people, may be divided into two classes: those who seek an education suited to their position in life, and adapted to the pursuits they are compelled, from the influence of circumstances, to follow; and those who, from affluence and leisure, can select a system of education in consonance with their tastes, mental power and intellectual inspiration. The object of the first is to compress within a very limited space of time as much practical learning as can be made available for the attainment of practical ends. To confine this class—by far the larger of those who attend colleges,—to the exclusive duty of studying Latin and Greek is simply to burden them with a labor that can never reach to a maturity of fruition. They learn neither Latin nor Greek; and unfortunately they learn nothing else—not even their own vernacular. But if this result had not its negative side, the evil might be both less conspicuous and less pernicious. But the result has a side of positive evil which it were well to weigh carefully. To almost all boys—the two or three first years of study in Latin and Greek are years of painful drudgery, engaged in without spirit, and submitted to by stress of discipline, not always of the most discreet and paternal kind. In this process there is no taste evoked, no habit of thought cultivated, no power of mental combination developed, no discriminating judgment exercised. The only discernible advance that has been made is found in the readiness with which the memory adopts, without incorporation, meaningless words and useless phrases. Thus armed, at the end of the second or third year at college, the boy of sixteen passes into the active pursuits of life—to the business of his father, or to the more independent movement of shifting for himself. It is not difficult to imagine the stress of intellectual inanity that impels him into that current of sensational literature, which whirls him along with its flow, amid dangers of the most serious character. How many succumb to the danger is only too well known! Now is it, or is not, possible that this serious evil might

be eliminated from our system of education by introducing into it a thorough and comprehensive study of modern languages? This study will invite to it, from inherent taste and judicious culture, the man of letters who, with leisure at command and wealth at his disposal, has passed through the regular collegiate curriculum. But is it so with the other class we have referred to? We think not; and the few exceptions that might be urged only prove the rigorous certitude of the rule. Wherefore, in our judgment, it would be a boon of unmeasured value, if, to this class, the treasures of taste, critical art and elevated thought, crystallized in modern languages, could be opened at a period when the mind, quickening with the spirit that is to guide it, is preparing for an upward flight; and the heart, rich in its young emotions, is plastic and ready for the impressions of the good, the beautiful, and the true. The mind is stimulated to renewed exertions as it feels its accretions of thought and knowledge gathering and deepening around it. The study of modern languages opens up this consciousness and supplies this stimulant. Especially is this true of the Italian language; but it is also relatively true of the French, Spanish, and German languages. There are passages in Dante especially, which, for depth of thought, boldness of conception, melody of numbers and beauty of expression, have no examples to surpass them in Greek or Latin writers. The same is partially true of other modern languages. They constitute mines of richest ores whose value the American student is never, or rarely, invited to consider; whose constituents he is never taught to analyse, and fuse, and mould into absolute forms of beauty and excellence. Under the careful guidance of competent leaders the deepest intricacies of these mines would be laid bare to his curiosity in two or three years of judicious labor; and his toil would be rewarded in an improved taste, increased incentives to laudable ambition and a higher intellectual life, wherein the horizon of knowledge would enlarge and brighten, and the nobler aims and purposes of actual life receive a new impulsion and surer success.

But independent of the purely æsthetic side of the question, there is a practical side which addresses itself to the utilitarian sense of the age. Railroads, telegraphs, and other improvements of a kindred character are totally changing the social, industrial and commercial relations of the nations of the world. We are not certain that these changes, sudden, stupendous, startling as they are, will bring confirmed happiness to humanity, as many would have us believe. But the momentum they have imparted to the social forces of the world cannot now be impeded without imparting to the entire social system such a shock as would rend and convulse the whole system, as an earthquake rends and convulses the earth which it upheaves. We therefore take things as we find them, and leave the gestation of the future to Him who alone knows and foresees all things. These improvements are bringing nations into familiar intercourse with one another. The language of one is not the language of all; and hence, in order that this intercourse may have an unrestrained and kindly influence, it must have a common medium for the transmission of common wants, purposes and designs. In Europe the general knowledge of the French language supplied this medium—the French being the court language of many of the European nations. But this is destined to change with other important changes now being wrought out upon the European Continent. Russia and Bismark will strangle out the French language in more than the half of civilized Europe, and substitute for it the Slavic and German tongues. As this purpose develops itself and grows into importance, the greater will become the need of studying

modern languages. Our national deficiency in this respect will render it more necessary for us to make greater exertions. It is really humiliating to observe how ignorant of foreign languages are our diplomats abroad and our statesmen at home. It is a reproach on the national character, as well as on the institutions in which our statesmen have been educated, in so far as they have received any education at all. In the national idea we are all born statesmen and orators; and culture and education belong only to the effete and crumbling nationalities of Europe! Of course our special concern lies with our Catholic colleges and schools. We see no reason why this order of things should continue; and we confidently hope that some one of our many excellent institutions will take the initiative in this work of reforming the curriculum of studies, so as to bring it within the measure of present needs, while supplying, in the higher regions of education, all that could be required for the rough culture both in literature and science.

We feel satisfied that the institution which shall first dare to undertake this work and prosecute it with judicious care and resolute persistence will achieve the desired success and secure from its patrons the character of gratitude which will be an earnest of more substantial benefactions.—[*Baltimore Mirror*.]

Programme of Instruction and Examination for Irish National Schools, and Scale of Results' Fees.

INFANTS.

Fee, 3s.

1. Over 4 and under 6 years of age:—

To know the letters of the Alphabet, and to spell and read words of two letters.

Fee, 3s.

2. Six years and under 7 years of age:—

To read and spell to the end of second section of first Book.

N. B.—Individual examination of Infants in the above programme may be dispensed with in those Schools ONLY in which there is BONA FIDE provision made for the systematic training of Infants.

FIRST CLASS.

1. READING.—Fee, 2s.

To read correctly lessons in the latter half of the first Book.

2. SPELLING.—Fee, 1s.

(a.) To spell correctly the words arranged in columns at the head of the lessons in the first Book.

(b.) To spell phrases or short sentences selected from the lessons in the first Book.

3. WRITING.—Fee, 1s.

To transcribe on slate any short sentence from the latter half of the first Book.

4. ARITHMETIC.—Fee, 1s.

(a.) To read and set down numbers up to, and including, three places of figures.

(b.) To know the Addition Table.

(c.) To add on slate or blackboard three numbers, each not exceeding two places of figures.

SECOND CLASS.

1. READING.—Fee, 2s.

- (a.) To read correctly, and with due attention to pauses, lessons in second Book to page 150.
- (b.) To answer simple questions on the subject-matter, and to point out on the map places referred to in the lessons.
- (c.) To repeat correctly at least four of the pieces of poetry.

2. SPELLING.—Fee, 1s.

- (a.) To spell correctly the words arranged in columns at the head of the lessons to page 150 in second Book.
- (b.) To know the meanings of these words.
- (c.) To spell phrases or short sentences selected from the prescribed lessons in Second Book.

3. WRITING.—Fee, 1s.

- (a.) To transcribe on paper with correct spelling any short sentence in second Book to page 16.
- (b.) To exhibit in copy-books at least sixty copies of the 1st or 2nd number of any approved series, written on sixty different days since the preceding annual inspection—each copy to be dated.

4. ARITHMETIC.—Fee, 2s.

- (a.) To read and set down any number up to, and including, four places of figures.
- (b.) To know the Addition and Subtraction Tables.
- (c.) To work on slate questions in simple Addition of not more than five addends of three places each, and easy questions in simple subtraction.

5. NEEDLEWORK.—No. Fee.

To know how to hem, or to do plain knitting.

THIRD CLASS.

1. READING.—Fee, 2s.

- (a.) To read with ease and correctness the lessons from page 150 of second Book to page 60 of third Book.
- (b.) To be fairly acquainted with the subject-matter of these lessons.
- (c.) To repeat correctly five of the pieces of poetry within the same limits.

2. SPELLING.—Fee, 1s.

- (a.) To write from dictation on slate an easy sentence from the prescribed portion of second Book.
- (b.) To spell correctly the words arranged in columns at the head of the lessons, and to know their meanings.

3. WRITING.—Fee, 1s.

- (a.) To transcribe on paper, with correct spelling, any four lines from the prescribed portion of second Book.
- (b.) To exhibit in copy-books at least ninety copies in round hand or elementary small hand, written on ninety different days since the preceding annual inspection—each copy to be signed and dated by the pupil.

4. ARITHMETIC.—Fee, 2s. 6d.

- (a.) To read and set down any number up to, and including, six places of figures.
- (b.) To know the Multiplication and Pence Tables.
- (c.) To work on slate or paper sums in all the simple rules, and also sums in Addition of Money not exceeding five addends.

5. GEOGRAPHY.—Fee, 6d.

To know the outlines and leading features of the Map of the World.

6. NEEDLEWORK (GIRLS).—Fee, 6d.

To know how to hem and to do plain knitting.

FOURTH CLASS.

1. READING.—Fee, 2s.

- (a.) To read with ease and correctness the lessons of the third Book from page 60 to the end.
- (b.) To be fairly acquainted with the subject-matter of the lessons.
- (c.) To repeat correctly six of the pieces of poetry.

2. SPELLING.—Fee, 1s.

- (a.) To write from dictation on paper a passage of six or seven lines selected from the third Book.
- (b.) To spell correctly the words arranged in columns at the head of the lessons, and to know their meanings.

3. WRITING.—Fee, 1s. 6d.

- (a.) To transcribe on paper, with correct spelling and punctuation, any six lines selected from the third Book.
- (b.) To exhibit in copy books at least ninety copies in fair small hand, written on ninety different days since the preceding annual inspection—each copy to be signed and dated by the pupil, and to be kept neat and free from blots.

4. ARITHMETIC.—Fee, 2s. 6d.

- (a.) To know Numeration and Notation well, and all the more useful arithmetical tables.
- (b.) To perform mentally easy exercises in Addition and Subtraction; and to work on slate or paper, accurately and speedily, a sum of seven lines in Addition of Money.
- (c.) To work on paper questions in all the Compound Rules and Reduction, and easy questions in simple Proportion.

5. GRAMMAR.—Fee, 1s.

To be well acquainted with the definitions of the parts of speech, and to distinguish the parts of speech in an ordinary sentence.

6. GEOGRAPHY.—Fee, 1s.

- (a.) To know the ordinary geographical definitions.
- (b.) To be acquainted with the Maps of the World, Europe, and Ireland.

7. NEEDLEWORK (GIRLS).—Fee, 1s.

To exhibit fair proficiency in hemming, stitching, and top-sewing, and in plain knitting.

FIFTH CLASS.

1. READING.—Fee, 2s.

- (a.) To read with fluency, correctness, and intelligence the fourth Book of Lessons.
To read also Parts III. and IV. of the *Agricultural Class Book*, or two sections of any other agricultural treatise approved by the Board (or, in case of girls, the *Girls' Reading Book*).
- (c.) To answer intelligently on the subject-matter of the lessons of both books.
- (d.) To repeat correctly six of the poetical pieces in the fourth Book.

2. SPELLING.—Fee, 1s.

- (a.) To write from dictation, on paper, with correct spelling, an ordinary passage of six or seven lines from the fourth Book.
- (b.) To spell ordinary words and phrases selected from the fourth Book or the *Girls' Reading Book*.

3. WRITING.—Fee, 1s. 6d.

- (a.) To write a neat legible hand with ease and freedom.
- (b.) To exhibit in suitable books ninety pages of well-written school exercises, executed on ninety different days since the preceding annual inspection—each page to be signed and dated by the pupil—and at least thirty of these exercises to be letters on simple subjects.

4. ARITHMETIC.—*Fee, 2s. 6d.*

- (a.) To know the numeration and notation of Decimals, and *all the arithmetical tables*, and to be able to write out on paper any of the latter in correct form.
- (b.) To perform simple arithmetical questions *mentally*, and to work on slate or paper, *accurately and speedily*, a sum of ten lines in Addition of Money.
- (c.) To work neatly, on paper, questions in simple and Compound Proportion, Practice, and easy questions in Vulgar Fractions and Decimals.

5. GRAMMAR.—*Fee, 1s. 6d.*

- (a.) To be acquainted with the gender, number, and cases, &c., of nouns and pronouns, the comparison of adjectives, and the moods, tenses, &c, of verbs.
- (b.) To know the *principal* Latin roots, prefixes, and affixes.
- (c.) To parse simple sentences.

6. GEOGRAPHY.—*Fee, 1s. 6d.*

- (a.) To understand longitude, latitude, zones, &c.
- (b.) To know the *Maps* of the Continents.
- (c.) To be acquainted with the geography of the British Empire.

7. NEEDLEWORK (GIRLS).—*Fee, 1s. 6d.*

To be proficient in sewing and knitting, and in cutting out any simple article of dress.

SIXTH CLASS.

1. READING.—*Fee, 2s.*

- (a.) To read the fifth Book with fluency, correctness, and intelligence, and to answer intelligently on the subject-matter of the lessons.
- (b.) And, *in the case of boys*, to read and answer intelligently upon either the Agricultural Class Book [Parts II., III. and IV.], or any other treatise approved by the Board.
- (c.) To repeat correctly six of the pieces of poetry in the fifth Book.

2. SPELLING.—*Fee, 1s.*

To write on paper in a free legible hand, and with correct spelling and punctuation, a *paragraph of six or seven lines* dictated from the fifth Book.

3. WRITING.—*Fee, 2s.*

- (a.) To exhibit in suitable books ninety pages of *school exercises*, written in a good hand on *ninety different days* since the preceding annual inspection—at least thirty of them to consist of examples of Cash, Personal, and Real Accounts, comprising the first three sets of Book-keeping, the principles of which must be understood. *Each exercise, as in the preceding classes, to be signed and dated by the pupil.*
- (b.) Specimens of ornamental Penmanship may be included amongst the exercises.

4. ARITHMETIC.—*Fee, 3s.*

- (a.) To be expert in mental calculation.
- (b.) To perform *accurately and speedily*, on slate or paper, a sum of twelve lines in Addition of Money.
- (c.) To work neatly, on paper, questions in any rule of arithmetic (including, *for boys only*, Involution and Evolution).
- (d.) To be acquainted with the measurement of Plane Surfaces and the first Book of Elements. (*For boys only.*)

5. GRAMMAR.—*Fee, 1s. 6d.*

- (a.) To parse prose and poetry correctly.
- (b.) To be acquainted with the principal roots, prefixes, and affixes employed in the formation of English derivatives.
- (c.) To write, with correct grammar and composition, a simple letter on any subject suggested by the Inspector.

6. GEOGRAPHY.—*Fee, 1s. 6d.*

- (a.) To be acquainted with the elements of mathematical and physical Geography.
- (b.) To draw *from memory* an outline Map of Ireland.
- (c.) To know the geography of the Continents and of the British Empire.

7. NEEDLEWORK.—*Fee, 2s.*

- (a.) To be able to cut out any article of female apparel.
- (b.) To exhibit satisfactory proficiency in the different branches of plain sewing and knitting.

The SCALE of RESULTS' FEES as set forth in the preceding Programme, may be briefly stated as follows :—

CLASS.	Reading, &c.	Spelling, &c.	Writing, &c.	Arithmetic, &c.	Grammar, &c.	Geography, &c.	Needlework, &c.	Maximum available.			Extra branches (each)	
								In Male Schools	In Female or Mixed Schools			
Infants under seven.	S D	S D	S D	S D	S D	S D	S D	S D	S D	S D	S D	S D
1st Class	2 0	1 0	1 0	1 0	—	—	—	3 0	3 0	3 0	—	—
2nd do	2 0	1 0	1 0	2 0	—	—	—	6 0	6 0	6 0	—	—
3rd do	2 0	1 0	1 0	2 6	—	0 6	0 6	7 0	7 6	7 6	—	—
4th do	2 0	1 0	1 6	2 6	1 0	1 0	1 0	9 0	10 0	10 0	2 6	—
5th do	2 0	1 0	1 6	2 6	1 6	1 6	1 6	10 0	11 6	11 6	2 6	—
6th do	2 0	1 0	2 0	2 0	1 6	1 6	2 0	11 0	13 0	13 0	3 0	—

REMARKS.

1. No results' fee can be paid in respect of any pupil whose attendance at the school during the year ended on the last day of the month preceding the annual examination, shall be less than ninety days.
2. The same results' fees as in day schools are obtainable in an evening school for every branch taught in the latter ; but an attendance on forty five evenings will be accepted as qualifying an evening school pupil for admission to examination for results.
3. Pupils *above* four and *under* seven years of age, who make the necessary minimum number of attendances in the year, may be presented for inspection as infants. The fee obtainable for every such pupil will be three shillings ; and this fee may be earned three times by the same pupil, viz :—In the 5th, the 6th, and the 7th year of age.
4. Only *one fee for each subject* can be paid for a pupil in any class, no matter how long the pupil may remain in the class, except in the case of *infants* and of *sixth class* pupils. And any pupil in the intervening classes who earns for the teacher a fee for *reading and for any other subject* cannot be presented a second time in the same class.
5. *Under no circumstances* can a pupil be presented for examination for results' fees oftener than twice in the same class, except in the case of the *sixth class*, and in that of *infants*.
6. No pupil who has been enrolled for above a year in any class can be presented in a lower class than that in which he is enrolled ; and under no circumstances can a pupil be presented in a lower class than that next below the class in which he is enrolled.
7. Paid monitors of any class are not to be included in the daily attendance of pupils ; nor are their attendance to be reckoned in calculating the average daily attendance *in any school* ; nor are they to be presented for examination as pupils at the results' examination.
8. A fee equal to that paid for arithmetic will be paid for any pupil who, *having passed in reading, spelling,*

writing, and arithmetic, in the fifth or sixth class, shall exhibit satisfactory proficiency in algebra, physical science, navigation or other approved extra branch; or for any pupil who, *similarly passed in the fourth or higher classes*, shall exhibit satisfactory proficiency in any system of vocal music, or any system of drawing: provided—

- (a.) That no fees shall be paid for more than two extra subjects in the same class to the same teacher; and
- (b.) That no fees shall be paid for any pupil for whose proficiency in the same subject grants are made by the Department of Science and Art.

9. Should a pupil be retained for more than a year in the sixth class, such pupil, to entitle the teacher to results' fees for any subject, must exhibit proficiency—

- (a.) *If a boy*, in three books of Euclid; or in algebra, up to, and including, quadratic sections; or in plane

trigonometry; or in navigation; or in one of the physical sciences; or in some other approved extra branch:

- (b.) *If a girl*, in the Board's Treatise on "cutting out"; or in the use of the sewing machine; or in the cooking of plain food; or in the management of poultry and other domestic animals; or in physical geography; or in some other approved extra branch.

10. Pupils who have attended on less than ninety days within the twelve months preceding the examination need not be examined at the results' examination, but the Inspector may examine them if he have time to do so.

11. Schools in which no pupil has made ninety attendances within the twelve months, are not to be examined as for results, but are to be reported upon on the secondary form of report.

1 8 7

National School. Roll No. _____ District _____ County _____
 Manager _____

EXAMINATION ROLL

Of all Pupils whose Names were on the rolls on the last of Month preceding Examination.

Year ended _____ day of _____ 187 —(Last day of Month preceding Examination.)

Names, in full, of Principals, Assistants and Workmistresses at present in charge of this School.	Position in School.	Class, &c.	Precise Date of Appointment to this School.	Names, in full, of all former Teachers engaged in this School for any period since last Results' Examination.	Position in School.	Precise date of Appointment to this School.	Precise Date of ceasing to give service in this School.

- (1.) Two copies of this Roll, accurately filled up, are to be ready for the Inspector on the day appointed for the Examination.
- (2.) For directions as to how the Examination Roll should be filled up, see Example Sheet, and also Observations at foot of Programme.

COLUMNS TO BE FILLED BY TEACHER.							RESULTS OF EXAMINATION TO BE FILLED BY INSPECTOR.										
Register No.	Names of Pupils in the order of Classes as presented for Examination.	Age Last Birth Day.	Date of Last Admission to this School.	No. of Attendances made in the Year.	In what Class is Pupil Enrolled in School?	Precise date of Admission to that Class.	In what Class LAST Examined and Passed here or elsewhere.	This mark X to indicate a Pass — a Cipher for Failure. Cancel name in case of Absence.							Extra Branches— Insert their Names.	Write here the word "Passed" opposite the Name of each Pupil who is not to be presented again in same Class.	
								Infants.	Reading, &c.	Spelling, &c.	Writing, &c.	Arithmetic.	Grammar, &c.	Geography, &c.			Needlework.

The Training of Female Teachers in France.

The following account, which we extract from *Old and New* for July, is eminently suggestive, and will, we trust, aid in arousing our educators to a better appreciation of the true character of normal training:

"No person is allowed to teach in France without a government certificate, or '*brevet de capacité*.' This is furnished, after the prescribed examinations, by the rector of the academy of the department to which the applicant belongs. Such certificate can be used only within the department in which it is given; but the certificates given in Paris are valid throughout the country. Confining our inquiry only to women, we find these examinations succeeding each other at intervals of about three years. The first is passed at about eighteen, and is limited to the elements of education in its simplest branches. Yet great accuracy is insisted upon; and, unquestionably, one may be sure that a person who has passed it knows thoroughly the work she has undertaken. She cannot be wholly ignorant of domestic economy, or the business talent requisite for country-women. She must be able to make a shirt for a man, and a chemise for a woman; and know how to teach the sewing of all kinds of seams, and the simpler sorts of embroidery.

"Successful candidates, who pursue no further studies, expect to be employed in the lowest primary schools in the country villages, or as governesses for very young children.

"The second examination requires a thorough and comprehensive knowledge of the French language, — its history, grammar, and literature, — a good understanding of arithmetic, and plane geometry. (The French do not make so much of algebra for girls as we do.) She must also know history, ancient and modern, the elements of natural science, and be acquainted with general literature. — not merely as one gains it from compendiums, etc., but from actual study of the works themselves. Although a knowledge of Latin and Greek is not expected, the examination presupposes veritable study of the classics by means of translations. This certificate entitles a woman to a place in the higher primary schools; or, if she wishes to open a private school, she has the right to call it a *pension*. The larger portion of private governesses for young ladies are of this class. This explains the parenthetical *diplômée* which appears in *The Times* advertisements of French governesses. A Russian or German family in Paris, desiring to engage a governess, would first of all ask for her diploma.

"The third certificate permits a woman to open an *institution*, in which those of the second grade may hold the position of *sous-maitresses*. It is rarely taken by a person under twenty-four years of age. It requires not only a knowledge of books and facts, but also a maturity of reason and judgment only attained by long and patient study. The candidates must have a clear understanding of such subjects as the philosophic principles of the *Haute Grammaire*, and of logic, the rules of art, the canons of taste, and the philosophy of history. They must have studied not only the present French code, but also the principles of common law.

"It is obvious such work cannot be accomplished by mere cramming. Women who are really prepared for such an examination must have made the knowledge acquired a part of themselves; must have developed their minds by it, so that they may truly be called wise. We range over so many things, that we are coming to measure the value of acquirements by their variety; and we have fallen so far into thinking thoroughness means a multitude of details, that the simpler education of French women may seem scanty. No mistake could be greater;

for it admits of incontestable proof that the well-trained French woman is more than the equal of the English or the American. I mean, of course, to compare those who have had the *best* of the distinctive training of each country. Such a French woman has a steadiness of judgment and a clearness of reason that seizes the vital point in a question, and weighs and decides justly..... If ever we quit creating French women from our own fancy, out of the materials of romances and fashion-plates, we shall find the real women the most sensible, the most intelligent companions for men, because the most nearly their equals; and what may seem an anticlimax, but what is of vital interest to us in the lessons they can teach, they are the model business-women of the world."

Syllabus of Latin Pronunciation. (1)

DRAWN UP AT THE REQUEST OF THE HEAD-MASTERS OF SCHOOLS.

The Head-masters of Schools, at their Conference held in 1871, declared the system of Latin pronunciation prevalent in England to be unsatisfactory, and agreed to ask the Latin Professors of Oxford and Cambridge to draw up and issue a joint paper to secure uniformity in any change contemplated. This request they repeated at their meeting of 1872. As we are ourselves agreed in all essential points, and find that there is a considerable body of opinion in the Universities and elsewhere in harmony with our views, we beg to offer the following brief suggestions.

If it were thought advisable to adopt any existing pronunciation, we should be inclined for many reasons to recommend the Italian with perhaps a few modifications. But not to speak of other difficulties, the tyranny of accent over quantity is at least as marked in the Italian as in the English reading of Latin; and we hold with the most experienced teachers that to distinguish between long and short syllables is an essential part of a reform in pronunciation. At the same time Italian appears to us to offer many valuable aids which should not be neglected; as English in its tones and vocalisation seems so different from old Latin, that often it is not easy to find in it even single sounds to give as adequate representations of an old Latin sound. The Italian of literature has been fixed for six centuries, and manifestly approximates to the Latin of the 7th or 8th century.

There can be little doubt that during the best ages the writing, as seen in inscriptions, was meant to represent exactly the sounding of words, and that a difference of spelling implied so far a difference of pronouncing.

We propose then that the letters of Latin should be sounded as follows:

Vowels and diphthongs:

ā, as the accentuated Italian *a*: i. e. as the middle *a* of *amata*, or as the *a* of *father*:

â, as the unaccentuated Italian *a*: i. e. as the first and last of *amata*. It is not easy to represent this sound in English: we know nothing better than the first *a* in *away*, *apart*, *aha*.

â, as the Italian closed *e*: *arena*; nearly as *ai* in English *pain*:

æ, as the Italian open *e*: *secolo*; nearly as the first *e* in English *there*, or French *père*.

ɛ, the same sound shortened: nearly as in English *men*. A wide induction, extending from classical times to the present, would support what is said of *e*, *æ*: thus Italians represent Latin *æ* always by their open *e*, and as a rule *ɛ* by closed *e*, *ɛ* by open *e*.

î, as accentuated Italian *i*: i. e. as the first *i* of *timidi*, or the *i* of *machine*: *î*, as unaccentuated Italian *i*: i. e. as the two last *i*'s of *timidi*, or the *i* of *pity*. The way in which Latin *i* is represented in Greek on the one hand, and in Italian on the other, and its history in Latin itself, would tend to shew that its actual sound approximated to that of *e*, and was something between the *i* of *pity* and the *e* of *pelly*.

ô, as Italian closed *o*: nearly as in German *ohne*, English *more*.

ō, as Italian open *o* shortened: nearly as in German *gold*; less nearly as in English *corn*. The English and English-Latin *o* is very peculiar, in most cases hardly an *o* at all: compare our *honor*, *domos*; and our *non*, *bos*, *pons* on the one hand with *nos*, *hos*, *donum* on the other.

Perhaps, comparing Italian, we should pronounce *ô*, when it precedes *r*, or when it represents *au*, as the Italian open *o*: *gloria*, *victoria*, *plastrum*, *Clodius*.

(1) Having only this small character with the proper vowel quantities attached, explains why the type is mixed.

ū, as accentuated Italian *u* : as the first *u* of *tumulo*, the second of *tumu'lo*, or *a* *u* in *rule, lare*.

ū, *a* : unaccentuated Italian *u* : as the second *u* of *tumulo*, the first of *tumullo*, the *u* of *fruitulo*.

au, as Italian *au* : nearly as *ow* in English *power*.

In genuine Latin words the other diphthongs are very rare, except in archaisms where *ei*, *oe*, *oi*, *ou* are common enough.

eu, as Italian *eu*, or Latin *ē* quickly followed by Latin *ū*. Of Latin words we find perhaps only *heu*, *ceū*, *seū*; and we do not feel competent to propose a different sound for it in the many Greek words adopted into Latin.

æ is also very rare in Latin words : for them, as well as for Greek words, we should prefer a sound like the German *ø* : as an alternative we propose the open Italian *e* for *æ*, as before for *æ*.

ei too as a diphthong is very rare : we would give it the Latin *ē* sound quickly followed by a Latin *i* sound.

But in a large class of words containing *ai*, *ei*, *oi*, or *ui*, the *i* is a semiconsonant, and should be sounded like English *y* : pronounce *Gratus, maior. Troia, eius, Pompeius, Seianus, cuius, as Grā-yus, mā-yor, Trā-ya, ē-yus, Pompē-yus, Sē-yanus, cū-yus* : *ei-cil, rei-cil, as ē-yicil, rē-yicil*. The *o* or *q* of *proin, prout, dein, deinde*, when not forming a distinct syllable, does not form a diphthong, but is elided, before an initial vowel : so in *neūquam*, *e* is elided.

In a fuller discussion more might be said of the consonants : a few remarks must suffice for the present.

c, always as *k* : in *Cicero, facies*, as well as *Cacus*.

g, always as *g* in *get* : in *gero, gingiva, gyrus* as well as *gaudeo*.

s, at the beginning and end of words, and at the beginning of syllables, and before consonants, is always sharp (as the *s* of *sin*) in Italian and should be so in Latin : *sol, stella, de-sero, ni-si, nos, sonus*.

s, between two vowels, has in Italian a soft *z* sound, as in our *rose* : we would thus sound in Latin *rosa, musa, miser*. But words of this kind in Latin are but few : much more numerous are those where *s* might also be written *ss*, a lost consonant having been assimilated and the vowel always lengthened : *causa, casus, visus, odiosus*, (see Quintilian i, 7, 20). Italian is very suggestive ; and in all these cases *s* should be sharp.

l is always a pure dental, in *ratio* as in *ratis*, in *notio* as in *notus*, in *vilius* as in *vita*.

bs, bt should be sounded (and generally written) as *ps, pt* : *lapsus, aps, apsens, optulit, supler*.

j, or consonant *i*, as *y* in *yard*.

As to consonant *u*, or *v*, we believe that its sound was as near as possible to that of the vowel *u* : i. e. like the *ou* of the French *oui*, not differing much therefore from English *w*. But as there is great diversity of opinion on this point, we propose to leave it an open question, whether it shall be pronounced in this way, or as the English and Italian *v*.

y, z, ch, ph, th were brought into the language to represent Greek sounds : *z, ph, th* we propose should be sounded as at present : *ch* should never be pronounced as in our *charter* : it would be better to give it a *k* sound succeeded by an *h* sound ; but it must follow the fortunes of Greek *χ*. *y*, or Greek *υ*, had some middle sound between Latin *u* and *i*, perhaps resembling either French *u* or German *ü* ; but *y* and *y* came probably much nearer to *i* and *i* than to *ū* and *ū*.

In our Latin pronunciation quantity is systematically neglected : attention to it seems essential in any reformed method : *ā* and *ā* should be distinguished in *matris* and *patris*, as in *mater* and *pater*. The ancients observed the natural length of vowels, when the syllable was also long by position : as in *Marcus, pastor* : Cicero tells us that every vowel when followed by *us* or *nf* became long by nature : as in *infimus, insanus* : *gn* seems to have had the same power over the preceding vowel. Often too an extruded consonant leaves a naturally short vowel long : *e* from *ex* : *es, est* from *edo* : *Sestius* (*Sestios*), but *Sextius* (*Sectios*). On the other hand the long vowel of many final syllables in time became short : and we can scarcely suppose that while the naturally long vowel in *amat, docet* was shortened, it always remained long in *amant, docent* : it seems certain also, whatever the reason may be, that the *e* was short in *docentis, etc.*, as much as in *legentis, audientis*.

Following the tradition of the Italians, we fortunately keep the accent in most cases on the right syllable, though the loss of quantity has changed its nature. In a summary like this we cannot dwell on the exceptions.

In respect of elision we may see, by comparing Plautus and Terence with Ovid, how much the elaborate cultivation of the language has tended to a more distinct sounding of final syllables. We must not altogether pass over the elided vowel or the elided syllable which ends in *m*, except perhaps in the case of *ē* in common words, *que, neque* and the like. How far too final *m* was mute, or nasal, it is not easy to determine. *est* 'is' seems often in pronunciation (and in writing) to have lost its *e* and become an enclitic *st*

after a vowel or *m* : thus *tuō est, meum est* can end an Ovidian pentameter, *labori est* an Hexameter : we must therefore pronounce *tuōst, etc.*

EDWIN PALMER.
H. A. J. MUNRO.

—(Educational Times.)

The Star of the Magi and of Bethlehem.

[By T. D. McGee.] (1)

"Whence is the star that shineth so brightly?
'Tis not of those that arise for us nightly—
Pale in its presence appearing all others,
It looms like a first-born over its brothers."

II.

The herds of Arabia lay gather'd and sleeping,
The sons of the shepherds their watch were keeping,
When the star of our faith all lustrous and tender,
Fill'd the desert of grass with the sheen of its splendor.

III.

Then, in wonder and terror they ran to their seers,
Wisest of men, in those primitive years,
Ismael's priests, the renown'd of Sabea,
Who grew pale in the light that arose o'er Judea.

IV.

To their eyes, star-reveal'd, an angelical choir
Fill'd the heavens with timbrel, and anthem, and lyre,
And they heard through the calm of that marvellous morn,
That the king,—that the lion of Judah was born.

V.

Then the magi and lords of the desert arose,
And gather'd the myrrh in the Orient that grows,
And the incense of Saba, in censer and coffer,
And the virginal ore from the far mines of Ophir!

VI.

By Jordan they sought the Messiah in Zion,
The desert-born look'd for the trace of "the Lion"—
Dark, dark as Sinai enshrouded in thunder,
Grew Herod, the king, at their tidings of wonder.

VII.

Again rose the star of the Orient, to guide them
To the ox and the ass, and earth's Saviour beside them,
Where, child-like and weak, the Master of Ages
Took Tribute from Araby's princes and sages.

VIII.

So may God grant to us, amid all our demerit,
The faith, love, and hope of the men of the desert,
For us, as for them, dawns the marvellous morn,
And the angels are singing—"Lo! Jesus is born."

[1] Written on Christmas Eve, 1851.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

MEMBERS OF THE FOLLOWING BOARDS OF EXAMINERS.

QUEBEC (CATHOLIC.)

The Lieutenant-Governor,—by an order in Council, dated the 30th October, 1872,—was pleased to appoint the Rev. Thomas Etienne Hamel, V. G., a Member of the Catholic Board of

Examiners of the City of Quebec, in the room and stead of the Hon. Chief Justice Duval, resigned.

RIMOUSKI.

The Lieutenant-Governor,—by an order in Council, dated the 4th November, 1872,—was pleased to appoint Achille Fournier, Esq., a Member of the Rimouski Board of Examiners in the room and stead of the Rev. M. J. P. Colfer, removed from limits.

THREE-RIVERS.

The Lieutenant-Governor,—by an order in Council, dated the 28th November, 1872,—was pleased to appoint the Rev. M. Alphege Godin, in the room and stead of the Rev. M. C. O. Caron, resigned; and the Rev. Mr. John Foster, in the room and stead of the Rev. M. John Torrance, deceased, to be Members of the Three-Rivers Board of Examiners.

SHERBROOKE.

Also at the same time and place Mr. Frederic Emberson, M. A., to be a Member of the Sherbrooke Board of Examiners, in the room and stead of the Rev. M. C. A. Tanner, resigned.

RICHMOND (PROTESTANT).

The Lieutenant-Governor,—by an order in Council, dated the 30th November, 1872,—was pleased to appoint the Rev. Mr. James McCaul, of Richmond, in the room and stead of Mr. Thomas McKie, removed from limits; and the Rev. Mr. John McKay, also of Richmond, in the room and stead of the Hon. Lord Aylmer, resigned, to be Members of the Richmond Protestant Board of Examiners.

LAVAL NORMAL SCHOOL.

The Lieutenant-Governor,—by an order in Council, dated the 5th October, 1872,—was pleased to appoint Mr. Thomas George Rouleau, Prefect of Discipline, in the Laval Normal School, in the room and stead of Mr. Théodule Delagrave, resigned.

The Lieutenant-Governor,—by an order in Council, dated October 5th, 1872,—was pleased to appoint the following

SCHOOL COMMISSIONERS.

St. Christophe, County of Arthabaska—M. Hubert Poirier in the room and stead of Numidique Perreault.

St. Sylvestre, (South), County of Lotbinière—Mr. James Woodside in the room and stead of himself, Mr. Louis Delisle in the room and stead of Mr. William Mitchell, Mr. William Wilson in the room and stead of himself, and Mr. Antoine Lemieux in the room and stead of Mr. Clément Payer.

Ecureils, County of Porneuf—Mr. F. X. Papillon in the room and stead of himself.

Tadoussac, County of Saguenay—M. Onésime Boulianne in the room and stead of himself, and Mr. Joseph Hovington in the room and stead of Mr. Moyses Fortin.

St. Etienne, County of St. Maurice—Messrs. Augustin Millette and Charles Loranger in the room and stead of Messrs. Paul Boisvert and Elie Houde.

The Lieutenant-Governor,—by an order in Council, dated October 29th, 1872,—was pleased to appoint the following

SCHOOL COMMISSIONERS.

Arundel, County of Argenteuil—Mr. James Honey in the room and stead of himself;

St. Théodore, County of Bagot—Mr. François Morin in the room and stead of Mr. Dosithée Bouthillet;

Village of Chicoutimi, County of Chicoutimi—The Rev. Mr. Dominique Racine, V. G., and Mr. Michel Caron in the room and stead of themselves;

Mont Louis, County of Gaspé—The Rev. Mr. François Gagné in the room and stead of the Rev. Mr. Léopold Boutard;

Côte St. Pierre, County of Hochelaga—Mr. Henry Pigeon in the room and stead of Mr. Prospère Lemoine;

Ste. Louise, County of l'Islet—The Rev. Mr. Jean-Baptiste Thibault, V. G., in the room and stead of the Rev. Mr. L. A. Casgrain;

Ashford, County of l'Islet—The Rev. Mr. Jean-Baptiste Thibault, V. G., in the room and stead of the Rev. Mr. L. A. Casgrain, and Messrs. Elzear Pelletier and Joseph Morin, the former in the room and stead of himself, and the latter in the room and stead of Mr. Louis Fournier;

Rawdon, County of Montcalm—Mr. John Parkinson in the room and stead of Mr. Samuel Scroggy;

Masham, County of Ottawa—Messrs. James Dunkin and Francis Magee in the room and stead of Messrs. Archibald Fairburn and Robert Mayer;

Litchfield, County of Pontiac—Mr. Michael Hughes in the room and stead of himself;

Tewkesbury (No. 2), County of Quebec—Mr. James Duffy in place of Mr. Alexander McKee;

St. Michel (No. 3), County of Yamaska—Messrs. Louis Girard, Pierre Baduyar dit Laplante, Michel Arèle, Michel Mondoux, and Guillaume Arèle.

SCHOOL TRUSTEES.

Côteau St. Louis, County of Hochelaga—Mr. Charles Bevernick in the room and stead of Mr. Albert Beyer.

St. Romuald, County of Levis—Mr. James Patton in the room and stead of himself.

Aylmer, County of Ottawa—Dr. Charles H. Church in the room and stead of himself.

St. Roch, (North), County of Quebec—Mr. Mathew Wheatley Anderson in the room and stead of Mr. Osborn Lambly Richardson.

The Lieutenant-Governor,—by an order in Council, dated the 27th November, 1872,—was pleased to appoint the following

SCHOOL COMMISSIONERS.

Ouiatchouan, County of Chicoutimi—M. Léandre Girard in the room and stead of himself, and Messrs. Pascal Dumais and Hector Lavoie in the room and stead of Messrs. Sabin Gagnon and Job Bilodeau.

Cap Desespoir, County of Gaspé—The Rev. Mr. Fabien McDowell in the room and stead of the Rev. Mr. Pierre Saucier.

Cap des Rosiers, County of Gaspé—Messrs. Joseph Lebel and John Aubin Whalen, in the room and stead of Messrs. Nicholas O'Connor and Henry Bond.

Magdaleine, County of Gaspé—Messrs. Edward Vachon, Réhul Blanchette, René Richard, Romain Dubé and Joseph Fournier.

Percé, County of Gaspé—The Rev. Mr. John Joseph Monge in the room and stead of the Rev. Mr. Paul Napoleon Thivierge.

Rivière-à-Marthe, County of Gaspé—Messrs. Thomas Gagnon, Paul Gagnon, Tanerède Gaze, Napoleon Gaze, and Noël Lefrançois.

Anticosti Island, County of Saguenay—Messrs. Louis Malouin, Joseph Béliveau, Jacques Roy, Jacques Boudreau, and Joseph Boudreau.

St. Severin, County of Lotbinière.—The election for this Municipality in September last was premature, but is now confirmed.

SCHOOL INSPECTOR.

By an order in Council, dated November 15th, 1872, His Excellency the Lieutenant-Governor was pleased to appoint the Reverend Matthew Monkhouse Fothergill to be an Inspector of Common Schools, for the District of Quebec, in the room of the Rev. R. M. Plees, deceased, charged with the Inspection of the Protestant Common Schools of the City of Quebec and of the Parish of St. Columban, in the county of Quebec.

ERECTIONS, SEPARATIONS, &c., OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor,—by an order in Council, dated the 29th October, 1872,—was pleased
To erect, into a School Municipality, *St. Jean l'Evangeliste*,

Co. of Bonaventure, with the same limits as for civil purposes :

To erect, into a School Municipality, *La Magdeleine*, Co. of Gaspé, comprising the district, running from l'Anse Pleureuse, South-West to the limits of the School Municipality of Grande Vallée, North-East, by a depth of two miles ;

To erect, into a School Municipality, *Rivière-à-Marthe*, Co. of Gaspé, running from the place, known by the name of "La Saurelle," South-West, to "Ruisseau à Rebours," North-East, by a depth of two milles ;

To detach, from the School Municipality of the Parish of St. Michel d'Yamaska, the district comprising the lands of Mr. Isaac Mondoux and running as far as the division line between the Parishes of St. David and St. Michel, with a depth. from the River Yamaska, of forty arpents at one place and from thirty-three to thirty-four at another, and

To erect it into a School Municipality under the name of *St. Michel*, (No. 3).

The Lieutenant-Governor,—by an order in Council, dated the 27th November, 1872, was pleased

To erect, that part of the Island of Anticosti, comprised within the following limits, namely : all the coast between the light-house on the West point of the Island and the Baie-des-Anglais inclusive, by a mile deep ;

To erect *St. Severin*, Co. of Lotbinière, into a separate School Municipality, with the following limits, namely;—(On the South-West, in part by the boundary lines between the Seigniorship of Linière and that of Fleury, from the Range St. Jacques to the Township of Broughton ; in part by the boundary line between the property of Mr. Joseph Lacroix and that of Mr. Bénoni Paré, in the First Range of said Township ; between the property of George Henry Pozer, Esq., and that of Mr. Roger Vachon, in the second Range of the same Township ; between the property of Mr. John Cryan and that of Mr. Ferdinand Laplante, in the third Range of the same Township ; between lots Nos. 5 and 6, in the fourth Range of the same Township ; South-West, in part by the boundary line between the said Fourth and Fifth Ranges of the same Township, and in part by the boundary line between the Range Ste. Catherine, and the Ranges St. Thomas and Ste. Marguerite, in the Seigniorship of Beurivage, from the said Township of Broughton to the boundary line between the property of Mr. Patrick McShea and that of Mr. Thomas Stephenson, in the said Range Ste. Marguerite ; On the North-West, in part by the boundary line between the Range dit l'Espérance or Fermanagh and that of the Range dit l'Egypte or Killarney, in the said Seigniorship of Beurivage ; in part by the boundary line between the property of Mr. Augustin Couture and that of Mr. Michel Marcoux, in the Range St. André of the Seigniorship of Linière ; in part by the boundary line between the property of Mr. Louis Lefebvre and that of Mr. Auguste Couture, in the Range Ste. Anne of the said Seigniorship ; in part by the boundary line between the property of Mr. St. Jean Baptiste Labbé and that of Mr. William Boyce, in the Range St. Olivier, same Seigniorship ; on the North-East, by the boundary line between the said Range St. Olivier and the said Range St. Jacques, same Seigniorship, forming a frontage of about six miles, by a depth of about four miles.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

AYLMER.

Session of November 5, 1872,

ELEMENTARY SCHOOL DIPLOMA, *1st Class* (F) :—Misses Victorine Danis, Mary Doherty, Mary L. Fulford, and Emma LeBel.

2nd Class :—Adelphine Champagne and Kate Laurin.

JOHN R. WOODS,
Secretary.

BEDFORD (PROTESTANT).

Session of November 5, 1872.

ELEMENTARY SCHOOL DIPLOMA, *1st Class* (E) :—Misses Nancy Clarke, Maggie Clark, Myra L. Harvey, and Mr. Cedric L. Cotton.

2nd Class :—Misses Charlotte Clark, Jennie P. Perry, Sarah Ann Stevens, and Messrs. Edwin D. Smith and Sherman A. Sweete.

WILLIAM GIBSON,
Secretary.

BEDFORD (CATHOLIC).

Session of November 5, 1872.

ELEMENTARY SCHOOL DIPLOMA, *1st Class* :—Misses Marie M. Gendron, (E), and Marie R. A. Lamothe, (F).

J. F. LEONARD,
Secretary.

CHICOUTIMI.

Session of November 5, 1872.

ELEMENTARY SCHOOL DIPLOMA, *1st Class* (F) :—Miss Marie Louise Emélie Savard,

THOMAS Z. CLOUTIER,
Secretary.

MONTREAL (CATHOLIC).

Session of November 5, 1872.

MODEL SCHOOL DIPLOMA, *1st Class* (F) ;—Mr. Narcisse Blanchard and Miss Aglaé Hamilton.

2nd Class :—Misses Marie Louise Bock, Marguerite Paré, and Mr. Timothée Pierre Sabourin.

ELEMENTARY SCHOOL DIPLOMA, *1st Class* (F) :—Misses Marie Dina Barry, Marie Louise Belisle, Rosalie Chagnon, Elodie Cloutier, Rose Anna Donahoe (F & E), Elizabeth Granger, Marie Emma Janel, Elmire Philomène Lavigueur, Pamela Richard, Marie Louise Sarrasin, and Mr. Auguste Gay, (F & E).

2nd Class ;—Misses Elizabeth Archambault, Marguerite Daigneault, Stéphanie Ethier, Herméline Geoffroy, Anatalie Lalanne, Exerine Langlois, Marie Dorilla Peltier, Sarah Sanche, and Marguerite Martin.

F. X. VALADE,
Secretary.

MONTREAL (PROTESTANT).

Session of November 5, 1872.

MODEL SCHOOL DIPLOMA, *1st Class*, (E) :—Mr. Edward Thomas Cham.

ELEMENTARY SCHOOL DIPLOMA, *1st Class* :—Misses Margaret McDonald, Emily McLachlan, Jane Ryan, and Mr. C. A. Porteous.

2nd Class :—Misses Mary Boyes, Sylvina Chilton, and Emma A. Page.

T. A. GIBSON,
Secretary.

QUEBEC (PROTESTANT).

Session of November 5, 1872.

ELEMENTARY SCHOOL DIPLOMA, *1st Class* :—Mr. John Moffatt and Miss Ann K. Moffatt.

D. WILKIE,
Secretary.

RICHMOND (PROTESTANT).

Session of November 5, 1872.

ELEMENTARY SCHOOL DIPLOMA, *1st Class* :—Misses Anna E. Aurniger, Mary M. Curtis, and Alice M. Leet.

C. P. CLEVELAND,
Secretary.

SHERBROOKE.

Session of November 5, 1872.

MODEL SCHOOL DIPLOMA, *1st Class* :—Messrs. George E. Armstrong and Hugh Hamilton, and Miss Annie Jane Young.

ELEMENTARY SCHOOL DIPLOMA, *1st Class* :—Mr. Chambers Young.

2nd Class :—Misses Lizzie Barlow, Emma A. Chapman, and Lucy Picard.

S. A. HURD,
Secretary.

THREE-RIVERS.

Session of May 7, 1872.

MODEL SCHOOL DIPLOMA, *1st Class*, (F) :—Misses M. Léonite Claire Bourbeau, Marie Paméla Béliveau, Marie Sévérine Bourk, (F & E) ; Anne Cormier, Marie Alvina Fontaine, M. Julie Joséphine Guillemette, M. Reine Elizabeth Jutras, Marie Sévérine Malhiot, Marie Louise Poisson, Marie Emma Pratte, Marie Eugénie Rochette.

2nd Class :—Marie Carufel and Marie Agnès Dubuc.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Marie Elizabeth Bourk, Adela'de Bergeron, Marie Denyse Brières, Julienne Côté, Marie Salomé Cormier, Marie Séverine Eloïde Désilets, M. Marguerite Genest, Marie Louise Gingras, Amabilis Giguère, Marie Hamel, Marie Thérèse Lemire, Marie Leblanc, Marie Emélie Moreau, Marie Salomé Massé, Marie Azilda Pellerin, Marie Pinard, Giles Pinard, Marie Virginie Richard, Marie Eutychiene Saint-Clair, Marie Stéphanic Tourigny, Marie Annabella Verville.

2nd Class :—Misses Rosalie Bourgeois, Ludévine Dargis, M. Arthémise Lacourse, Emélie Proteau, and Adèle Thifféau.

J. M. DESILETS,
Secretary.

Session of August 6, 1872.

MODEL SCHOOL DIPLOMA, 2nd Class :—Miss M. Azilda Brown, (F & E).

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Marie Marchand, Elizabeth Rhéau.

2nd Class, (F) :—Misses M. Apolline Cormier, M. Arline Côté, Emélie Germain, M. Célérine Laroche, M. Adèle Lamy, Marie Massé, M. Lumina Veilleux.

Session of November 5, 1872.

MODEL SCHOOL DIPLOMA, 1st Class :—Misses Olivi Sédélie Allard, (F & E); Marie Eliza Laperrière, Marie Julie Triganne.

2nd Class, (A) :—Miss Marie Julie Triganne.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses M. Céline Boucher, Julie Dionne, Parmélie Goudreau, M. Henriette Le-fevre, M. Parmélie Prince, and M. Hélène Terrien.

2nd Class, (F) :—Miss Marie Cléopée Laféche.

J. M. DESILETS,
Secretary.

JOURNAL OF EDUCATION.

QUEBEC, NOVEMBER & DECEMBER, 1872.

Contributors to the Journal in the past year— Subjects for next year—School Inspectors and The Journal of Education.

In this our closing number for 1872, we desire, as usual, to advert to our obligations to those friends of the Journal who have contributed to its columns. We would remark, in the first place, that we have repeatedly suggested to our teachers how beneficial to themselves they would find the process of preparing articles on topics relating to their daily avocations; and we now again earnestly solicit their attention to this point.

In the past year the contributors of original communications have certainly been not so numerous as in former years, although, as respects their quality and merit, our readers will not have found any cause for complaint.

Amongst the papers of this class which have been received and published, those of Mr. E. T. D. Chambers, public School Teacher at Chambly, and of Mr. Francis Hicks, Principal of the Model School attached to the McGill Normal School, are well worthy of commendation. The former contributed articles entitled "a Series of Lessons in the Geography of Canada," and "Free-hand Drawing in Elementary Schools," and, the latter, an excellent paper with the heading "Teachers Among Themselves."

We hope, in the ensuing year that these gentlemen, and others also, practically engaged in the Education of youth, will furnish us with original compositions.

To gentlemen, well known amongst us, we have been indebted for communicating reliable reports of proceedings and addresses given at Educational meetings in which they took part—and in this connection we may be permitted to cite, with thanks, the names of Principal Dawson and Principal Wm. Hicks.

Especial thanks are also due to Dr. Smallwood of the Montreal Observatory for his continued kindness in furnishing for the Journal the results of his valuable meteorological observations. If our readers will take the trouble to glance at back numbers they will see that these, in tabular form, have been contributed monthly since March 1868, that is, during a period of nearly five years.

Sergeant Thurling of the Army Hospital Corps kindly maintains his connection with the Journal by transmitting regularly from Halifax the Meteorological returns which he formerly furnished when he was stationed at Quebec.

In addition to the foregoing, we now receive a monthly summary of results derived from observations taken at eight principal Stations throughout the Dominion of Canada. These are first arranged and tabulated at Toronto by Professor Kingston, Director of the Provincial Magnetic Observatory, and thence forwarded to Quebec for insertion in our columns. Our readers, we believe, will appreciate the value of these additional tables as affording useful and reliable means of comparison, in a form intelligible to all, and will therefore approve our thus thankfully acknowledging Professor Kingston's kindness in furnishing them.

If some of our teachers, permanently located in different parts of this Province, would undertake to qualify themselves, (as many, who may not already be qualified, could soon do) for taking observations regularly at specified hours, and according to prescribed regulations, it is understood that Professor Kingston would supply for their use the principal instruments required, on condition that the results be transmitted periodically to him at the Toronto Observatory.

Reverting to articles which have been published in the Journal during the past year, those selected from other educational publications have been taken, as usual, from the best sources as to authority and acknowledged merit; and it will have been seen that these have embraced or touched upon most of the important educational topics of the day.

In the ensuing year, it is our intention to introduce selections having an especial bearing upon School Management, Methods of Teaching, Discipline and what has been styled the "Etiquette of Teaching."

Such subjects, more than theoretical discussions—if we may base a judgment upon occasional opportunities of personal observation and the reports of our School Inspectors, and, especially, on the results witnessed elsewhere by a gentleman connected with this Journal in the course of a recent visit to Europe—need to be constantly kept before our teachers' minds with a view to their being carefully studied and made fruitful in improving the daily work of our Schools. The Normal Schools of the Province have heretofore done, and are doing, good service with respect to the points just adverted to, but the entire mass of teachers is yet far from being leavened with the benefits derivable from those valuable institutions. The great majority of our teachers, as yet, have enjoyed no preliminary training, and the consequence, we fear, is only too palpably manifested by the inferior quality of the work as performed by the country teachers generally.

Before closing this article we are induced to allude to the failure on the part of teachers to subscribe for, and read, the Journal, though its small cost—only about 4 cents per month—places it within the reach of all. In the absence of Normal School training to what other source of opportunity for improving themselves in fitness for their calling can they look, if not to the careful study of the contents of a periodical compiled monthly for their use, and exhibiting in theory and practice what teaching is after the best models of the time? In addition to the advice and hints which the School Inspectors are in the habit of giving when they visit Schools, we may be permitted to say it would be beneficial if they would insist on the duty of taking and reading the Journal of Education.

Report of the Minister of Public Instruction for the Province of Quebec, for the year 1870, and for part of the year 1871.

To His Excellency the Honorable Sir Narcisse Fortin Belleau, Knight, Lieutenant-Governor of the Province of Quebec

I have the honor to lay before your Excellency my report concerning the state of Public Instruction within the Province of Quebec, for the year 1870 and for part of the year 1871.

Being *triennial*, the report contains the statistics concerning scholastic institutions in the different Municipalities, a table setting forth in detail the different institutions for superior education and extracts from the reports of the School Inspectors. As the tables and documents will form, a very voluminous appendix, I shall confine myself to pointing out once more, from information derived from the reports of several of the inspectors, the chief causes that still lie in the way of the effectual or thorough working of the law, and of a more rapid and general extension of popular education within this Province, as well as the opinions of several of these officers concerning the best means of remedying some still defective points in our system of public instruction.

After reviewing the different school municipalities

comprised in his district Inspector Tanguay arrives at the conclusion that the great obstacles to a better diffusion of primary instruction in the rural districts are:—

1. The irregular attendance of a large number of children;

2. The want of books and appliances for school use;

3. Too little practical Arithmetic taught in the Schools.

This is to be expected, he adds, when it is remembered how great a number of schools are confided to young ladies, who, in the greater number of cases, have no idea of the useful application of arithmetic in the ordinary affairs of life. Generally speaking, they can work the sums, but have not that deeper knowledge which would enable them to apply rules to the solution of problems, different to those contained in the treatises which serve as their guide. "What a number of male teachers may not be also classed in this category; but exception must be made of the male and female teachers trained in the Normal Schools, who excel in this most important branch of primary instruction. In this exception may also be included teachers trained in good educational institutions and those who have a special aptitude for figures. But I repeat it, these are exceptions."

4. The fourth obstacle, the consequences of which are all the more difficult to overcome, because it perpetually escapes the reach of the Commissioners and the Minister of Public Instruction, is the unfortunate tendency of our school corporations to diminish the salaries of teachers, with the view of increasing the number of schools, that these may be, as it were, close at hand without additional expense. This abuse has become intolerable. Every day the services of zealous male and female teachers are lost, who are forced out of a career, by discouragement, because in it they discern in the future, only a precarious living and failing health.

Inspector Thompson is of opinion that, "the too frequent change of teachers, so much at variance with the interests of education, is the result of the small remuneration, and the almost exclusive choice, from pure parsimony, of female in preference to male teachers."

"It is my duty," he continues, "here to speak in praise of the teachers trained in the McGill Normal School, who, by their education, and great aptitude in imparting knowledge, have, from the very beginning, placed themselves in the foremost ranks of the Teachers of my district."

Of the size of certain school houses, their interior arrangements, unfavorable to the material well-being of pupils and, consequently, to their progress, Inspector Minault makes the following suggestions: "I am of opinion, that in my district, where I must say very great improvement has taken place in the construction of school houses, a law regulating the manner in which houses intended for schools should be built, would be favorably received by the majority of the tax-payers. They would soon see that the government had at heart, not only the intellectual training of children, but their material comfort. The teachers above all others would hail with pleasure legislative intervention in this matter. I have often heard teachers, who had removed from an inferior school-house to a good one, say that they found their duties less wearisome and their health better, in consequence of the change."

"If then it be painful for a teacher to have to pass his life in a house, where he suffers incessantly from cold, humidity, bad ventilation and want of space, is it reasonable to suppose that parents will send their children to these schools at the risk of their contracting disease. If the pupil be physically affected, it reacts on the intellect and bars progress. It is a notorious fact that many children do not attend school in winter, simply

because it is too cold. Every one will understand and admit the necessity that exists for government intervention in the construction of school houses, the same necessity that exists for its indispensable intervention in all the affairs that it controls.

Inspector Beland finds the number of Model schools in his district insufficient. He is of opinion, "that to perfect the system of Education, there should be established, in each Parish, a good Model School, more particularly for boys. We have, says he, too many Elementary Schools. In the 23 Municipalities, that I visit there are 120, of this class, whilst I find only 6 Model schools, (scarcely deserving the name) two of these for boys. This means that hardly ten pupils in 100 on leaving school have had the advantage of a good primary education. Not only should the commissioners be obliged to establish a good model school in each parish, but parents should be obliged, under a penalty of a fine, to send thither their children till they had attained the age of 16."

Inspector Thompson, speaking of the condition of education in Leeds, deplors the inconsiderate bestowal of diplomas by certain Boards of Examiners.

"It is to be regretted" says he, "that in this locality, as in many others where I have inspected schools, so many incompetent teachers, male and female, are employed. This is no doubt owing to the carelessness of certain Boards of Examiners in granting diplomas to incompetent teachers. While on this subject, I would suggest that teachers, having only a second class diploma for elementary schools, be not permitted to teach more than ten years, unless at the expiration of that time, they present themselves again and obtain a first class diploma."

Inspector McLouglin admits a slight advance in salaries over the past, but still finds them insufficient, compared with the increasing rates of the price of living, or with the salaries paid to persons engaged in other occupations. And I observe, says he, that only a small number of schools are conducted by male teachers; females being satisfied with smaller remuneration for their services.

Inspector Alexander agrees with Inspector Tanguay, as to what are the principal obstacles to a more rapid progress, and to a more general spread of education amongst the pupils who attend our rural schools.

"What interferes most with the progress of our schools," says he, "is irregular attendance on the part of the pupils, and want of books and other articles necessary for school. I would hail with pleasure a law that would force fathers of families to send their children to school."

"It would be very desirable if the legislature would vote a certain sum for the purchase of school books for the poorer pupils. This liberality would produce great changes in the schools throughout the rural parts.

Regarding the smallness of the salaries paid in his district, which vary from \$72 to \$80, Inspector Germain simply affirms that these amounts are insufficient, and says that it is astonishing that so much zeal, patience and self abnegation can be purchased at so low a price.

Inspector Crepault shares the opinion of Inspector Germain on the question of salaries. With few exceptions, says he, teachers are not rewarded in accordance with the importance of their services to the country. It is not uncommon to see young ladies, clever in every sense, receive \$60 per annum for their wearisome labor as teachers. The salary paid the bulk of our female teachers, for the most part trained in Normal schools, is under, rather than over, \$200 per annum.

As to male teachers their respective yearly salaries do not exceed \$300 per annum and often do not reach \$200. Is it not to be desired that the Commissioners and parents

should come to see that they are pursuing a wrong course in valuing intellectual ability below the price of manual labour?

Inspector Caron regrets that neither the Commissioners nor parents are obliged to furnish children with the materials necessary for use at school.

"There exists," adds he, "another obstacle to the extensive progress of education; namely, irregular attendance on the part of the children,—an evil, without a remedy perhaps, owing to the emigration of a great number of our young men. This emigration causes a scarcity of workmen for field labor; such a scarcity particularly exists in my district, so that many heads of families are compelled to keep their children at home during three or four months of the year to help in the work of the farm. The children thus kept at home are generally the eldest and most advanced in their studies. Far be it from me to blame parents who keep their children at home to help them, or still further to blame teachers for not making their pupils more perfect, when this arises from non-attendance of the older pupils, who as I have said, are the most advanced."

Inspector Grondin is pleased to note that attendance at school, in his district, is daily improving. Speaking of the model schools, subject to his inspection, he testifies to their remarkable success, particularly those managed by teachers who have been trained in our Normal Schools.

"Let me add," says he, "that these teachers are most worthy of the public encouragement they receive. Nevertheless, it is desirable that the tax-payers should understand the necessity that exists of paying larger salaries, particularly to such teachers as have acquired at our Normal Schools a thorough knowledge of their profession."

Inspector Duval, expresses the opinion "that the great drawback, in new parishes, is the straitened circumstances of tax-payers, and, unfortunately, a species of apathy for which there is but one remedy, namely,— "To make our schools so efficient, by means of masters, that of themselves they will do away with this apathetic spirit. What strengthens and nourishes this apathy, in other words, the reason why, children are not sent to school, or are too soon withdrawn therefrom, is the mediocrity of a great number of our schools. The success or want of success of a school depends generally on the class of teachers employed, for in all cases the apathy of the parent ceases when he perceives that, by means of Education, there is a bright future before his children. It follows from this that too great sacrifices cannot be made to train teachers for this great work.

"To compel teachers to follow their studies in the Normal Schools is to diminish the number of incapable teachers, of which there are too many, notwithstanding the improvement in the body of school teachers; this will either prevent or diminish competition and tend to raise the standard.

"It may here be stated that the incompetency of the teacher, as much as the poverty of the tax payers is one reason why his salary is not higher. I would here take the opportunity of reiterating the hopes I entertain of the Normal Schools being the proper institutions for ameliorating the whole body of school teachers. I believe these schools to be indispensable, and I hope, following the example of what has been done for the district of Quebec and the English speaking people of Montreal, that the French population of this latter district will be able to boast, before long of its Normal School for the training of female teachers for common schools.

The annexed table shews the progress of the school districts and schools for every five years since 1857.

The result is, that from 1857 to 1870, a period of 13

years, the number of Municipalities has augmented 284, or 56 per cent, viz: an average increase of 218 per year. The augmentation of school districts is 1037 or 40 per cent, being an average increase of 79.7 per year. The schools have augmented in number 1131 or 56 per cent, being an average increase of 87 each year. It will be seen from the Inspectors' reports that many new school houses, all properly adapted to their end, both as regards their sanitary conditions and the comfort of pupils, are in course of erection.

TABLE indicating the progress of the Municipalities, school Districts and schools during periods of five years, from 1857.

	1857	1862	1867	1870	Increase of 1870 over 1857.	Increase of 1870 over 1862.	Increase of 1870 1872.
Municipalities	507	588	737	791	284	203	54
School Districts	2568	3079	3329	3605	1037	526	276
Schools.....	2015	2449	2860	3146	1131	697	286

The following Table of the general progress of public instruction in the Province of Quebec, shews an increase in the past year of 116 institutions of all classes over the preceding, or three per cent; and if we take the last census which gives the population of this Province at 1,190,505 souls, we find, from 1860 to 1870, a space of 10 years, an augmentation of 26 per cent in the number of children attending the schools of the Province. More- over there is one school for every 295 of the population, and there are on an average 54 pupils per school. The aggregate number of pupils attending these schools is in excess of 1869 by 3006 or nearly 1.25 per cent, and is an average of 18.27 per cent of the whole population. The augmentation in the school tax from all sources is \$81,931 or about \$9.15 per cent above 1869. The contribution per pupil would be nearly \$4.50.

TABLE of the progress of Public Instruction in the Province of Quebec, from the year 1853 up to 1870 inclusive.

	1853	1854	1855	1856	1857	1858	1859	1860	1861
Institutions	2352	2795	2868	2919	2946	2995	3199	3264	3345
Scholars.....	108284	119733	127058	143141	148798	156872	168148	172155	180845
Contributions	\$165848	\$238032	\$249136	\$406764	\$424208	\$459396	\$498436	\$503859	\$526219
	1862	1863	1864	1865	1866	1867	1868	1869	1870
Institutions	3501	3552	3604	3706	3826	3712	3913	3912	4028
Scholars	188635	193131	196739	202648	206820	208030	212838	214498	217504
Contributions	\$542728	\$564810	\$593964	\$597448	\$647067	\$728494	\$792819	\$894857	\$976788
	Increase of 1870 over 1853.	Increase of 1870 over 1858.	Increase of 1870 over 1863.	Increase of 1870 over 1868.	Increase of 1870 over 1869.				
Institutions	1676	1033	476	115	116				
Scholars	109220	60632	24373	4666	3006				
Contributions	\$810940	\$517392	\$411978	\$183969	\$81931				

In the comparative table giving the number of pupils learning the more essential branches of an elementary education, and showing a slight increase, it was deemed advisable to include orthography, which is not the least important of these branches, nor that in which the progress has been least satisfactory. It is to be remarked that from 1858 to 1870, viz.: during a space of 12 years, the number of children learning orthography has more than doubled, having risen from 47,722 to 102,158. This is an increase of 114 per cent in 12 years, or an average of 4.536 per year.

COMPARATIVE TABLE of the number of children learning the more essential branches of Primary Instruction since the year 1853.

	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863
Scholars reading well	27367	32861	43407	46940	48833	52099	64362	67753	75236	77108	77676
Do. writing.....	50072	47014	58033	60086	61943	65404	80152	81244	87115	92572	97086
Do. learning French Grammar.....	15353	17852	23260	29328	39067	43207	53452	54214	50426	61312	63913
Do. learning English Grammar.....	7066	7097	9004	11824	12074	15348	19773	25073	27904	28464	27358
Do. learning Orthography.....		20346	32512	46679	47054	47722	54563	61542	74915	78367	
Do. learning Analysis of Grammar.....	4412	9283	16439	26310	34064	40733	44466	46872	49460	50853	52244
Do. learning Simple Rules of Arithmetic.....	17381	22897	30331	48359	52845	55847	63514	63341	69519	74518	75719
Do. learning Compound Rules of Arithmetic.....	12428	18073	22586	23431	26643	28196	30919	31758	41812	44357	45727
Do. learning Book-keeping.....		799	1976	6012	5500	6689	7135	7319	9347	9614	9630
Do. learning Geography.....	2185	13326	17700	30134	33606	37847	45393	49452	55071	66392	60585
Do. learning History.....	6738	11486	15520	17580	26147	42316	45997	46324	61095	54461	59024

COMPARATIVE TABLE of the number of children learning the more essential branches of Primary Instruction since the year 1853.—Continued.

	1864	1865	1866	1867	1868	1869	1870	Increase of 1870 over 1853.	Increase of 1870 over 1858.	Increase of 1870 over 1864.	Increase of 1870 over 1869.
Scholars reading well	75555	96491	98706	101166	101212	101264	101629	74262	49530	26074	365
Do. writing.....	99351	109161	111703	112191	112221	113105	114508	64436	49104	15157	1403
Do. learning French Grammar.....	68564	76097	76264	76996	77011	77527	78105	62752	34798	9544	578
Do. learning English Grammar.....	29428	30458	30648	31748	31808	31914	32114	25048	16766	2686	200
Do. learning Orthography.....				80709	94767	99500	102158		54436	26308	2658
Do. learning Analysis of Grammar.....	60311	66237	66341	68172	68288	68492	68718	64306	35654	8407	226
Do. learning Simple Rules of Arithmetic.....	84197	83930	84201	84514	84209	85317	85634	68353	29787	1437	317
Do. learning Compound Rules of Arithmetic.....	86529	52892	53726	54660	54737	54804	54912	42484	26716	8383	111
Do. learning Book-keeping.....	9615	10381	10430	10825	10852	10903	11024	11024	4335	1409	121
Do. learning Geography.....	66412	64718	64998	65616	65633	66112	66743	54558	28894	331	631
Do. learning History.....	66894	71153	71453	71965	71972	72204	72856	66118	30540	5962	652

If we glance at the Table showing a statement, of school taxation in the different municipalities of the Province since 1856, and compare 1869 with 1870, we shall find a decrease, in the latter year, of \$244 in the assessment to equal Grant, and of \$2004 in that for erection of School-houses.

To sum up, the year 1870 shows the remarkable increase of \$81,931 over 1869.

It has already been observed that the school tax is not regularly collected, and that it would be well, in cases where the collection is not regular, that the department by direct means:—say by the intervention of School Inspectors,—enforced the collection of the same. As regards municipalities where negligence and bad faith in this matter are notorious, they should lose all right to the subsidy. In many cases, the reports of the Inspectors and

the accounts sent in by the Commissioners establish that the collection of arrears becomes each year less difficult, and that in parishes a short time since indebted in considerable sums, to the school corporations, there is now little or nothing due.

For the last 10 years public instruction has grown in favour with the people, as may be seen from the amounts collected in 1860, and in 1870:—

In 1870.....	\$986,788
“ 1860.....	503,849
Difference.....	\$472,929

This difference in favor of 1870 shows an average yearly increase of \$47,292, or nearly 94 per cent.

TABLE of sums levied for Public Instruction in the Province of Quebec, from 1856 to 1870 inclusive.

Years.	Assessment to equal Grant.	Assessment over and above amount of Grant and special assessments.	Monthly fees.	Assessment for the erection of buildings.	Total levied.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1856.....	113884 87	93897 90	173488 98	25493 80	406765 55
1857.....	113887 08	78791 17	208602 37	22928 63	424209 25
1858.....	115485 09	38372 69	231192 65	24646 22	459396 65
1859.....	115792 51	109151 96	251408 44	22083 57	498436 48
1860.....	114424 76	123939 64	249717 10	15778 23	503859 73
1861.....	113969 29	130560 92	264089 11	17000 00	526219 82
1862.....	110966 75	134033 15	281980 23	15798 84	542728 97
1863.....	110534 25	134888 50	307638 14	11749 76	564810 65
1864.....	112158 34	144515 61	321037 30	15553 12	593264 37
1865.....	112447 09	147158 23	324801 87	13041 57	597448 76
1866.....	113657 35	153732 98	356691 53	22985 32	637067 18
1867.....	113909 64	196098 58	394068 37	24417 46	728494 55
1868.....	113790 64	178174 02	452868 69	47986 17	792819 52
1869.....	123625 44	201211 99	472573 70	97446 03	894857 18
1870.....	123381 08	233773 17	529193 12	90441 24	976788 61

TABLE shewing the sources whence come the difference of increase or decrease between 1. 1864 and 1863, 2. 1865 and 1864, 3. 1866 and 1865, 4. 1867 and 1866.

	\$ cts.	\$ cts.	\$ cts.	\$ cts.	Total increase.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Increase of 1864 over 1863.....	1624 09	9627 11	13399 16	3803 36	28463 72
Increase of 1865 over 1864.....	288 75	2642 62	3768 67	.....	4184 39
Decrease in 1865 from 1864.....	.....	.....	.....	2511 55	.....
Increase of 1866 over 1865.....	1210 26	6574 70	31733 36	9943 75	49618 40
Increase of 1867 over 1866.....	252 29	45365 84	37376 84	1434 14	81426 87
Increase of 1868 over 1867.....	.....	.....	58800 32	23568 71	64325 46
Decrease in 1868 from 1867.....	119 00	17924 56	.....	.....	.....
Increase of 1869 over 1868.....	9834 00	23037 97	19705 01	49459 86	102037 43
Increase of 1870 over 1869.....	.....	32561 18	56619 42	.....	81921 43
Decrease in 1870 from 1869.....	244 38	.....	.....	7004 79	.....

Among the documents annexed as usual, to the present report, will be found the particular reports of the Directors of the Normal Schools for the scholastic year just ended. The information contained in each of these reports, is clear, explicit and complete, and it were idle to comment thereon to shew the efficiency of the course of study which makes up the programme of these institutions.

The Inspectors, who by their constant intercourse with school teachers, are more than any one else in a position to judge of the relative merits of teachers male and female, agree in giving the palm to teachers trained in our Normal Schools, nor do they hesitate to express their regret, that in too many instances, school corporations through parsimonious motives prefer their inferiors both as to acquirements, and methods of teaching.

The question of theoretical and practical agricultural training being imparted at the Normal Schools, is on the eve of being solved in a way to give satisfaction to all who are interested in the agricultural welfare of the country. The Council of Public Instruction adopted a rule on this subject dated the 14 June last, a copy of which [See Appendix 4] is annexed to my report.

Until further means are placed at his disposal, the Abbé Godin, professor of Agriculture in the Jacques-Cartier Normal School, will complete his theoretical course of teaching, by visiting with his pupils, the best farms in the neighborhood of Montreal.

There will be found, in the same appendix, a rule adopted by the Council, concerning the composition and compilation of a graduated series of Reading books, specially adapted to the wants of our schools, as well as

a list of books, up to the present approved for use in our scholastic institutions.

The project of establishing schools wherein shall be taught the application of science to art, in connection with the Catholic institutions of Montreal and Quebec, has been carried out in the latter city, by the opening of a special course of science, as applied to art and industry, under the direction and management of the Laval University. This course of lectures, inaugurated under such auspices offers every guarantee both for its efficiency and success.

Following the above mentioned lists of books approved of by the Council of Public Instruction [Appendix 4], is the report of the Minister of Public Instruction, relating to various branches of instruction, and an *aperçu* of the scientific branches which it will comprise.

The two following tables show the work of the Normal Schools during the year 1870 and also since their establishment.

The first indicates the number of pupils who have attended these schools.

The second sets forth a statement of the diplomas granted.

The total number [1532] of the diplomas granted may be classified as follows:

For Academies.....	93
.. Model Schools	579
.. Elementary Schools.....	860
	1532

TABLE of the number of pupils who have attended the Normal Schools.

SCHOLASTIC YEAR.	Jacques-Cartier	McGill.			Laval.			Total Males.	Total Females.	Total of both.
	Males.	Males.	Females.	Total.	Males.	Females.	Total.			
1st Session, 1857	18	5	25	30	22	.....	22	45	25	70
Session 1857-1858	46	7	63	70	36	40	76	89	103	192
Session 1858-1859	50	7	76	83	34	52	86	91	128	219
Session 1859-1860	53	9	72	81	40	54	94	102	126	228
Session 1860-1861	52	5	56	61	41	53	94	98	109	207
Session 1861-1862	41	10	58	68	39	52	91	90	110	200
Session 1862-1863	57	8	72	80	39	52	91	104	124	228
Session 1863-1864	56	7	67	74	34	49	83	97	116	213
Session 1864-1865	56	5	60	65	43	55	98	104	115	219
Session 1865-1866	43	2	73	75	39	57	96	84	130	214
Session 1866-1867	41	2	73	75	43	55	98	80	128	208
Session 1867-1868	35	5	57	62	49	73	122	89	130	219
Session 1868-1869	36	4	70	74	64	73	137	104	143	247
Session 1869-1870	46	7	69	76	82	80	162	135	149	284
Session 1870-1871	63	6	70	76	54	59	113	123	129	252

DIPLOMAS granted to pupils of the Normal Schools since the establishment of these institutions.

CLASS OF DIPLOMA GRANTED.	Jacques-Cartier	McGill.			Laval.			Total number of Males.	Total number of Females.	Total of both.
	Males.	Males.	Females.	Total.	Males.	Females.	Total.			
Academy.....	31	18	10	28	34	.....	34	83	10	93
Model School	126	28	163	191	105	157	262	259	320	579
Elementary School.....	108	42	420	462	68	222	290	218	642	860
Totals.....	265	88	593	681	207	379	586	560	972	1532

From the statistical summary of the Boards of Examiners for the Province of Quebec for 1870, we find that of 676 candidates examined, only 72, or a little over *one-ninth* were rejected. Whence it follows that the number rejected was less even than in previous years, and many of the Boards of Examiners refused no diplomas to the male or female candidates, who presented themselves for examination. Now, there could not be the least inconvenience in exercising a little severity, and in making the examination a serious matter, when it is clear that male and female teachers who have too easily obtained diplomas are serious rivals of good teachers, and particularly of former pupils of the Normal Schools.

ANNUAL Statistical Summary of the Boards of Examiners of the Province of Quebec, for 1870.

BOARDS	Number of days the meetings lasted.		Number of Candidates examined.		Average No. of Teachers examined per day.		Number of Diplomas granted for Academies,—1st Class.		Academies.—2nd Class.		Model Schools,—1st Class.		Model Schools,—2d Class.		Elementary Schools,—1st Class.		Elementary Schools,—2nd Class.		Class of Diploma and No. of Candidates passed.		Number of Candidates rejected.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Academy.	Model School	Elementary School.	Total.		
Beauce.....	4	21	5												1	3			13		17	4
Bonaventure.....	2	2	1												2						2	
Charlevoix.....	2	6	3													5			1		6	6
Chicoutimi.....	3	9	3													7			1		8	1
Gaspé.....	3	4	1												1	2			1		4	4
Kamouraska.....	4	29	7													17			7		25	25
Montreal (Catholic).....	9	189	21												2	5	2	1	2	181	64	10
Montreal (Protestant).....	4	63	16	4		1	3	2		2	9	19	3	13	5	7				167	177	
Ottawa.....	4	22	6												4	12			5		21	21
Pontiac.....	3	10	3												2	2	3		3		10	10
Quebec (Catholic).....	4	76	19	1				2	1	1					15		41	1	4		56	66
Quebec (Protestant).....	2	6	3												2	1	2				6	6
Richmond (Catholic).....	3	16	5													4			9		13	3
Richmond (Protestant).....	2	26	13													15			11		26	26
Rimouski.....	2	11	6													7					7	7
Sherbrooke.....	4	28	7	1	1		1	1	1	2	1	14				6	2	5		21	28	
Stanstead.....	1	34	8												3	13	2	16			34	34
Trois-Rivieres.....	1	58	15					8							21	1	15		8		37	45
Waterloo & Sweetsburg (Catholic).....	3	9	3												1	5		2			8	8
Waterloo & Sweetsburg (Protestant).....	4	57	14												9	17	2	22			50	50
Total.	70	676	9-6	6	1	1	6	18	4	6	37	273	12	240	8	34	562	604	72			

The following tables are a statement of the Dissident Schools;—Protestant and Catholic. The first number 162, attended by 5428 pupils. The second number 53, attended by 2040 pupils. By the preceding report the Protestants had 154 Dissident Schools, attended by 5672 pupils, being a decrease of 8 schools and an increase of 246 pupils. The Catholics had 56 Dissident Schools and 2178 pupils, being an increase of 3 Schools and 138 pupils.

TABLE of Dissident Schools and of their Scholars.

NAMES OF INSPECTORS OF SCHOOLS.	Protestant Dis-sident Schools.	Number of Scholars.	Catholic Dis-sident Schools.	Number of Scholars.
J. B. F. Painchaud.....				
Réyd. R. G. Plees.....	4	205		134
L. Lucier.....			2	
Th. Tremblay.....	3	106		
Vincent Martin.....	1	15		
G. Tanguay.....				
S. Boivin.....				
Wm. Thompson.....	6	206		
P. F. Béland.....	2	70		
E. Carrier.....	5	151		
J. Crépault.....				
F. E. Juneau.....	6	212		
P. Hubert.....	3	197		
W. Alexander.....			18	450
B. Maurault.....				
H. Hubbard.....	7	228		
M. Stenson.....			12	456
McLoughlin.....	18	470		
J. N. A. Archambault.....	2	109		
J. B. Delage.....	8	144		
Michel Caron.....	19	557		
G. Grondin.....	15	510		
G. Thompson.....	5	264	19	898
F. X. Valade.....	23	845		
A. D. Dorval.....	7	185		92
C. Germain.....	8	174		
C. B. Rouleau.....				
Bolton McGrath.....	20	780		
	162	5428	53	2030

The following table shews the state of the Fund for Superannuated Teachers since its establishment.

SUPERANNUATED TEACHERS' FUND.

YEARS.	Number of Teachers who subscribed each year.	Number of Pensioners each year.	Rate of pension for each year of teaching.	Total of pensions paid.
1857.....	150	63	\$ cts. 4 00	\$ cts. 886 90
1858.....	74	91	4 00	2211 74
1859.....	18	128	4 00	3115 36
1860.....	9	130	3 00	2821 57
1861.....	9	160	3 00	3603 58
1862.....	10	164	1 75	2522 00
1863.....	13	171	2 25	3237 00
1864.....	7	170	1 75	2727 00
1865.....	11	160	1 75	2787 00
1866.....	13	178	1 75	2784 00
1867.....	15	176	1 75	3036 00
1868.....	10	163	2 50	4590 00
1869.....	9	174	2 50	4677 00
1870.....	5	174	2 50	4700 00

It is certainly to be regretted that, notwithstanding the additional sum of \$1500 voted by the Legislature to augment the fund for Superannuated Teachers, there is not a greater exhibition of zeal on the part of the teachers themselves, to profit by the advantages offered them by this excellent institution, thereby ensuring to themselves, in the event of their becoming unable to work, even this small retiring allowance.

The whole respectfully submitted.

PIERRE J. O. CHAUVEAU,
Minister of Public Instruction.

Ministry of Public Instruction, }
Quebec, 13th December, 1871. }

Provincial Association of Protestant Teachers of the Province of Quebec.

FIRST DAY.

The ninth annual convention of the Provincial Association of Protestant teachers of the Province of Quebec, commenced its sittings yesterday morning (18, Oct.) at the McGill Normal School, Montreal. Principal Dawson of McGill College, President of the association, occupied the chair. There was a numerous attendance of delegates.

The morning session was occupied with the reading of a paper on "The Study of Mental Science as an aid in Teaching," prepared by M. Duval, and discussion arising therefrom. In the course of his essay M. Duval showed that philosophy teaches that the great objects of education are first, the cultivation of the faculties which the Creator has given to each one; and, secondly, the prevention of errors which are so easily received in early life. More than this, the teacher should guard the pupil against the injurious effects of exclusive attention to one employment or pursuit. It was of the utmost importance for a teacher who is entrusted with the care of forming the minds of the young, to have studied the general laws and principles of our nature, and even the various elements which enter into the formation of the diversity of characters, talents and aptitudes noticeable among men, will be admitted by all. The teacher should not forget that only a small part, indeed, of his work would be done, if he only instructed his scholars in sciences and languages while neglecting the habits which they would form whilst doing it. This task of conducting their intellectual improvement and at the same time of guarding against evil associations; of exciting them in their mental activity; of rousing their energy and curiosity, of exercising their ingenuity and speculation, is both extensive and difficult. Let a spirit of inquiry be early developed in the child, and as he grows, let him be taught to make his researches thorough and complete. Teachers often meet with serious trials in their calling. They were apt to get discouraged because they did not see greater results accruing from their efforts; and yet the progress, though slow, which is perceptible in the mind, character, and habits of not a few scholars, ought to repay all the trouble and pain of the instructor, and the more so when the ultimate results of his labours are taken into consideration. He should remember that he works for the future, and that it is given to very few men who work for the public, to see how much they have done and how far their influence went. Another source of trouble is because a proper estimate of his profession and work is not made by the community in which he lives. This is almost always the case when education has not had time to produce its beneficial results.

During the discussion which followed, Principal Hicks urged that if they wished to make progress in mental philosophy, and make the subject one of every day work, it should be studied in the school room, whereby they would be going practically to work and not be led astray by systems which are contained in published works.

Rev. C. P. Watson, of Bedford, expressed his conviction that no person could possibly be a good school teacher unless he studied the individual character of every pupil, for it would not do to treat them all after the same manner; and that it was also desirable to visit the children in their homes in order to know the kind of material that had to be dealt with.

Principal Hicks added that, in the school room, visiting the homes of the pupils occasionally, and the play ground, the teacher had ample means of making himself acquainted with the children's minds.

Professor Howe thought that if the principle of association in mental science were more generally applied by teachers, much good would result from it.

Professor Murray remarked that there were exceedingly great difficulties encountered in observing the process of development that is going on in a child's mind. During the first few years of its early existence a child makes a progress in the acquisition of knowledge which should put us all to shame when we consider the progress made subsequently to the age of four or five years. All the most valuable and essential knowledge of our life is obtained during these first few years, and the mind of the child seems to develop with a rapidity to which there is no parallel in the subsequent years of our life. But at the same time, it is impossible to find out what is going on in the child's mind during that early period. By observing the child's actions, however, we would be assisted in determining what is going on in the mind. If we could obtain the history of a child's mind during the first few years of its existence, we would solve all those important problems of mental science of which philosophers are still in doubt. Pointing out that a few points in regard to the development of a child's mind might be investigated, he recommended that teachers should collect data as to the time at which the faculty of memory seems to begin.

Professor Robins thought that mental science is and has been in the condition natural history is in, where facts are sought for as

illustrating theories, instead of theories being built up from a careful induction of facts.

The President briefly summed up the discussion which then closed. A letter was read from Dr. Jenkins, Chairman of the Protestant Board of School-Commissioners, announcing his inability to attend the evening meeting owing to sickness, expressing his interest in the work of the Convention, and stating that the Board would agree with their Chairman that the teachers who leave the Normal School of this city will compare favorably with the graduates of similar institutions, either on this continent or in Europe.

In the afternoon the proceedings were opened by Professor McGregor, who read a paper on "Home Lessons." He stated that a few years ago the only possible question was as to the extent of home lessons, what lessons should be given, and how they should be given. But of late the question had assumed a different shape, and now the question was should there be home lessons or not. The question had assumed that phase very much owing to the stand that the doctors had made in saying that home lessons were injurious. For himself he believed that the doctors in regard to such matters should not be depended upon, and in dealing with the question he believed that they assumed a gravity and knowledge which they did not possess. Then people wrote on the question rather to sell their books than to help the teachers, and therefore so much reliance should not be placed upon their opinions. It might be that the abuse of home lessons had led too many people to recommend the opposite extreme and to advocate no home lessons at all. But there was a true mean, and they should try to find it and follow it. He thought that the question was not necessarily one of yes or no, but rather of yes in some cases, no in others. It seemed to him that in a regular school where the attendance was about 6 hours a day, the question of course depended upon several questions. There was first the question of the number of the pupils in the school, for if there was a large number of pupils and multifarious subjects, the children could not be exhausted with the school work. Then teachers ought to study the feelings of the parents on the subject, and there could be no doubt that the great majority of parents for various reasons thought that the home lessons should be given. He believed that the home lessons should be given, and then the question arose, to what extent they should be given, what should be given, and how they should be given. With regard to the kinds of lessons, they naturally divided themselves into lessons that required study and research, and exercises that might be assigned by the teacher to be performed at home. Then it depended very much on the locality of the school, the conveniences of the children for learning home lessons, the seasons of the year, and the size of the school. Then the lessons should be apportioned according to the average capacities of the children, and they should take from half an hour to three hours of work. But they must be very careful not to entrench at all upon the recreation or the sleep of the children, for nothing that they could do could compensate for injured health. The lessons ought to be such as required some research and study on the part of the scholars, and in doing so they should explain what was required, and he believed that under good guidance these home lessons might be made a very useful part of the school education.

Mr. Dey and his class then gave an illustration of an object lesson, and the discussion on the paper by Mr. McGregor was commenced.

Mr. Jordan expressed an opinion that there was no subject that attracted greater attention or deeper interest than the needed question of home lessons. There was nothing that presented a greater variety in the school of the country than the way in which teachers went about home work, and the success which attended their efforts. He thought that the work of home lessons should be carried on, because the school hours really were only a small portion of the pupils' time. Then the question arose as to the method of securing home work. The first thing was to interest the parents in the home lessons, and if they could secure their active co-operation almost all the work was done. The next thing to do was, at the outset, to make it a rule to give very short lessons, but to require that they should be absolutely learned. Then they should gradually increase the length of the lessons, but they should take care not to make them too long. Then they should interest the children in the lessons, and if they could do that, and if they could extend their influence beyond the school, they would secure more from them than in any other way.

Principal Robins believed that home lessons tended not merely to the intellectual but to the moral improvement of the children, for if they acquired the habit of denying themselves in the performance of a duty, it was a good habit formed. Then the system of home lessons was good as a means of averaging classes so that a pupil could study at home work in which he was backward. But the lessons must not only not be excessive, but they should not trench in any way on the time that was absolutely necessary for the spontaneous development of the minds of the children.

Principal Hicks thought that there were three good reasons for giving home lessons. The first was that the parents were very

anxious to have home lessons, and he found that they were generally well looked after. Then they would do a great deal of good, inasmuch as they would give the child plenty of work to study out for himself, because he was afraid there was some tendency to make too much use of oral teaching. Then he believed that there was a good moral lesson to be learnt by home work.

Dr. Howe stated that he had frequently had complaints from parents that the home work was excessive, and in that way both medical men and parents did the teachers a great injustice, for they considered the case too much as to how it affected a particular boy, instead of the average boys. But in setting the home lessons they ought to prepare them, and in that way he believed they would have a good effect.

After a few words from Mr. Barry, Mr. Dey expressed an opinion that the home lessons should all be gone over in the school before. The discussion then closed. After the chairman had summed it up, expressing an opinion that children of very tender age were not prepared to study lessons for themselves, but what they wanted was that they should be taught to do so, after leaving school they would be able to conduct their own education.

Professor Robins delivered an address on teaching composition. He stated that the subject of teaching composition was one that ought to be limited in their conception. If they were to teach all that at sometimes was included under the head of composition, they must have a complete academical course. Composition limited itself into the subjects logic and rhetoric, and he held that the province of the teacher ceased where these departments of the subject began. He believed that composition, as far as the teacher was concerned, was construction of sentences merely. It should be begun with oral composition, and its teaching ought to begin when they entered the school. First, he insisted upon distinct utterance on the part of the children, and he endeavored to regulate the thought of the children, and afterwards, not only thought, but expression.

The discussion of this subject was adjourned, and the meeting closed.

EVENING MEETING.

The evening session of the Convention was largely attended, and it proved to be one of the most important and interesting educational gatherings held in this city for some time past. Principal Dawson presided, and was supported on the platform by the following prominent educationists:—Hon. P. J. O. Chauveau, Minister of Public Instruction; Hon. James Ferrier, Rev. Dr. Bancroft, Rev. Professor Cornish, Principal Hicks, Mr. Alexander, and Inspector Miller, delegates from Ontario Provincial Association; Mr. Butler and Inspector McLoughlin, delegates from Bedford Association, &c.

After devotional exercise,

Principal Dawson delivered the President's annual address. He said,—Since the organization of this association in 1863 great political changes have occurred and many important revolutions in school affairs; but through the whole this association, and its several local associations, have pursued the even tenor of their way; have watched the turns of affairs, have discussed the questions of the hour as they arose, and have contributed what they could to the general progress. We have, I think, on the whole had reason to congratulate ourselves on the harmony of our proceedings, and on the educational improvements which we have witnessed and to which we may in some small degree have contributed; and it might be worth while here to review the history of our Provincial education in these years, and to note the progress we have made. I prefer, however, in the short time which must necessarily be given to this address, to look around and forward, and to note what is the present condition of education, and what remains to be done. I fully concur in the high praise given by the last President to the work of our common schools, both in the city and the country. The movement in school matters in this city, under the operation of the late amendments to the School Law, has been of the most marked character. When we consider the large and efficient schools now in operation under the Commissioners, and the greatly increased school attendance, we have occasion to rejoice; and if our joy is anything diminished, it is by the reflection that so many precious years were allowed to pass before these improvements were introduced, and that still nearly two thousand of the children remain outside the public schools, and that the commissioners are powerless to provide either buildings or teachers for them without increased means. With the movement in the country I am not so familiar; but I believe that the arrangements for the apportionment of the local taxation and the improvement in the qualifications of teachers arising from the operation of the Normal School have produced the most beneficial results. The higher schools and academies are in a less satisfactory state. I find a gloomy picture drawn of them by some speakers at the last convention. My own impression, derived from the preparation given to young men who come to college, is that in many instances these schools are little fitted to fulfil the great ends for which they are instituted. These ends are—1st, to give a somewhat higher training than

that of the common schools to young persons entering into the more difficult departments of business, and to impart a desire for higher education, and a fitness to enter on it, to those who may intend to enter college and fit themselves for the more learned and scientific professions. That the comparative failure in these respects is caused in part by the prevailing low tone in this country with reference to the higher education, I am prepared to admit; but it also implies a defective organization of the schools. My belief is that such schools should be so graded and officered as to permit the head of the school to give undivided attention to the higher branches of education; that care should be taken that high schools and academies should be maintained only in places able to give this advantage; that a rigorous system of examination for admission to the higher branches and for the pupils leaving the schools, should be instituted, and public aids and rewards given both to teachers and pupils in proportion to the results; and that the services of teachers really competent to impart the higher kind of education should be secured, and means provided for their proper remuneration. This last condition, whether as a result of local contribution or of public aid, I regard as indispensable. The University here has, through the generosity of its friends, been able to do something to stimulate the preparation of studying by the offer of exhibitions and free tuitions; and I have much pleasure in mentioning the fact that on the exhibition examinations of this session, two pupils of the Huntingdon Academy, one of the Clarenceville Academy, and one of the Shefford Academy, took exhibitions of \$125 each. This fact shows that good work is being done in some of these Academies; and should be a stimulus to others. Without the co-operation of the Academies, Grammar Schools and High Schools, our Professional Schools, Schools of Applied Sciences, Faculties of Arts and Theological Schools can have little success; and it behoves all friends of education to aid in every possible way in their growth and advancement. I have said nothing special here of the education of young women in the Academies and High Schools; but this also is of the first importance. The training of female teachers is very important, and I may cite here the case of one young lady who entered from a country Academy (that of Danville,) the Model School Class of the Normal School without passing through the Elementary Class, and who took the highest place in that Class, winning the Prince of Wales' medal. We may hope also soon to have in this Province a college for women, for which students may be trained in our higher schools; and until it is established, all the more responsibility rests on these to push the education of women as far as possible. In Montreal the want of a High School for girls is one of our gravest educational deficiencies. I must now close with the expressions of my pleasure in seeing around me this evening so many able and tried friends of education who will enrich this meeting with their thoughts on education. I may specially refer to the Hon. the Superintendent of Education, who has given the weight of his influence both to the original institution and to the working of this association, and to the delegates from the Provincial Association of Ontario.

Hon. Mr. Chauveau said that fifteen years was a pretty long space in the life of a man. It was just fifteen years ago that he had the honour, after having presided in another building at the inauguration of the Jacques Cartier Normal School, of presiding in that building of the McGill University Normal School, and a few weeks afterwards at Quebec to preside at the inauguration of the Laval Normal School. A great many things had taken place since then; a great deal had been done, said, and written in the country about education; a great stir had taken place in political and educational matters, but nothing had occurred since then to make him desire to retract what he had done on that day. Those institutions had not only, as their own legitimate natural result, elevated the tone of teaching, but they had also given a great impulse to teachers' institutes in the Province of Quebec; and the Normal Schools, the Journals of Education, and Teachers' Institutes together, apart from all legislation, and apart from all administrative action, were about the best means of promoting education. Those teachers' institutes he had attended in a great many places. It had been his good fortune to attend them frequently in Quebec and in Montreal, also in Sherbrooke, Stanstead and Richmond, and everywhere he found, and that day he found, a disposition, which he could not too highly praise, to stick to the practical part of the work, to solve and decide questions which were really the foundation of the practical work of education. He found them always disposed,—on all debatable matters, on all matters susceptible of difference of opinion,—to give and take, ready to follow a middle course, ready to stand between those who held rather strong views upon some questions [and whom he could not blame] and those who could not yield all that was asked of them. Although a great deal of praise had been awarded to himself and his colleagues in his department of the government, much of that praise was due to the good sense of the teachers, and of those who had the best right of all men to insist on reforms and to press for an increase in amount of grants which they could not always

obtain as they desired or as they needed. He desired to give a brief review of the subjects considered that morning, and his own views thereon. The subjects treated were home lessons, object lessons, and composition. These were three very interesting and important subjects. The first was one which had given rise to a great deal of controversy; in fact, he thought, home lessons had lately been a little too much abused. The time in school, however long, was in a great measure occupied with instruction received direct from the teacher. Certain branches of study required the direct aid of the teacher, whilst others required reflection and concentration of the powers of the mind on the part of the pupils. Now, the latter kind of work could not be done in the schools. And that, as a matter of philosophy and principle, should alone be sufficient to sustain the practice which has been followed for ages, that is, giving scholars lessons to study and prepare at home. Another subject of study which had been carried to excess, and which had been much spoken against, was learning by rote. But to do away with it altogether would be unwise, because it was an exercise which was indispensable not only to the development but also to the maintenance of one of the great faculties of the mind, that of memory. Object lessons formed one of the great improvements introduced into the schools of this country, and had been attended with much success both in the normal and infant schools of this city. The third subject, that of composition, was also an important one, but one which was much neglected in our schools, owing to prejudice. Persons would insist that arithmetic and penmanship were all the subjects necessary to be taught in the schools. It was with great difficulty that geography was taught, and as for composition, it was viewed as a luxury which country schools could not be expected to supply. But composition was as necessary as anything taught in the schools. Those three subjects had been treated very ably by the different speakers during the session. Without referring to algebra and arithmetic, about which every one was agreed, there were three other subjects, held in the same popular favor, which should be taught, namely,—Geography, the History of Canada, and the French language in English schools. Geography was an interesting branch of study, and was in itself sufficient to lead the children to like the school. In all model schools the history of Canada should be taught. What was it that fostered a national spirit in a country? It was a knowledge of the history of the country. There was no reason why the two races should not feel equally proud of the history of Canada. The third subject was that of teaching French in English schools. The teaching of English in French schools had made wonderful progress. They would be surprised to know that in every county in the province English was taught in the French schools, and in the higher institutions English was placed exactly on the same footing as French. To be master of both languages gives a teacher double power, and doubtless, chances of being constantly employed and well remunerated. The fault with English people was that they would not talk French, and so soon as they were corrected in a mistake they gave up trying to speak the language. A special work for the teachers to do was to inspire the people of the Province of Quebec with a Canadian spirit, a love and affection for the Dominion of Canada, and at the same time preserve in their hearts a patriotic affection for their province, (loud applause). Of course they should entertain a national spirit for the whole Dominion which in the future would undoubtedly be one of the first nations on the earth. It was already the third maritime power, though far behind in population. Still it nearly equalled that of one of the most interesting and prosperous countries of the globe, Belgium. The Dominion had a larger population than that country [Scotland] which had given so many able men to the world. It had a population much in excess of that possessed by the United States, when they declared their independence and took their position among nations. There was no reason therefore why the Dominion of Canada, with British Columbia and the North West Territory annexed, and with the prospect of the approaching incoming of Prince Edward's Island and Newfoundland, should not constitute, at the northwest part of the American continent, one of the great powers of the world. And although they had all to do their share of the work, and although those who were far advanced in years had done their part and were disposed to work still further, he was convinced that a great deal which would be done to complete that work, would be through the instrumentality of the teachers of the Province of Quebec; for they would imbue the minds of the rising generation with those patriotic feelings and sentiments, without the existence of which the country would be blotted out.

Mr. Alexander, one of the delegates from the Province of Ontario, spoke in approving terms of the position of the School Law in Ontario, which now provides for the compulsory education of children during certain months of the year.

Mr. McLoughlin, of Bedford, also spoke briefly.

During the evening songs were sung in excellent style by Mrs. Leach and Miss Hoerner, and a reading was well given by Miss Henderson.

SECOND DAY.

The Convention of School Teachers held in this city, under the auspices of the Provincial Association of Protestant teachers, concluded its sittings on Saturday. Principal Dawson, President of the Association, occupied the chair, and among those present during the proceedings were the Hon. Mr. Chauveau, Minister of Public Instruction; Professor Graham, of Richmond; Mr. Lynch, M. P.; Very Rev. Dean Bond, Rev. Dr. Jenkins, and Mr. Lunn, of the Protestant Board of School Commissioners; several Professors connected with McGill University, Professor Howe, of the High School, Principal Hicks, of the Normal School, &c., &c.

The first business of importance transacted was the selection of a place for the holding of the next annual meeting, when, on the motion of Principal Hicks, seconded by Mr. Duval, the district of Bedford was chosen.

The discussion on the subject of teaching composition, introduced by Professor Robins on the previous day, was resumed.

Inspector McLoughlin, of Cowansville, and Mr. Jordan, of the Royal Western School, spoke briefly on the question; the latter gentleman quoting the advice of Henry Ward Beecher respecting making coffee, "Ascertain how it is made at the principal restaurants and then don't make it their way," and remarking that so teachers might ascertain how composition was taught in some of our principal schools, and then teach it as they don't. He also gave his experience of training children in this branch, and impressed upon the teachers that above all things they must teach the children kindly.

Mr. J. R. Miller, of Toronto, stated that he had found that composition was not taught in many schools, and the word "composition" was unknown to some teachers. One plan adopted with good results was to recite to the pupils thrilling incidents, and call upon them afterwards to place the same in writing.

Mr. Dey contended that the only real difficulty in the way of teaching composition was not the method of doing it, but what to do. The children must know something about a subject before they could write anything upon it. If a boy went home with his head full of facts, he would be able to write something of them.

Principal Hicks condemned the system followed in schools of writing on slates, and believed that they must make most of the children write with pen on paper before they could make much progress.

Professor Howe mentioned that in the High school the only kind of composition found at all beneficial was reading some story to the boys and afterwards requiring them to reproduce it in writing.

Professor Darcy, Mr. Butler and Mr. Marsden followed and gave the teachers the benefit of their personal experiences.

Professor Graham, of Richmond, pointed out that one of the greatest errors committed in teaching composition had been that of requiring pupils of the lower grades particularly to attempt what might be called essay writing. These essays in common schools, middle schools and even higher schools were required from the pupils without their having undergone any special preparation or possessing much knowledge of the subjects upon which they were to write.

Professor Howe remarked that when Dr. Leach was examining the boys of the High school, ranging from 16 to 18 years, he peremptorily refused to set them some subject for composition, as he did not believe in boys of that age being able to write essays. This led him (Professor Howe) to entertain the idea that boys were not able to write such composition.

Hon. Mr. Chauveau expressed his opinion that to teach young children composition was nothing more than to instruct them in syntax. In the schools generally that mode should not be insisted upon too much. If they wanted the children to be self dependent to a certain extent, they must give it as a home lesson. It was why they certainly wanted some lessons; and the simple mode, if the teacher wanted a letter written by a scholar, was to read them two or three letters by masters of the language. If they found in the pupil's composition anything like pedantry, enforce the importance of writing a simple, common sense style; teach them, above all things, good taste. In many schools which he had visited particularly the convent school, much progress had been made in this branch of instruction. In country schools he had seen compositions written by young girls, which would do honor to persons in higher stations in life. In conclusion the honourable gentleman recommended that good works should be read to scholars and they should be advised to read books, which would give them the habit of writing well, and then the object they sought would be more easily attained.

The President dwelt upon two points which he conceived to be of importance. The first was that this power of expression in their own language was stated to be one of the main objects for which children were sent to school, and yet, as he happened to know practically from young men who came to college, young men man-

aged to get through their school education without having acquired the power of expression in their own language, and were unable to write simple sentences in a proper manner. The schools should endeavor to alter this state of things, and to lay it down as a minimum that every pupil who leaves the common schools shall be able to write a correct sentence in their own language. The second point was, that this was a work of gradation. The pupils required to be advanced as they progressed and acquired power of arranging their thoughts. And one of the most important points in the philosophy of it was, that this power of arranging thoughts and facts on what to write and speak—the logical basis of the thing—must be present before the power of expression could be rightly exercised. If they attempted to drive things ahead of the thinking power of the scholars, they would be teaching them habits of loose speaking and loose writing. They must, therefore, begin the work in an easy manner, and push forward the children little by little.

The discussion then closed.

Mr. J. R. Miller of Toronto, read a paper on "Teachers' Institutes." A teachers' institute, the writer explained, was an assemblage of teachers convened for the purpose of receiving and imparting instruction in the art of teaching, being in fact a Normal School for the time being, although not conducted with so much system and preparation. These institutes, it appeared from the paper, have been in successful operation in many of the States of the neighboring Republic for many years past, and have done much to elevate the standard of education. In one year, New York State expended twelve thousand dollars on these institutions. Several benefits were derived from these associations; the greatest perhaps was that the different views expressed would lead to something definite being arranged as to the manner in which subjects should be presented to the minds of the pupils in the different classes throughout the district, thus giving uniformity to the work of the various schools that would lead, in the opinion of the writer, to the most beneficial results. There would be a tendency to introduce a system of training similar throughout the country, and thus save much valuable time, and consequently much money. It was hoped to obtain from the Ontario Government a grant to aid in the establishment of these institutes, and that they would be introduced in the Upper Province at an early day.

The President in a few words dwelt on the steps taken by him to establish these institutes in Nova Scotia, and the success which had attended his efforts, Nova Scotia standing at the present day ahead of every other Province in the Dominion in the number of children attending school compared with its population.

Hon. Mr. Chauveau mentioned the steps taken by the Education Department to provide the schools with good maps, and in other ways to promote the cause of education; and he invited all teachers to contribute to the *Journal of Education*, and to aid it as far as possible.

Votes of thanks were passed to Hon. Mr. Chauveau and others, and this closed the Convention.

During the morning Dr. Baker Edwards gave an object lesson, in chemistry in the chemical class room, which was largely attended. —*Gazette*.

The Protestant Institution for the Deaf and Dumb, Montreal.

ANNUAL MEETING—INTERESTING PROCEEDINGS.

Yesterday afternoon (18th October) the second annual general meeting of the Protestant Institution for the Deaf and Dumb was held at the Normal School. Mr. Charles Alexander presided. In addition to the meeting, an interesting examination of the institution was held. On the platform were Principal Dawson, the Rev. Gavin Lang, Mr. F. Mackenzie, the Rev. Professor Murray, the Rev. Canon Bancroft, the Rev. Dr. Wilkes, Principal Hicks, the Rev. Mr. Botterill, the Rev. Mr. Thornelaw, the Rev. John Potts, Dr. Scott, the Rev. W. B. Curran, and the Rev. Dr. Taylor.

The CHAIRMAN, in opening the proceedings of the meeting, said it was with no ordinary feelings of satisfaction that they met the supporters and friends of the institution on that, their second annual meeting, and to lay before them the statement of its work. The marked progress of the pupils had been very striking, both in their appearance and the progress of their mental development. To that statement those who had carefully watched over its interests in the past would fully testify. It was due to the exertions of the principal, Mr. Widd, who had been most faithful in the discharge of his duties, combining in his character both kindness of heart and firmness of disci-

pline. He, together with his wife, both of whom were deaf mutes, had conducted the institution with much satisfaction to the managers. Miss Bulmer, who had a diploma from the McGill Normal School, was the assistant teacher, and continued to give much satisfaction to the committee of management. To those present who might not know, he might state the institution was a little beyond the St. Antoine Toll-gate, and the property was in a very eligible locality, but on account of their growing work they already found it too small. The present number of pupils was 22, but there were others who would willingly come under its roof, but they must shut their doors in the meantime till they had friends to erect additional buildings. They trusted that those of our wealthy citizens who had not helped them hitherto, might be inclined, from the statement of the Secretary-Treasurer to sympathize with a class of the population, who, from no fault of their own, could not speak for themselves. They were obliged to state that their treasury was empty, and in carrying on the work they threw themselves on the Christian liberality of the people of Montreal and the Province of Quebec, many of whom outside of the city have done nobly by subscribing liberally to the funds. That was true, especially of the city of Quebec. They urged as an additional reason for that substantial aid, that the board of management by the advice and under the strong recommendation of the principal had thought it very important to teach their pupils some useful trade by which when they left the institution they might provide for themselves an honest and independent livelihood. Thus far they had commenced two branches, the printing and carpentry; with regard to the first of these branches their principal himself was a practical printer and a first-rate one, and the hand bills had been printed under his care. As to the second branch, the carpentry, it was taught by one of the pupils, who had already saved a considerable sum to the institution by the various articles made for its use, and they hoped soon to have some return to the funds of the institution from both these branches. The managers gave thanks to the giver of all good for His care over the institution during the year, when during a terrible disease which carried off hundreds only one had been affected, and that in a light form. He did trust that the work in which they were engaged would commend itself to the warmest sympathies and largest generosity of the meeting, and of those to whom the statement might come, so that no fear might be entertained of their being crippled in their work (applause).

Mr. McKenzie, the Secretary-Treasurer, then read the report which was as follows:

Report of the Board of Managers of the Protestant Institution for Deaf Mutes for the year ending 30th June, 1872.

At the outset of their report of the second year of the existence of this Institution, the managers desire to record their thanks to God for the ever-increasing success of their school.

The number of pupils at the end of June last was 22, or 7 more than at the end of the preceding school-year. Two-thirds of them were free pupils.

Within the next two months there will be a total of 30 pupils in the Institution, or twice as many as last year, and the utmost number that there is room for in the Institution.

The progress made by the pupils in their studies has been very satisfactory. This is due mainly to the devoted, energetic and able services of the Principal, Mr. Widd. The Matron, Mrs. Widd, (a deaf mute,) and the Assistant Teacher, Miss C. Bulmer, (who was taught the sign language, and who acts as a medium of communication between the managers and the other teachers and inmates of the institution) have discharged their respective duties in a very praiseworthy manner.

The general good health enjoyed by the pupils is due in no small measure to the medical services given so faithfully and cheerfully by Dr. Scott, the Honorary Physician of the Institution.

The Managers have been enabled by the liberality of some of the citizens of Quebec to purchase the necessary materials for printing reports, cards, notices, etc., and thus teach the pupils the very important handicraft of printing. Carpentering is still taught to the older scholars by Mr. R. Porter who was till lately the senior pupil of the school.

Interesting details connected with all departments of the Institution will be found in the Principal's report annexed to this.

The financial prospect of the Institution is far from being a bright one.

By the Sec.-Treasurer's statements, herewith submitted, it will be seen that on the 30th of June, 1872 the end of the fiscal year) there was a balance on hand of \$4,118.19. But \$4,000 or nearly the whole of this sum would be used in July to pay the first half of the purchase money of the present premises of the Institution. And the liabilities and the current expenses of the Institution are such, that on the 1st of October it will not only be without funds but will be slightly *in debt*.

The Managers would briefly draw attention to the penniless condition of the institution, and the following urgent wants :

1. Money for current expenses.
2. Funds to pay \$4,000, the balance of the purchase money of the property now occupied by them.

3. This property is rising in value to such an extent that it is too expensive a place for occupation by a charitable institution. Moreover, the present buildings are even now very much too small in every way, and the land about them too limited. The Managers propose to sell the property in a year or eighteen months, and meanwhile, to secure as soon as possible, a cheaper site elsewhere, where they would have land enough to teach the pupils agriculture, and where they could erect buildings suitable for such an institution as this is. As a proof that this course is necessary, it need only be stated, in addition to the foregoing facts, that there are known to be 22 deaf mutes in the Province of Quebec besides those now in this institution, and the majority of these are of proper ages for instruction. Nor is there any doubt that there are more than the number just stated. In all countries it has been found impossible to ascertain the total of its deaf and dumb inhabitants.

The Managers must then provide for an increased number of pupils, and can best do so in the way which they have indicated above. Land enough to teach the pupils agriculture, and buildings in which several of the leading trades could be taught, are very requisite. It has been well said that "the intellectual education of a deaf-mute will in many cases be a very doubtful advantage if we neglect to train him up in some good trade, whereby he can support himself and gain means to indulge the aesthetic and literary tastes he acquires in an institution." The deaf-mutes must look to trades as their only means of support.

It is earnestly hoped that the mention of these pressing wants of this Institution will move many to come to its assistance. The expense of founding and of sustaining it for the past two years has been borne almost wholly by about a dozen persons. The managers feel the others should now share with these generous individuals the burden of the support of this charity. This assistance would be generally given if it were only generally remembered that the work which this institution is doing is as noble a one as can engage the sympathies and services of men. That work is to rescue deaf and dumb persons from an insolation which can only be compared to that of prisoners from a dreary cheerless condition of life, to rescue them, above all, from a state in which they are peculiarly exposed to temptation to sin and its consequent wretchedness.

And this institution gives to these children of silence such positive pleasures as the light and comfort of religion, a fuller intercourse with their families and friends, a share in the pleasures of literature, science, and art, and in the happy toil and triumphs of humanity.

The pupils of the institution were then examined and they nearly all displayed a good deal of acuteness, some of them, especially bright clever fellows, commenced by giving the Lord's prayer in pantomime, and in the midst of the examination two of them gave a very amusing scene in the same manner. They closed the entertainment by giving "God Save the Queen" by signs. This entertainment was very interesting and developed in the audience a warm sympathy for the unfortunates whom the association takes in charge. Some specimens of the drawing and composition were also shown, which displayed considerable talent, the former more especially. One of the pupils, a semi-mute, that is one who is recovering his speech, read an address of thanks which he had prepared, and which was a very creditable performance. Altogether, this part of the programme convinced every one present of the good work that was being performed in a very unostentatious way by the Institution.

The Rev. Dr. Wilkes moved that the report be adopted, printed and circulated. He remarked there could be no question whatever that they could teach the mutes; they had been taught and now they saw that they could be taught amongst

themselves, and taught too, the highest, purest and most important truths. The mutes could be trained for useful positions in society, and they would be recreant to their duty to God and to man if they failed to do all that in them lay to aid in their instruction. It were a shame if they who could speak and hear did not help those who could do nothing in the absence of such instruction as they were then obtaining. He had been very much struck with the thought that both the Principal and his wife were deaf mutes, which showed what could be done. There were two intelligent, enlightened and cultivated Christian people, who were themselves in that situation, and who devoted their lives to the training of those who were in that situation. He hoped they would hear no more of the debt, and that the annual subscriptions would be large, would be paid promptly, and that there would be enough money paid into the treasury to carry on the Institution and purchase a new house and land. (Applause.)

The Rev. Gavin Lang seconded the resolution, and in doing so said that he trusted the Christian people of Montreal would realize the claims that the institution had upon them, and unite to place it on a firmer and more extended basis.

The Rev. Dr. Bancroft moved a vote of thanks to the governors, the board of management, and the officials of the institution, for the faithful and successful manner in which they had discharged their respective duties. It seemed to him that God raised up in such crisis as these the very persons to carry on those institutions. He seemed to give them the love and the enthusiasm which were necessary for carrying on the work: they entered upon it with the help of God, and their efforts were crowned with success. He had great pleasure in witnessing what he had seen that day; the pupils commenced with the Lord's prayer, showing their loyalty to God, and they ended with "God save the Queen," showing their loyalty to the Queen. If that institution raised up faithful servants of God and faithful servants of the Queen, he was sure they would all bless God that it had been established. He thought, with Dr. Wilkes, that they would be recreant in their duty were they not to endeavour to carry on an institution which took hold of the deaf mutes and educated them for time and eternity. Might God bless and guard the managers in their work. He rejoiced to see that the name of McKenzie was so prominent in it, and that one who had lately gone to a better land had left it a noble legacy (applause).

The Rev. Dr. Taylor had much pleasure in seconding the resolution, and in recommending the institution to the liberality of the inhabitants of Montreal. They had had decisive evidence that they had patient and able teachers, that the pupils were receiving the truth; and the Christians of this city should act with a good resolution to be instruments in aiding these unfortunates.

Principal Hicks expressed his opinion that the pupils had answered the questions in a way that was quite equal to the pupils with a similar period of training in their ordinary schools.

The Chairman stated that the visitors would be welcomed to the institution to see the method of teaching, which was very interesting. He hoped that the results of the meeting would be to excite in many minds a hearty and earnest sympathy in the institution.

The meeting then closed.—[Gazette.]

The Queen's Statue.

Those who have the misfortune to possess a large edition of the British Poets, and who have also been sufficiently ill-advised to endeavour to read the Birth-day and Coronation odes, versified rejoicings over great victories, and other *obligato* achievements of our Laureates and aspirers to the next Laureateship, will probably experience something like a sensation of nausea, at any praises of Royalty. There are so many instances in which sovereigns not now in very good repute, were during their lives, cited by occasional authors as the "best of monarchs"—so many occasions in which "great Anna" has shone through otherwise very dull stanzas, as if she had herself commanded in the field when Marlborough won: that eulogy addressed to the holder of supreme power, has usually some flavour of mere conventionality, if not of interest and hypocrisy. But certainly those who have chosen the representation of their Queen as the most agreeable and suitable ornament for the largest British city of

America can be open to no such reflection on their conduct. Placed as they are at a distance from the seat of royalty, the lustre which radiates from the throne can hardly dazzle their eyes so as to prevent them from judging with clearness and accuracy of the rank which Victoria will hold hereafter among the great, and still more, the good rulers of mankind. We have got rid of the affectation no less than the bad taste which personifies in a female sovereign the qualities suitable to a great warrior. We do not fail in admiration for the resolution, fortitude, personal courage, and patience in reverses, which are most beautiful in the most gentle, and which are sometimes essential to the chiefs of a great Empire. We believe that the Queen has not been wanting in these. But we justly congratulate ourselves that the Victorian age has been rather remarkable for the triumphs of peace than for those of war, though these last have not been absent when national rights and the liberties of mankind had to be sternly defended. The statue of this illustrious lady, to-day made over to the citizens of Montreal, will not only be a proof of our loyal regard for a wise and unselfish ruler, who, in the midst of the affairs of Government, has never failed to sympathize with every worthy movement of the public or private affections of humanity, of which she has had knowledge, but it will remind us and our children of deeds that may be imitated by the humblest as well as the most august. If there be a part of Her Majesty's Dominions where this or any other token of respect and love could be least reasonably imputed to blind worship or servile flattery, it is Canada, where our own judgment of our Queen is so constantly confirmed by the outspoken admiration of Republican neighbours. The time has gone by when superstition could erect a statue into a Palladium, and believe that the integrity of the Commonwealth depended on the safety of the image. But the domestic affections and household virtues will be well guarded among us, so long as the effigies of the Queen shall teach the appropriate lesson to the city.

Formal Presentation of the Queen's Statue to the Citizens of Montreal.

There are few cities or towns in Great Britain whose principal squares are not beautified with statues of royal or otherwise distinguished personages, and the compilers of books of Continental travel notice, as among the characteristic features of the cities they describe, the monuments which adorn them. It is scarcely to be expected that in a country which has a history to make, and the majority of whose inhabitants are naturally intent on the acquisition of wealth, that attention should turn in this direction; but we have no doubt that in due course our squares and places of popular resort will challenge competition in this respect with those of the Old World. It is necessarily a work of time, but the adornment of our city will, there can be no reasonable doubt, keep pace with its increasing prosperity. The only public statue, which till yesterday the city could boast as its own, was that erected in honour of Lord Nelson, and which, we are gratified to learn, has been so far restored that the artist employed in its renovation has invited the City Fathers to inspect his work in its completed state. Yesterday, (Nov. 21,) however, our city was honoured by the formal presentation to it of a statue of Her Majesty, the medium of the gift being His Excellency the Governor-General. Most of the city turned out to witness the interesting ceremony. It may be superfluous to say that the day was extremely cold. This may not be a matter of regret, as the vastness of the multitude which assembled, despite the severity of the weather, attested most conclusively the loyalty of the residents of Montreal, and, at the same time, their gratification at this ornament being added to the many existing attractions of the city. Of the statue itself we shall not speak,—a full description being given below; but it is due to the subscribers to the fund to thank them for their several contributions, and especially to the Committee for the untiring efforts which have brought the work to so highly satisfactory a consummation. The visit of His Excellency the Governor-General must be regarded almost as a royal acknowledgment of the loyal feeling of our citizens, but were this a forced construction of its import, it could hardly be less gratifying as showing the interest which Her Majesty's representative personally takes in Montreal. The visit being, except as regards the presentation itself,—of which we give a full report below—an informal one, it would be indelicate to

describe the efforts privately made to render His Excellency's visit agreeable to him. Further remark on the celebration in introduction of our report of the proceedings is unnecessary, but we may be allowed to express our satisfaction at the heartiness with which our citizens of all nationalities co-operated in giving a cordial welcome to the representative of our beloved Sovereign, and if there could be any doubt in the mind of the most sceptical of the loyalty of Montrealers, such doubt must have been dispelled by the magnificent gathering, the intense interests with which the proceedings were witnessed, and the hearty applause with which every loyal sentiment uttered was received by the vast assemblage.

A holiday having been proclaimed by the Mayor, the majority of the shops and warehouses were closed; the employees were of course at liberty, and in large numbers availed themselves of the privilege accorded. The streets became crowded with people of all classes, who, by common consent, seemed to be wending their way to Victoria Square where, by one o'clock, the masses of people were almost impenetrable, and those who further procrastinated, had much difficulty in securing for themselves positions where even the slightest possible view of what was going on was obtainable. Lines of carriages were drawn up on the streets, from the roofs and inside of which many kept their eyes fixed on the one centre of attraction—the platform to the south of the statue.

The roofs and windows of Wink's Block, St. James Hotel, J. Morgan's store, and every other available eminence which overlooked the Square, were taken possession of by parties anxious to witness the proceedings, the number gathered in the vicinity and upon the Square being upwards of twenty thousand.

There were several platforms erected, packed with juveniles, two thousand of whom, from the Protestant and Catholic schools, had been brought to sing in chorus at the proper stage, the National Anthem and "God bless the Prince of Wales."

The arrangements in the square for the accommodation of visitors were admirable, the decorations were most magnificent, flags and banners being hung around the fence of the square, evergreens twisted round the palisades, and hung in other graceful shapes, hid every particle of wood work, and gave a rural effect, which much enhanced the most gorgeous part of the furnishings. The statue, which was to be presented, had during the early part of the day been "unveiled," thus giving every one an opportunity of looking at the beauties of the sculpture, and the glistening glories of the burnished bronze. Several bands of music, military and civilian, were stationed close at hand, and at intervals gave out the sprightly music which always lends such a charm and attraction to our public demonstrations.

At twenty-five minutes past two, the sound of cavalry was heard coming down the hill, the bands began to play and in a few moments the uniforms of No. 1 Troop of Cavalry were distinguishable. Major Tees, and his troopers were the Governor's Body Guard, and surrounded by our town cavalry, His Excellency a minute or two later drove into the Square.

The band began to play the "National Anthem," and amidst cheers and hurrahs from nearly thirty thousand throats, Her Majesty's representative ascended on the platform to perform his first official act in Montreal. His Excellency rode down in the Mayor's carriage, in which he was accompanied by the Mayor, Mrs. Coursol and Sir Hugh Allan; Miss Allan, Col. Fletcher, Lieut. Colson, and another A. D. C., occupying the carriage of Sir Hugh Allan.

The vice-regal party having assumed the positions assigned to them on the platform, His Excellency was introduced to the several members of the Statue Committee and City Council. These preliminaries being completed, and they necessarily took up some little time, Mr. WILLIAM MURRAY, President of the Statue Committee, presented Lord Dufferin with the following

ADDRESS :

To His Excellency the Governor-General, the Right Honourable the Earl of Dufferin and Clandeboye, Governor-General of Canada, and Governor-General and Commander-in-Chief over the Island of Prince Edward,

May it please Your Excellency,

The Executive Committee entrusted with the collection and administration of a fund for erecting a portrait statue to Her Majesty in Montreal, acting on behalf of the numerous contributors to that fund, approach Your Excellency and thank you for your presence here to-day.

The purpose for which the Committee was appointed being now fulfilled, it remains only to request Your Excellency graciously to crown their work by presenting to the City of Montreal, as a free gift for ever, this representation of our revered and much beloved Queen.

The statue of Florentine bronze is the work of Mr. Marshall Wood.

The names of the contributors to the statue fund are appended to this address, and it is proper to notice that the Mayor and City Council have granted the site and supplied the pedestal.

In soliciting Your Excellency to undertake the duty, which cannot but be a pleasing one, of formally presenting this statue, the Committee venture to hope that as a work of art it may be found worthy of its subject, may be accepted as an ornament and art model by the city, and may long remain an abiding testimonial of the respect and attachment of the citizens of Montreal towards the Royal Lady who rules over the Empire of which the Dominion forms a part.

Montreal, Nov. 19, 1872.

HIS EXCELLENCY then said :

Gentlemen,—It is with a degree of pleasure, very difficult to express in words, that I find myself engaged in the discharge of a duty to appropriate to my office, and so congenial to my feelings, as that which you have imposed upon me to-day. (Cheers.) Among the many circumstances which have made me feel at what a fortunate epoch I have arrived in Canada, by no means the least agreeable is the fact that there should have been reserved to me this opportunity of taking part in a ceremony which evinces, in so marked and general a manner, the unflinching loyalty and affection entertained by the citizens of this large, prosperous and wealthy city to the person and throne of our Sovereign. (Cheers.) It is, therefore, with the most heartfelt satisfaction that I undertake the function now allotted to me, and that I become the momentary depository of this unique and precious gift with which you, gentlemen, the subscribers to the undertaking, are desirous to grace your city, and which you now commission me to hand over as a perpetual ornament to the inhabitants of Montreal and their children forever (applause), and I must say it is to no mean heritage that these future generations will fall heirs, for, thanks to the magic power of sculptor, long after we and those who have loved and honoured Queen Victoria shall have passed away, there will still remain to them and to their descendants, untouched by time, this breathing representation of that open and intelligent regard, that sweet womanly grace and Imperial Majesty, and of respect, which in Her lifetime combined to render the presence of the Queen of England more august than that of any contemporary monarch (emendous cheering). It is to you then, citizens of Montreal, that I now turn, it is in your hands that I now place this sacred deposit, it is on you that I lay the charge of guarding for yourselves and those who come after you this fair image of your Queen, this gracious impersonation of the Majesty of Britain, the stately type and pledge of our Imperial unity, the crowned and sceptred symbol of those glorious institutions which we have found to be so conducive to the maintenance of individual liberty, of constitutional freedom and government (loud applause). Gentlemen, it was my good fortune in early life to serve near the person of our Sovereign. At that time no domestic calamity had thrown its ineffaceable shadow across the threshold of Her home. I was then a spectator of Her daily life, its pure joys, its refined and noble occupations, its duties never neglected, but their burdens shared by the tenderest of husbands and most sagacious of friends. It was then that I learned the secret of that hold, Her Majesty possesses over the hearts of Her subjects in every part of her extensive empire, (cheers) and when in later days death had forever shattered the bright vision of Her early happiness, and left Her to discharge alone and unaided, during long years of widowhood in the isolation of an empty palace, the weighty and oppressive functions of Her royal station, renewed opportunities were afforded me of observing with what patience, patriotism and devotion to the public service, Her brave and noble nature bore each burden and discharged each daily task. (Applause). From dissipation, gayeties, the distraction of society, the widowed sovereign may have shrunk, but from duty never. (Loud cheers.) When, therefore, you cast your eyes up to this work of art, let the image of the woman as well as of the Queen be enshrined in your recollections, and let each

citizen remember that, in Her whose sculptured lineaments he now regards, he has an example of prosperity borne with meekness, of adversity with patience, of a path of duty unfalteringly followed, and of a blamelessness of existence which has been a source of pride to every English heart. (Cheers) and whose pure and radiant influence has shed its holy light on a thousand British homes. (Great applause.) Above all let each Canadian patriot remember,—as he contemplates with pride the ever brightening destinies of his native country, let your children's children remember as generation after generation this great Dominion gathers strength and power,—that it was under the auspices and the Government of Her whose statue I now confide unto your keeping, that these mighty provinces were confederated into a still mightier state, and that the foundations of that broad Dominion were laid, which I trust is destined to prove the brightest ornament, and I trust the most powerful adjunct of the Empire of Britain. (Great enthusiasm.) Gentlemen, I thank you again for the opportunity you have given me of taking part in these proceedings, and to those kind expressions which you have addressed to me personally. I feel I can make no better return than by saying that in the discharge of my office in this country it is my desire and hope to follow, at however humble a distance, the example of that beloved Sovereign, who, during a long reign, has faithfully trod in the paths of the British constitution, and has never once failed in her duty to Her Crown, Her Ministers, Her Parliament, or Her people. (Prolonged cheers.)

Addressing the French Canadians in their own language, his Excellency said in effect that it was with great satisfaction that he had assisted at this august ceremony to-day, in which the whole of our citizens had so heartily united. The French were well known for their enterprise, and the spectacle of to-day was very rare, and one which he was very delighted to see—a people united who came from two different nationalities, keeping up their loyalty to the Throne and Government. He knew very well that it was through the French people that the Europeans had been able to penetrate here. They had come, not only to the valley of the St. Lawrence, but up the Mississippi and Ohio Rivers, and it was most remarkable what these pioneers of civilization had accomplished. When they had set forth they had founded towns and settlements, and here they had established the greatest city on the continent, and the centre of a happy and most loyal people. He concluded by thanking them for the kind manner in which they had listened to him. These remarks were made amid the most enthusiastic demonstrations.

The Mayor, in accepting the statue, on behalf of the citizens, said :

May it please Your Excellency,

If there were anything that could add to my pleasure in receiving, in the name of the citizens of Montreal, so magnificent a gift as this, it would be the acceptance of it at your Lordship's hands. It was, indeed, a very happy thought of those who wished to adorn one of the leading thoroughfares of our city (Victoria Square) with the statue of our Most Gracious Sovereign, to request your Excellency to be the medium of its formal presentation to the city. It will afford the highest satisfaction to those who have contributed to this object, to learn that in the opinion of one so well qualified to judge the artist has succeeded in accurately delineating the features of our beloved and revered Queen. This large gathering, despite the severity of the weather, will doubtless be construed by your Excellency—and I presume to suggest that such a construction will be perfectly in accord with truth—as an evidence that the citizens of Montreal are thoroughly devoted to her Majesty's throne and person, and eager to avail themselves of every opportunity of giving expression to their deeply seated sentiments of loyalty and affection. Your Excellency has fittingly reminded us of our duty in this respect; but,—speaking for the citizens, one and all, irrespective of nationality or any other distinction that could exist in a mixed community like ours,—I may venture to say that there is nothing which we shall regard with greater pride than the gift which Your Excellency has just presented. Durable as may be the material which the skilled artist has employed, it will not, I am sure, outlive the regard in which the honoured and illustrious personage on the representation of whom that skill has been exercised, is held by those on whose behalf I now speak, and by Canadians for ages to come. Permit me to add to the acknowl-

edgment of your Excellency's kindness in visiting our city on this auspicious occasion, the hope that the term during which your Lordship shall continue to represent Her Most Gracious Majesty may be one of uninterrupted peace and growing prosperity. That this will be the case, my Lord, is less a hope than a belief which your Lordships past services to the Empire most fully warrant. On behalf of the citizens I gratefully accept the gift which your Excellency has been pleased to transfer to me in my official capacity.

He also addressed a few words to His Excellency in French, on which bang bang went the guns and a royal salute was fired in a manner which showed that the men of the Field Battery, though but volunteers, were no novices in military matters. The roar of cannon was of course deafening, and hardly had it subsided, when the school children struck up and sang several pieces in a very admirable manner, the performance being all the more creditable, when it is considered that the children were made up of the different nationalities, and had only practised together for the first time the day previous. This brought the ceremony to a close, on which the Viceroy entered his carriage and drove off, but not before an address had been presented to him on behalf of one of the schools.

THE STATUE.

The figure itself is about ten feet in height, and cast in the finest Florentine Bronze, draped in a classic robe, standing firmly upon the right leg, the left slightly in advance, bearing in the left hand a wreath, typical of the power of ennobling, in the right the Sceptre. We have a statue bearing every lineament of royal grandeur, and we must say that the distinguished sculptor, Marshall Wood, true to the Academic School in which he studied, and for which we are indebted for those two exquisite creations and masterpieces—“The Daphnè” and “The Song of the Shirt,—with which his fame is chiefly associated, has here succeeded in the most difficult problem of his art, viz.

The idealization of the living form, without losing that identity established by personal acquaintance, and protracted intercourse and by a dexterous blending of the modern with the antique with the drapery of the figure, and a skilful union in the figure itself, of the salient phases in the life of Victoria. He has combined the real with the ideal most exquisitely. We look at this statue, and we cannot mistake its story, or what it is meant to convey. There stands the Queen, as vividly and powerfully before us as if we were on bended knee in the celebrated gallery. At the first rapid glance, we naturally take in the crowned head of the noble figure, and there stands, in all Her glory

THE FAIR QUEEN

whose effigy was first coined just thirty-six years ago. Continuing to gaze, and gradually realizing a most superb bust, the married Queen dawns upon us in all the suggestive grandeur of fully developed womanhood, as we have all known and loved and esteemed her since 1837. Still gazing and thinking, the eye and mind gradually receive the whole statue, and the great and glorious Queen of the British Empire stands revealed to us in all Her crowned and sceptred stateliness, modesty breathing from Her visage, womanliness from Her form, and majesty incarnate and palpable in the *tout ensemble* of the verified. It is truly a beautiful and dignified creation, a fitting tribute to one whose virtues shine most resplendently, and whose example as a wife and mother have earned the unqualified admiration of the whole of the civilized world. We are not wont in these columns to utter rhapsodies in favour of anybody or anything; but a gem of art such as this deserves more than mere casual praise, and we trust that it may give a spur of aspiration to our native artists, and really be regarded as an “Art Model.”—*Herald, Montreal.*

The Boston Fire.

The Boston Correspondent of *The Christian Union*, writing to that Journal on the 13th November says:—

Boston was never happier or more prosperous than she seemed last week. The summer and early autumn panics about the health of man and beast were over; business was good: amusements were abundant and of an unusually high

order; people were fresh and elastic after the summer's comparative rest, and had entered with energy and enthusiasm upon the winter's work, play and instruction. Art and science flourished and were encouraged as never before; and the city was rich in distinguished foreign guests. On this bright scene the sun of Saturday set, and on what we feared was ruin and desolation, it rose on Sunday. Just after 7 o'clock fire broke out in the high granite building on the corner of Summer and Kingston streets. Beginning in the engine-room it ran up the elevator, and was first seen bursting from the windows of a mansard roof.

It was burning fiercely before the firemen could reach the place, and the flames were far above the reach of any engine. The heat was intense. The window-casings of the building on the opposite side of Summer street caught, and the flames raced along the eaves, darted in and out among the ornaments, seized upon roof after roof, devoured them in a twinkling, leaped into magnificent buildings and rushed down the wide stairways; and so, with inconceivable rapidity, block after block was wrapped in fire. From street to street it went with relentless fury, making a wind for itself, fanning its own rage, for elsewhere the wind was so light that it could neither help nor guide the flames. Water seemed to produce absolutely no effect; North, East and South, the terrible conflagration continued to extend.

In the east, having destroyed everything in its way, and leaving a track of ruin behind it, it met the sea, and could go no further, but its final work there was to ignite tens of thousands of tons of coal, and to scorch the shipping that had not been taken out of its way. Westward and northward it gathered force. It had reached Washington street on one side, and on another a mass of flame seventy or eighty rods wide was rolling toward State street. Nearly seventy acres,—that a few hours before had been covered with handsome solid blocks, worth many millions in themselves, and filled with goods worth many millions more,—were one boiling sea of fire. Granite seemed like tinder.

Midnight had passed: the horror grew and the anxiety grew with it. Then the roar which filled the whole city with dread was broken by the welcome sound of an explosion; and then another and another. In one hour sixty stores on Devonshire street were blown up; engines and firemen came from far and near, in great numbers, in special trains. They fairly encircled the fire. Men in their own stores on Washington street beat back the flames with almost super-human courage and strength; for if they crossed that street, the whole city was doomed.

The sun rose on Sunday red and darkened by smoke-clouds, the day was still, and the slow hours wore on, and still nobody dared say what would be the issue of the battle. But before noon we knew that we were safe; the flames had begun to yield, the limit of destruction had been reached, and now the work of each minute told; at night the fire was so nearly out or rather so thoroughly conquered, that hundreds of thousands of weary watchers and workers went to their beds, only to be awakened again at midnight by another awful glare, from another fire. A gas explosion had taken place, and the building at the corner of Summer and Washington streets was in flames; a few hours' hard work, and that was extinguished. On Monday morning we could see what the thirty-six hours had done. A large portion of the business part of the city was in ruins; the streets were obliterated, hardly a landmark was left. The gray walls and the heavy square tower of Trinity church stood alone, nothing was left between them and the harbor. A Church on Purchase street still lifted a portion of its arches clear against the sky; but of the magnificent granite blocks that looked as if they would last for centuries, only fragments were standing.

The heaviest losses have fallen upon the shoe and leather, the wool, and the dry goods houses; and many of them will be able to stand the shock; they are cast down but not destroyed.

The *Transcript* building was destroyed, but the *Transcript* came out in good season Monday afternoon, of its usual size, printed on the presses of the *Globe*. The *Pilot* building was destroyed, but Mr. Donahoe the proprietor will rebuild, and meantime the paper will not miss a single issue. The *Post* building was badly injured, but the *Post* was as prompt and vigorous as if no harm had come near it. The *Saturday Evening Gazette*, the oldest of the Sunday papers, was also among the victims, but the publishers are already in new quarters, and their paper will be printed as usual next Sunday morning.

We all speak in general terms of the destruction of the business part of the city, but that expression is inaccurate, and

conveys an utterly false idea to persons unfamiliar with the city. The whole South End with its great number of large and small retail shops in all lines of business is untouched; the West End and the South End also have wide-spread and valuable business interests untouched. Indeed the retail trade which is chiefly on the west side of Washington street has suffered comparatively little. There were no losses of any account in provisions, West India goods, flour and grain and the other necessaries of daily life. Not one good dwelling-house was burned; there is not to-day a houseless family, and not a temporary shelter had to be erected. It was the large wholesale, commission, and importing houses that suffered most.

The stock of boots and shoes was low, it being just between the times of winter and spring trade. The dry goods stock, on the other hand, was unusually large and valuable; the stock of wool about the average; one-fifth of the property in the burnt district was saved, and the loss on merchandise is probably not above sixty millions of dollars. This makes the entire loss on buildings and goods about seventy-four millions of dollars; but it does not all fall on Boston; for a great deal of property belonged to non-residents, and distant consigners of merchandise. Sixty millions of dollars will cover the loss of the city of Boston and its inhabitants, and insurance will probably reduce this to forty millions,—a large sum, but hardly a fifth of the loss at Chicago. The present valuation of Boston is \$1,000,000,000, so it is evident that she is by no means ruined.

State street, the great money exchange of New England, was unharmed, and although the general disturbance caused by so large a fire has somewhat unsettled the money market, the banks are firm, and are transacting their daily business, with the exception of those that were burnt out, and have not had time to get into new rooms and arrange their affairs. At the Clearing House, on Monday, all the banks made their settlements promptly, with the exception of the Hide and Leather, the North American, and the Freeman's. To-day, the first two were represented as usual, and in a few days the Freeman's will be ready to make settlements and resume its regular business. The notes, bonds, and securities in their inner safes were in excellent order; the books and papers in the outer vault were partially destroyed, but can be duplicated.

At the meeting of the citizens in Tremont Temple to day, not one word was wasted on sorrow or repining. Hon. Wm. Gray read the reports of various committees, all urging improvements—the widening and straightening of streets; the building of a commodious Merchant's Exchange; enlargement of the government building, and many other improvements; above all, the furnishing of regular and permanent work to the men and women thrown out of employment. Mr. Gray's report was a model of simplicity and directness, and was truly grand in its serene temper. His most confident and encouraging words were the most loudly applauded; and when he declared Boston to be master of the situation, the hall rang with cheers.

The generous offers of assistance that have been made are a new bond between us and other cities; and although they should all be declined, they have done us the best kind of good, the kind that cannot be reckoned by money or told by words, the kind that strengthens our hands, lifts up our spirits, and makes our hearts larger and warmer.

A great many very important questions are to be settled that require time, wisdom, and cool heads for their discussion. The new laying out of the streets; the limiting the height of buildings; the best mode of constructing roofs, stairways, and elevators; the best material for walls, and other details of building; the expediency of municipal help for those who desire to rebuild but have not the means; and the improvements necessary in the fire department. While everybody praises the courage and the endurance of the firemen, and while nobody doubts that the chief did his very best, never sparing himself and working till he was carried away exhausted, still the general feeling is that the fire would have been checked long before, and millions of dollars would have been saved, if buildings had been blown up sooner, and with judgment. The services of an experienced engineer, with his assistants, powder, fuses, and every thing necessary, were offered, but were not accepted; and the blowing up that was done had not been systematically planned, and was at last much more extensive than would have been necessary a few hours earlier. It is evident that a fire department, to be as efficient as possible, should have engineers and gunpowder, as well as fire-engines and water. The city is fast resuming its natural appearance.

Five Texts from the Boston Fire.

The steed has been stolen in Boston, at least, past recovery. But that is no reason why we should not see whether the stealing of the steed might not have been prevented by the simple expedient of keeping the stable-door shut.

That the stable-door was not shut appears clearly in these points following, which we cite to-day merely by way of memorandum, taking them wherever we find them in our own correspondence and that of other journals of character:

1. The fire might have been prevented from gaining the headway it got, had the engines been on the ground half an hour earlier. That they were not on the ground half an hour earlier was excused by the prostration of the Fire Department horses. All the other horses in Boston which had been prostrated equally with those of the Fire Department were on their legs and at work again.

2. The fire was communicated from block to block with unexampled rapidity, because the granite buildings over which it raged were topped with flimsy French roofs called "Mansards," because Mansard, who built Versailles and Marly, built similar roofs which were by no means flimsy. Had Mansard built the roofs which Boston miscalled by his name, they would have been as slow to transmit the flames as the first floor or the basement.

3. When the engines reached the scene, it was found that they could not arrest the flames, because they could not throw a stream high enough to reach the flames. Had those who made the engines considered what the engines were made for, it is possible that American ingenuity might have contrived engines, the streams of which would rise as high as they were required to rise.

4. The only efficient check given to the flames was given by the explosions, which opened places too wide for the flames easily to overleap. Had the streets and squares of Boston provided these spaces, it would not have been necessary to blow up houses in order to make them.

5. More than a dozen valuable stores and other buildings were damaged in vain by clumsy attempts to blow them up before the right persons were put in charge of this particular duty. Had the Fire Department of Boston been commanded by a person who understood the use of gunpowder and the laws of its explosion, not only might these buildings, or some of them, have been saved, but precious time also, and many other masses of property lost by the loss of precious time.

From all which five texts one sermon is preached—the costliness, namely, and general cursedness of the prevalent American tendency to let things take care of themselves; to put cheapness for economy; to employ second-rate instead of first-rate intellect whenever intellect is needed; to exact of no man, in whatever calling or station of life, the best he can do; and to make no discrimination, in regard or in reward, in favor of the best as against the second best. Which will do for to day?—[*New-York World.*]

England and Australia.

Another grand peaceful triumph of science and civilization was finally accomplished on Monday. England and Australia were joined hand in hand by the Telegraphic Cable, and Mr. Francis S. Dutton the Agent-General of South Australia in London, received a communication to that effect from Adelaide, dated an hour after noon. Almost simultaneously a message from the Mayor of London, expressing those loyal and friendly feelings which happily bind the colonies to the mother country. The result of placing the Government and the people of England in immediate and instant contact with those great and growing communities, cannot fail to be most advantageous to the interests both of the mother country and of her children at the Antipodes. Every year the commercial relations between England and Australia are becoming more important, and the Australian interests which have their central representation in "the City," are attracting more and more the capital and enterprise of our money market. The completion of this telegraphic line will be a boon to many families and households, separated, but not divided, by the circuit of the globe; and the Cable will do more than colonial societies or conferences to preserve unbroken the chain of natural affection and hereditary sympathy which should unite the scattered, but not sundered, branches of the great family that strikes its roots in English earth.—*Daily News*, Oct. 23.

Australia and Canada, Nov. 16.—At 9.10 this morning the Governor General received the following telegraphic message, which was dated Nov. 15, 6.20 p. m., Australian time:—"Telegraph banquet held. Desire the health of the Queen and the union of the Empire." Signed by the Governor of Adelaide. At 11.10 this forenoon the following telegraphic message was sent in reply:—"Canada reciprocates Australia's toast—the Queen and a united Empire."

(Signed.) "DUFFERIN."

Biographical Sketches.

THE LATE PROFESSOR HADLEY.

The death of Professor James Hadley, of Yale College, which occurred on Thursday morning, Nov. 14th, is an event which [says *The Christian Union*] calls for more than a mere comment.

The absorbing occupation of Mr. Hadley's life was not one which attracts many in this country, for it promises neither large pecuniary reward nor wide renown. He was simply a scholar and a teacher of philology.

In the prosecution of his chosen labor, Mr. Hadley was remarkable for patient industry and perseverance. A glance at what he accomplished will suggest this. Besides the Greek and Latin languages and literatures, he was familiar with the modern languages of Western Europe, with Sanskrit, Gothic, Celtic, Hebrew, Arabic, and Armenian, and was an authority in the entire field of comparative philology. He had made close study of the Roman civil code, so as to lecture upon it for several years, and pursued the study of mathematics with eminent success. But such a catalogue of attainments means comparatively little to those unacquainted with the thoroughness of all his work. He was never satisfied unless he reached *knowledge* in any matter. If an opinion could be formed, he would get to it, and know why he held it; if not, he could tell why not. He was proverbial among his colleagues for the thoroughness of his work, even in the minutiae of college routine; and his very hand writing, neat, precise, and perfect, was but a type of the action of his mind. He had evidently the conviction that all work ought to be done, if at all, faithfully and thoroughly. In our time and our country, such an example is of incalculable value, and nowhere else could it be better placed than in a large college where boys in all ranks of life and with all kinds of preparatory training, come together to finish their school-life and form their ideas for the work of the future.

Another characteristic of Mr. Hadley was his simplicity and modesty, two things so closely connected in him as to be practically one. Placing a high value upon results he cared little about apparatus and ceremony. Regarding knowledge and truth as everything, and himself as nothing, he sought for knowledge and truth, and made them known as occasion required, without either putting himself forward or shrinking from the discharge of duty. He had a rare combination of breadth and exactness in his mental operations, a rare clearness of judgment and delicacy of taste. With all the wide reach of his acquisitions, he seemed to retain all that he had ever learnt, and to apply whatever was needed when a new question came up. His physical constitution, it need hardly be said, was adapted to such a work as he accomplished. A sickness in early life resulted in a permanent lameness, which disqualified him for out-door activity. But his generally health was, for all but two years of his life, remarkably good; and though he was of such sedentary habits, he never experienced the trial of a headache. His large, expressive, penetrating eye seemed to proclaim aloud the clear and comprehensive mind behind it.

SIR JOHN BOWRING, K. B.,

Who died on the 22nd November, was well known as an author by his political and literary writings.

From "The men of the Time," we find he was born at Exeter, in 1792, and became early in life the political pupil of Jeremy Bentham, maintaining his master's principles for some years in the "Westminster Review," of which he became the editor. He also distinguished himself by an extraordinary knowledge of European literature, and gave the public a number of pleasant versions of poems, songs, and other productions, from the Russian, Servian, Polish, Magyar, Danish, Swedish, Frisian, Dutch, Esthonian, Spanish, Portuguese, and Icelandic. The University of Groningen, in Holland, conferred on him the

degree of LL. D. Bowring early made the economics and literature of trade and commerce an especial study and at various times was commercial commissioner from England to France, the States of the German Customs' Union, and the Levant; under Earl Grey's Government he was a Commissioner for investigating the Public Accounts. In 1849, he was appointed British Consul at Hong Kong and Superintendent of Trade in China, and subsequently acted as Plenipotentiary in that country. He returned to England in 1853, and in the following year received the honor of Knighthood and the Governorship of Hong Kong. He sat in Parliament from 1835 to 1837, and again from '41 to '49. In the spring of '55 Sir John proceeded to Siam and concluded a treaty of Commerce with the ruler of that Eastern Kingdom, and subsequently published his travels and experiences there, under the title of "The Kingdom and People of Siam."

HORACE GREELEY, EDITOR, NEW-YORK TRIBUNE.

Horace Greeley died at 6.50. p. m. on the 29th November, 1872. From "The Men of the Time," we find that Horace Greeley, Editor of the "New-York Tribune," was born at Amherst, in New Hampshire, Feb. 3, 1811. Until the age of fourteen he attended a common school in his native State. About that time his parents having removed to the State of Vermont, Horace who had early shown a fondness for reading, especially newspapers, and had resolved to be a printer, endeavoured to find employment as an apprentice in a printing office in Whitehall, but without success.

He afterwards applied at the office of the *Northern Spectator*, in Pultney, Vt., where his services were accepted, and where he remained until 1830, by which time he had become expert at his trade; but the paper was discontinued, and he returned to work on his father's farm, which was at that time in Erie Co. Pennsylvania. In August of the following year he arrived in the city of New York, where, after persevering efforts, he obtained work as a journeyman printer, and was employed in various offices, with occasional intervals, for the next eighteen months. In 1824, in partnership with Mr. Jonas Winchester and Mr. E. Gibbett, he started *The New Yorker*, a weekly journal of literature and general intelligence, which for some time had been a cherished project, and became its editor. After struggling on for several years, the journal was found to yield but little profit to its proprietors and was finally abandoned. During its existence, Mr. Greeley published several political campaign papers—the *Constitution*, the *Jeffersonian*, and the *Log Cabin*, the latter being a weekly paper established to promote the election of William H. Harrison to the Presidency. In 1841 he commenced the publication of the *New York Tribune*, which has been eminently successful. In 1848 Mr. Greeley was chosen to fill a vacancy in the thirtieth Congress, and served through the short term preceding General Taylor's inauguration, during which period he chiefly distinguished himself by his opposition to the abuses of the mileage system. In 1851 he visited Europe, and was chosen chairman of one of the juries at the Great Exhibition. He gave an account of his travels in a series of letters to the *Tribune*, which were afterwards collected into a volume. He has published a collection of his addresses, essays, &c., under the title of "Hints toward Reforms."

We take the following from the *Mercury*:—In 1856 he published "A History of the struggle for Slavery Extension or Restriction in the United States from 1787 to 1856." In 1859 he visited California, by way of Kansas and Utah, and delivered addresses to thousands in all the principal towns through which he passed. Since that time Mr. Greeley was a candidate for the Governorship of the State of New York and subsequently as representative in Congress for the same State, on both of which occasions he was defeated. In the late election for President of the United States he also experienced defeat, but in whatever political light Mr. Greeley may be regarded, he has ever been looked upon as a true and honest man, uninfluenced by sordid ambition, and not anxious for power. His nomination for the Presidency was not his own act, but that of his friends.

MRS. MARY SOMERVILLE.

Despatches of the 2nd December contained the announcement of the death of the lady whose name stands at the head of this obituary.

Mrs. Mary Somerville, the most profoundly scientific lady of

the age, was born in Scotland, some years before the close of the last century. The earlier period of her life was passed at a school at Musselburg, about six miles from Edinburgh, where she was distinguished only for the gentleness and unpretending character of her manners. Her first marriage, with an officer of the navy doubtless became the means of developing the latent powers of her mind, as this gentleman took great delight in initiating her into the mysteries of mathematics and general science, being no doubt encouraged by the discovery of her wonderful aptitude for such pursuits. It is understood that the first work of Mrs. Somerville was undertaken by the advice of Lord Brougham. This was a summary of the "Mechanique Céleste" of Laplace, which she prepared for the "Library of Useful Knowledge," under the title of "Mechanism of the Heavens;" but as it was found too voluminous for the Society's publications, it was issued in a distinct form in the year 1831. To this succeeded "The Connection of the Physical Sciences," in 1834. The latest work of this accomplished lady is the "Physical Geography," published in 1848, comprising the history of the earth in its whole material organization, and, consequently, embracing all those branches of scientific inquiry to which she has, at various times, directed the capacity of her remarkable mind. In 1835 Mrs. Somerville was elected an honorary member of the Royal Astronomical Society. During the course of a long life she received many well-merited acknowledgments of her literary services, among which was a grant of £300 a year from the Civil List.

MR. KEIGHTLEY.

Mr. Thomas Keightley, the historian, died at his residence, Belvedere, Erith, Kent on the 4 November 1872. He was born in Dublin, October, 1789, the eldest son of Thomas Keightley, Esq., of Newton, in the Co. of Kildare, and was educated at Trinity College, in that City, where he graduated B. A. in 1808. Keightley was originally destined for the Bar, but relinquished that profession for literature, and with that intent proceeded to London in 1824. He contributed largely to the periodicals of the day, and assisted the late Crofton Croker in the production of "Fairy Legends of the South of Ireland." His histories of Rome, of Greece, and of England, are well known as able and useful school books. He was the compiler of several classical works, and amongst his own writings may be mentioned "Fairy Mythology," "Outlines of History," "The Mythology of Greece and Italy," "History of India," and, "The Crusaders." He also edited "Poems of Milton," translated from the Dutch an edition of Shakespeare's Plays, and was the author of "Life of Milton" and "The Shakespeare Expositor," published 1867.

THE REV. DR. JAMES BISSET.

We notice in the papers the announcement of the decease of Dr. Bisset of Bourtie, near Old Meldrum, in Aberdeenshire, Scotland, where he had officiated as Minister of the Parish about half a century. He was noted for his theological lore and critical acumen in Biblical Study as well as for the scholarly excellence and classic training with which his mind was imbued, and which bore fruit in a style of English Composition so pure, so tasteful and effective, as frequently to draw from the best judges special remark and commendation. In his earlier days Dr. Bisset was a School-master and turned out from his school at Udry, Aberdeenshire numerous pupils who afterwards distinguished themselves in various walks in life. As a churchman of the Established Kirk of Scotland he was remarkable for his high administrative capacity, his powers of debate and his influence in her supreme and subordinate councils, and, in consequence of these qualifications, was elected, ten years ago, to the highest position,—Moderator of the General Assembly. In private life he was much respected and generally beloved.

Dr. Bisset's death occurred on September 10th when he was in his 78th year. He was brother-in-law to Mr. Adam Thom, formerly editor of the Montreal Herald, and some time a Judge in the North-West Territory, and uncle of the Hon. Sir John Rose, late Finance minister of Canada.

EDWIN FORREST.

The eminent Actor died on the morning of the 12th December, 1872, in his native City, Philadelphia, where he was born in 1806, and at an early age appeared in female parts in two of the theatres of that city. For years he reigned supreme in the United States as one of the "Old School," not to be approached by any of the stars of to-day.

In 1820 he made his *debut* in New York with marked success, and from that time forward his reputation was established. In 1834 he was the acknowledged chief of the American stage, and in that year visited England, where, mainly through the instrumentality of Mr. MACREADY, he found great favour, and was the recipient of much attention and applause. In 1837 he again visited England, and married a Miss SINCLAIR, from whom he was divorced in 1852. In 1849 his patron, Mr. MACREADY, visited the United States, and to the professional jealousy of Mr. FORREST is attributed the desperate riot which took place on the occasion of Mr. MACREADY's first appearance at the Astor Opera House. Twenty-two lives were lost in the *melée* between the friends of FORREST and the military.

Books and Annuals.

PROSPECTUS

OF

A NEW WORK

BY STANISLAS DRAPEAU,

Agricultural Department, Ottawa.

DESCRIPTION, HISTORY AND STATISTICS

OF THE

CHARITABLE, BENEVOLENT AND EDUCATIONAL INSTITUTIONS OF CANADA.

Illustrated with numerous Engravings, including Portraits of Historical and Distinguished Persons; Views and Plans of Buildings and Places; Maps and Descriptive Tables; Seals and Armorial Drawings, &c., &c., &c., &c.,

Specially prepared for this work from a collection of ancient drawings and modern photographs, placed at the author's service by their present possessors.

The object of this work is to supply the Canadian public with a full and complete historical, descriptive and statistical account of the many noble Institutions of Benevolence and Charity which exist in the Dominion of Canada.

The history of several of these establishments, Catholic as well as Protestant, presents such sublime traits of heroism and zeal, such records of devotedness and fortitude in the cause of suffering humanity, as cannot fail to edify mankind wherever made known and must prove instructive to both the present and future generations of Canadians.

The work will contain the names—in many cases the biography—of the Founders, Benefactors, Directors, Governors, Chaplains, Religious Associates, Matrons, Physicians, and Managers of each Charitable or Benevolent Institution in the Dominion.

The work will be published in five volumes, divided under the following headings:

Vol. I.—Hospitals and Lazarettos.

Vol. II.—Asylums and Alms Houses.

Vol. III.—Orphanages.

Vol. IV.—Gratuitous Education.

Vol. V.—St. Vincent de Paul's Societies; Benevolent and Mutual Relief Associations; Savings Banks connected with Charitable Establishments; Public and Private Charity on occasions of calamitous fires, inundations and epidemics, in Canada.

The author appeals particularly to those enlightened persons who take an abiding interest in the compilation and circulation of Canadian books of reference; and while soliciting their individual patronage towards the present costly and laborious undertaking, would beg them to use their influence in its favor by submitting and recommending this Prospectus to their friends and acquaintances.

If sufficiently encouraged in this appeal by the favorable response of the Patrons of Canadian Letters, the author proposes to put the work at once to press and to publish the first volume at an early date in 1873.

The work will appear simultaneously in English and French: two editions will be published in each language, one of which will be profusely illustrated.

The subscription price will be \$1 per volume, in paper cover, stitched; \$2.50 per volume for the illustrated edition, elegantly bound in cloth boards;—in all cases payable on delivery of each volume.

The work will be supplied at the above prices to subscribers only. The selling prices to non-subscribers will be double.

Intending subscribers will please address undersigned, specifying the language, the edition (Illustrated or Plain) and number of copies required.

The list of subscribers will remain open till the 1st of January next, and will be printed and prefixed to the first volume, to mark the author's sense of the aid bestowed upon a very useful and costly enterprise.

The typography and illustrations will be from the unrivalled Canadian press of Mr. George E. Desbarats; and it is expected that the first volume will be issued in the month of August, 1873, and the other volumes every six months.

A full index will accompany each volume, and an APPENDIX TABLE will be affixed to the fifth volume, in which will be given summaries of all the information enumerated and scattered throughout the five volumes.

Respectfully soliciting the patronage of every student and friend of Canadian Letters,

The Author subscribes himself,

Their obedient servant,

STANISLAS DRAPEAU,
Department of Agriculture,
Ottawa, Canada.

Agents wanted in every town.

THE
Scientific American,
FOR 1873,
BEAUTIFULLY ILLUSTRATED.

The SCIENTIFIC AMERICAN, now in its 28th year, enjoys the widest circulation of any analogous periodical in the world.

Its contents embrace the latest and most interesting information pertaining to the Industrial, Mechanical, and Scientific Progress of the World; Descriptions, with Beautiful Engravings, of New Inventions, New Implements, New Processes, and Improved Industries of all kinds; Useful Notes, Facts, Recipes, Suggestions and Advice, by Practical Writers, for Workmen and Employers, in all the various Arts.

Descriptions of Improvements, Discoveries, and Important Works, pertaining to Civil and Mechanical Engineers, Milling, Mining and Metallurgy; Records of the latest progress in the Applications of Steam, Steam Engineering, Railways, Ship-building, Navigation, Telegraphy, Telegraph Engineering, Electricity, Magnetism, Light and Heat.

The latest Discoveries in Photography, Chemistry, New and Useful Applications of Chemistry in the Arts and in Domestic or Household Economy.

The Latest Information pertaining to Technology, Microscopy, Mathematics, Astronomy, Geography, Meteorology, Mineralogy, Geology, Zoology, Botany, Horticulture, Agriculture, Architecture, Rural Economy, Household Economy, Food, Lighting, Heating, Ventilation and Health.

In short the whole of the Sciences and Practical Arts are embraced within the scope of the Scientific American. No person who desires to be intelligently informed can afford to be without this paper.

Farmers, Mechanics, Engineers, Inventors, Manufacturer, Chemists, Lovers of Science, Teachers, Clergyman, Lawyers, and People of all Professions, will find the SCIENTIFIC AMERICAN to be of great value. It should have a place in every Family, Library, Study, Office and Counting Room; in every Reading Room, College, Academy, or School.

Published weekly, splendidly Illustrated, only \$3 a year.

The Yearly Numbers of the SCIENTIFIC AMERICAN make two splendid volumes of nearly one thousand pages, equivalent in contents to *Four Thousand ordinary Book Pages*. An Official List of all Patents issued is published weekly.

PATENTS. In connection with the SCIENTIFIC AMERICAN, Messrs. MUNN & Co. are Solicitors of over 25 years' experience, and have the largest establishment in the world. If you have made an invention, write them a letter and send a sketch; they will promptly inform you, free of charge, whether your device is new and patentable. They will also send you, *free of charge*, a copy of the Patent Laws in full, with instructions how to proceed to obtain a patent.

The postage on THE SCIENTIFIC AMERICAN is 5 cents per quarter. To foreign countries 2 cents per copy. Remit by Postal Order, Draft, or Express. Specimen copies sent free. Address all Letters, and make all Drafts or Orders payable to

MUNN & CO., 37 PARK ROW, NEW YORK CITY.

VICK'S
FLORAL GUIDE
FOR 1873.

The Guide is now published QUARTERLY. 25 CENTS pays for the four numbers, which is not half the cost. Those who afterwards send money to the amount of *One Dollar* or more for Seeds may also order Twenty-five Cents worth extra—the price paid for the Guide.

The *January Number* is beautiful, giving plans for making RURAL HOMES, Designs for DINING TABLE DECORATIONS, WINDOW GARDENS, &c., and containing a mass of information invaluable to the lover of flowers.—One Hundred and Fifty pages, on fine tinted paper, some Five Hundred Engravings and a superb COLORED PLATE and CHROMO COVER.—The First Edition of Two HUNDRED THOUSAND just printed in English and German, and ready to send out.

The SECOND Number will be published in May, the THIRD about the first of July, and the FOURTH will reach subscribers by the first of September.

The FIRST Number of each year will contain plain and practical instructions for Sowing Seed, Transplanting, making Lawns, Walks, &c., and also Vick's Catalogue of Seeds, &c., for Spring Planting. The SECOND and THIRD Numbers will be composed almost entirely of valuable information of the greatest possible value to the cultivator of both Flowers and Vegetables. The FOURTH Number will be especially devoted to the culture of Bulbs and Plants in the House, giving designs, &c., for all kinds of Floral Decorations for the Home. Also, instructions for the planting and care of Hardy Bulbs in the garden. This number will also contain my Autumn Catalogue of Bulbs for Fall Planting.

The Four Numbers will make a volume of about Two Hundred pages, with many hundreds of Engravings, and one or more Colored Plates. The price charged for the year will be TWENTY-FIVE CENTS, and any person having paid the price for the FLORAL GUIDE, and afterwards ordering Seeds and sending money to the amount of *One Dollar* or more, can also order Twenty-five Cents worth of Seed extra, the price paid for the FLORAL GUIDE for the year, so that it will cost my customers nothing but the trifling postage, some six or eight cents for the year. Please inform all your friends of this new arrangement.

JAMES VICK,

Rochester, N. Y.

Almanacs.

The Canadian, for 1873.

Cassell's Illustrated, for 1873.

The Illustrated London, for 1873.

The Catholic Family, for 1873.

An AGRICULTURAL, COMMERCIAL and HISTORICAL, for 1873, a brochure in 12 mo., 64 pp. price 5 cents.

Also a Sheet Calendar of the Dominion of Canada for the year 1873, containing a complete list of the Catholic Clergy of the Dominion, price 5 cents; Both published by J. B. Rolland & fils, Montreal.

IMPORTANT TO TEACHERS.

A COMPENDIUM

OF

MENTAL ARITHMETIC

FOR THE USE OF SCHOOLS

BY

F. E. JUNEAU.

Sold by all Booksellers.

Wants.

A Female Teacher, holding a First Class Elementary Diploma, wants a situation. Unexceptionable references given.
Address [post paid] "Teacher,"
St. Joseph de Wakefield, Ottawa County.

Wanted a Teacher (Male preferred) for the Protestant school at Lake Beauport. A liberal Salary will be given.

Address: GEORGE SMITH
President School Commrs.,
Lake Beauport, Quebec.

THE JOURNAL OF EDUCATION.

(FOR THE PROVINCE OF QUEBEC.)

The Journal of Education,—published under the direction of the Hon. the Minister of Public Instruction and Edited by H. H. MILES, Esq., LL. D., D. C. L., and P. DELANEY, Esq., of the Département,—offers an advantageous medium for advertising on matters appertaining exclusively to Education or the Arts and Sciences.

TERMS:—Subscription per annum \$1.00; Public School Teachers half price; School-Boards &c., free.

Advertising.—One insertion, 8 lines or less \$1.00, over 8 lines, 10 cents per line; Standing advertisements at reduced charges, according to circumstances, but not less than \$10 per annum.

Public School Teachers advertising for situations, free. School-Boards, &c., free.

All communications relating to the Journal to be addressed to the Editors.

Meteorological Observations,—From the Records of the Montreal Observatory, Lat 45° 31' N.; Long. 4h. 54m. 11 sec. West of Greenwich; height above the level of the sea, 182 feet, for the month of Oct., 1872. By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

DAYS.	at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	
1	29.936	29.917	29.875	51.4	63.0	53.5	W	W	W	299.74
2	.63	.722	.725	47.4	58.0	49.3	W	W	W	287.71
3	.74	.618	.700	45.2	62.0	50.1	W	W	W	90.71
4	.12	.941	30.071	45.8	58.8	51.5	NW	NW	NW	4.16
5	30.27	30.116	.000	43.6	66.2	57.3	W	S	S	187.74
6	29.999	29.947	29.920	56.0	76.2	61.7	S	S	W	77.17
7	.970	.880	.949	58.0	57.5	54.0	SW	NE	NE	87.12
8	30.059	30.000	30.060	50.2	54.4	48.5	NNE	NNE	N	78.74
9	.176	29.908	29.862	44.1	64.4	53.8	W	S	S	104.07
10	29.715	.814	.876	52.0	45.7	44.0	W	W	W	69.01
11	.989	30.032	30.100	37.9	46.5	39.1	NW	NW	W	81.17
12	30.148	.087	29.998	33.0	53.0	42.1	W	SW	W	104.12
13	29.846	29.782	.741	41.5	49.0	45.2	S	SE	SE	97.13
15	.420	.418	.453	36.5	41.6	42.0	NE	W	W	199.12
14	.657	.720	.710	38.0	42.1	39.5	W	W	W	87.29
16	.700	.826	30.201	39.0	41.8	39.0	S	W	NW	109.17
17	30.350	30.257	.026	33.0	52.9	48.1	NW	SE	SE	121.19
18	29.981	.012	30.050	48.9	50.4	45.0	W	W	W	81.13
19	30.033	.024	.042	40.7	43.2	38.2	NW	NE	N	189.10
20	.062	.054	.049	35.6	46.1	42.0	NNE	WSW	W	1.00
21	.050	29.998	29.976	38.7	60.1	50.2	W	S	S	84.16
22	.026	30.060	30.062	50.2	68.1	57.2	WSW	S	S	97.18
23	.300	.371	.474	47.1	55.2	46.0	W	NW	W	87.74
24	.600	.550	.501	36.8	59.2	45.0	NW	S	S	27.17
25	.401	.302	.244	36.5	56.3	47.0	S	S	S	84.13
26	.041	29.874	29.748	44.5	46.0	46.2	NE	NE	NE	282.27
27	29.691	.776	30.049	45.0	47.9	39.4	NE	NE	NE	204.31
28	30.316	.424	.546	32.2	56.1	38.0	NE	NE	NE	186.12
29	.600	.611	.620	32.1	56.2	39.7	NE	NE	NE	84.11
30	.568	30.000	29.950	33.5	56.4	42.0	NE	NE	NE	91.12
31	.253	.076	.975	35.2	48.5	44.0	NE	NE	NE	104.14

REMARKS.—The highest reading of the Barometer was at 11.15 p. m. of the 29th day, and was 30.62 inches; the lowest reading occurred at 4.49 p. m. of the 14th day, 29.890 in., giving a monthly range of 1.231 in. The atmospheric pressure for the month was 30.023 inches.—The high-

est Temperature was on the 6th day, and indicated 77°; the lowest was on the 29th day, and was 31° 1', giving a monthly range or climatic difference of 45° 9'. The mean Temperature of the month was 47° 48'. Rain fell on 17 d., amounting to 6.154 in., and was accompanied by thunder, lightning and hail on one day. Snow fell on 2 days in inappreciable quantity. Aurora Borealis was visible on 3 nights.

—Observations taken at Halifax, N. S. during the month of October, 1872; Lat. 44° 39' north; Long. 63° 36' west; height above the level of the Sea, 125 feet; by Sergt. John Thurling, A. H. C.

Barometer, highest reading in month on 30th	30.419 inches.
" lowest " " 2nd	29.362
" range of pressure	1.057
" mean for month reduced to 32° 0'	29.857
Thermometer, highest in shade on the 8th	72.3 degrees.
" lowest " " 31st	28.9
" range in month	43.4
" mean of all highest	60.3
" mean of all lowest	38.7
" mean daily range	21.6
" mean for month	49.5
" highest reading in sun's rays	127.9
" lowest reading on grass	18.9
Hygrometer, mean of dry bulb	52.4
" mean of wet bulb	48.5
" mean dew point	44.6
" elastic force of vapour	.295
" weight of vapour in a cubic foot of air	3.3 grains.
" weight required to saturate do	1.1
" the figure of humidity	.75
" average weight of a cubic foot of air	540.2 grains.
Wind, mean direction of North	2.0 days.
" East	2.0
" South	9.75
" West	17.25
" mean daily force	2.6
" daily horizontal movement	252.6 miles.
Cloud, mean amount of (0-10)	5.6
Ozone, mean amount of (0-10)	2.8
Rain, number of days it fell	13
Amount collected on ground	4.72 inches.
Fog, number of days	6

—Observations taken out at Halifax, N. S. during the month of Nov., 1872; Lat. 44° 39' north; Long. 63° 36' west; height above the level of the Sea 135 feet, by Sergt. John Thurling, A. H. Corps.

Barometer, highest reading on the 18th	30.367 inches.
" lowest " " 8th	28.947
" range of pressure	1.420
" mean for month (reduced to 32°)	29.735
Thermometer, highest in shade on the 15th	58.6 degrees.
" lowest " " 18th	17.9
" range in month	40.7
" mean of all highest	46.7
" mean of all lowest	28.7
" mean daily range	17.3
" mean for month	37.3
" highest reading in sun's rays	107.0
" lowest on the grass	7.4
Hygrometer, mean of dry bulb	39.8
" mean of wet bulb	37.0
" mean dew point	33.4
" elastic force of vapour	.191
" weight of vapour in a cubic foot of air	2.2 grains.
" weight required to saturate do	0.6
" the figure of humidity (Sat. 100)	.78
" average weight of a cubic foot of air	551.6 grains.
Wind, mean direction of North	5.0 days.
" East	2.75
" South	7.75
" West	14.5
" daily force	2.2
" daily horizontal movement	256.6 miles.
Cloud, mean amount of (0-10)	7.3
Ozone, mean amount of (0-10)	2.8
Rain, number of days it fell	8
Snow, number of days it fell	9
Amount of rain collected on ground	8.50 inches.
Fog, number of days	2

Synopsis of Temperature, Cloud and Precipitation for September, 1872, compiled at the Toronto Observatory, from observations in the several Provinces of the Dominion of Canada :

PROVINCE.	ONTARIO.		QUEBEC.		N. SCOTIA.	NEW BRUNSWICK.		MANI-TOBA.	COLUMBIA
STATION.	Toronto.	Ottawa.	Montreal.	Quebec.	Halifax.	St. John.	Frederic- ton.	Winni- peg.	Spencer Bridge.
Hours from which means are derived.	6, 8 A. M. 2, 4, 10 & Mid'n	7 A. M. 2 & 9 P. M.	7 A. M. 2 & 9 P. M.	Maximum and Minimum.	Tri-Hourly	6 A. M. 2 & 10 P. M.	7 A. M. 2 & 9 P. M.	7 A. M. 2 & 9 P. M.	7 A. M. 2 & 9 P. M.
Mean Temperature uncor- rected for diurnal varia- tion	59.11	59.12	62.12	57.04	58.60	55.30	57.07	52.91	62.60
Warmest day	7	7	7	26	8	13	8	1	18
Temperature	72.85	79.60	73.00	66.00	68.62	61.00	70.25	73.43	74.70
Coldest day	27	27	29	5	5	3	24	25	23
Temperature	48.82	51.30	54.20	50.50	53.63	51.00	49.12	33.88	43.50
Mean of daily Maxima	68.38	70.42	73.14	64.64	69.44	61.47	68.80	63.85	.....
Mean of daily Minima	50.51	51.25	54.75	49.44	50.92	50.67	49.90	44.75	.....
Highest Temperature	81.4	91.9	83.6	76.0	84.8	68.00	79.0	89.5	90.0
Date	7	7	25	26	8	13	8	1	18
Lowest Temperature	38.2	40.5	45.2	41.0	42.8	47.0	41.0	29.7	37.0
Date	28	28	21	5	11	4.10.11	24	21	24
Percentage of Cloud	58	68	42	66	55	71	70	59	43
Depth of Rain in inches ...	2.526	3.350	6.450	4.275	1.408	4.875	3.670	7.250	.....
No. of days in which rain fell	16	13	17	15	11	14	13	11	5
Depth of snow in inches...	.....	.....	.....	.....	.....	.....	.....	6.5	.....
Number of days in which snow fell .....	.....	.....	.....	.....	.....	.....	.....	2	2
Total depth of rain and melted snow	2.526	3.350	6.450	4.275	1.408	4.875	3.670	8.090	.....
Days without Rain or Snow	14	17	13	15	19	16	17	17	25

* For this Synopsis of the results of Meteorological Observations taken in the principal places of all the Provinces of Canada, it being the second which has been furnished for the Journal, we are indebted to the kindness of Professor G. T. Kingston, M. A., Director of the Toronto Observatory. The readers of the Journal will be pleased in comparing the particulars with those given in Dr. Smallwood's tables. *Ed. Journal of Education.*

Synopsis of Temperature, Cloud and Precipitation for the Month of October, 1872, compiled at the Toronto Observatory, from observations in the several Provinces of the Dominion of Canada.

PROVINCE.	ONTARIO.			QUEBEC.		NEW BRUNSWICK.		N. SCOTIA.	MANITOBA.
STATION	TORONTO.	LONDON.	OTTAWA.	MONTREAL.	QUEBEC.	St. JOHN.	FREDERIC- TON.	HALIFAX.	WINNIPEG.
Hours from which means are derived.	6 & 8 A. M. 2, 4, 10 & Mid'n	7 A. M. 2 & 9 P. M.	7 A. M. 2 & 9 P. M.	7 A. M. 2 & 9 P. M.	8 A. M. 5 & 11 P. M.	6 A. M. 2 & 10 P. M.	7 A. M. 2 & 9 P. M.	Tri-Hourly	7 A. M. 2 & 9 P. M.
Mean Temperature uncor- rected for diurnal varia- tion	45.55	42.75	43.30	17.50	42.05	46.0	44.85	48.94	43.17
Warmest Day	5	5	22	6	6	1	7	1	3
Temperature	55.6	60.8	54.8	64.6	57.0	59.0	59.8	62.6	53.3
Coldest Day	19	29	11	14	28	29	29	29	9
Temperature	37.7	35.0	35.3	39.7	31.7	33.0	32.7	36.8	32.3
Mean of Daily Maxima	54.1	57.5	53.9	56.8	.....	52.7	53.3	58.4	55.4
Mean of Daily Minima	37.1	32.8	36.1	40.5	.....	39.3	36.5	39.6	33.1
Highest Temperature	70.0	70.0	75.4	77.0	66.0	61.0	67.0	71.1	69.5
Date	6	5	6	6	6	1.8	7	8	19
Lowest Temperature	25.2	23.7	26.2	31.4	27.0	25.0	23.0	31.1	19.3
Date	20	21	12.17	28	29	29	30	22	22
Percentage of Cloud	51	48	68	40	48	54	51	48	45
Depth of Rain in inches...	3.29	2.17	3.62	6.15	3.48	6.72	7.79	4.88	1.55
No. of days in which rain fell	14	10	16	17	15	16	14	15	6
Depth of Snow in inches...	inapp.	inapp.	inapp.	inapp.	0.0	0.0	inapp.	inapp.	inapp.
No. of days in which snow fell	1	1	1	2	0	0	1	1	2
Total Depth of rain and melted snow	3.29	2.17	3.62	6.15	3.48	6.72	7.79	4.88	1.55
Days without rain or snow.	17	20	15	13	16	15	17	15	24

EDUCATIONAL ALMANAC, PROVINCE OF QUEBEC, FOR 1872.

JANUARY.		FEBRUARY.		MARCH.		APRIL.	
This Month takes its name from the God Janus, to whom it was dedicated.		Februarius, - from Februa, name of the sacrifices which took place during this month, - was the last month of the year during the earlier ages of Rome, but the December placed it next to January.		This was the first Month of the Roman year, and was so named because Romulus dedicated it to Mars.		April (Aprilis) is derived from the word aperire to open, because in this Month the earth seems to open her bosom and bring forth fresh products.	
SUPERANNUATED TEACHERS must apply for pension between the 1st of this Month and the 1st of April							
DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.
Mond.	1 CIRCUMCISION, Semi-Annual Reports Due.	Thurs.	1 St. Bridget, Virgin. Charlevoix d. 1761. Parl. House, Q., burned 1854.	Frid.	1 St. David's Day. Irish Church Bill introduced 1869.	Mond.	1 EASTER MONDAY. Teachers' Pension List Closed.
Tuesd.	2 General Wolfe born 1727. Burke born, 1730. King of Prussia died, 1861.	Frid.	2 Purification of B. V. M. Candlemas Day. Occupation of Seville, 1810.	Satur.	2 St. Chad, Pothier d. 1772. John Wesley d. 1791. Lord Gough d. 1860.	Tuesd.	2 EASTER TUESDAY. Battle of Copenhagen, 1801.
Wedn.	3 Cicerone born, L. G. 107. Battle of Princeton, 1777. Gen. Monk d. 1670.	Satur.	3 Union of the Canadas, 1841. George Washington died, 1799.	Sund.	3 St. Lucius, Pope & Mart. First American Congress, 1788.	Wedn.	3 Oliver Goldsmith d. 1774. Sir G. Drummond, K. O. B. Admin. 1816.
Thurs.	4 War between French and Eng. Commenced, 1860. Sir I. Newton b. 1642.	Sund.	4 Secessionism. Order of St. Patrick instituted, 1783.	Mond.	4 St. Anthony, Virg. & Mar. General earthquake in Canada, 1663.	Frid.	5 Canada discovered, 1492. Princess Victoria of Hesse, born, 1858.
Frid.	5 Vigil of the Epiphany. Duke of York died, 1827. Ed. Conf. d. 1041.	Tuesd.	5 Meeting of Boards of Examiners. General earthquake in Canada, 1663.	Tuesd.	5 Michael Angelo born, 1474. New South Wales discovered, 1606.	Satur.	6 Dep. of Sir G. Prevost, 1815.
Satur.	6 EPIPHANY, 1st of Feb. Rt. Rev. G. J. Mountain, Bp. of Queb. d. 1863.	Wedn.	6 Mary, Queen of Scots, beheaded, 1587. Royalty abd. in England, 1649.	Thurs.	6 Mary, Queen of Scots, beheaded, 1587. Royalty abd. in England, 1649.	Sund.	7 Lord Swinburn, Hon. T. D. McGee appointed, 1868.
Sund.	7 1st of Feb. Epiphany. Calais taken, 1380. 1 eny d. 1715.	Thurs.	7 Pr. of Wales visited the Pope, 1859. C. Dickens b. 1812.	Frid.	7 Michael Angelo born, 1474. New South Wales discovered, 1606.	Mond.	8 Hudson Bay Co. established, 1602. Abolition of Napoleon I. 1814.
Mond.	8 Abbe Farland, (hist.) d. at Quebec, 1864. Galileo died, 1642.	Frid.	8 Pope Urban VIII. died, 1623. Milan placed in a state of siege, 1852.	Satur.	8 Laysard, Antiquarian, born, 1817. (9) William III. died, 1702.	Tuesd.	9 Col. Bouchette d. Montreal, Mar. Postriband, Bishop of Quebec, 1741.
Tuesd.	9 Expedition against the Mohawks under De Courcelles, 1666.	Satur.	9 St. Sabina, Canada. Order of St. Patrick instituted, 1783.	Sund.	9 First elections to the Par. of Canada, 1841. Raphael b. 1483.	Wedn.	10 Clergy Reserve Bill passed, 1853. Catholic Emanc. Bill, 1829.
Wedn.	10 Penny Postage est. in Eng. 1840. Sir Chs. Bagot arr. at Kingston, 1842.	Sund.	10 St. Sabina, Canada. Order of St. Patrick instituted, 1783.	Mond.	10 Napoleon I. m. Marie-Louise, 1810. First daily newspaper, fr. 1792.	Thurs.	11 Great fire at Montreal, 1788. Peace of Utrecht, 1713. Canning b. 1770.
Thurs.	11 Linnaeus died, 1778. 4th Prov. Parl. votes £200 for cult. of hemp.	Tuesd.	11 St. Anthony, Virg. & Mar. General earthquake in Canada, 1663.	Tuesd.	11 St. Gasey, the Great, B. Mart. Parliament opened at Toronto.	Frid.	12 Gold mine in Australia, 1851. Princess Frederica of Prussia b. 1760.
Frid.	12 Catons arrived first in Maryland, 1632. Margt. Bourgeois d. 1700.	Wedn.	12 Ben. Jonson died, 1637.	Wedn.	12 Ursin beheaded, 1828. 13,000 slaves burnt in Peru, 1770.	Satur.	13 Public funeral to Hon. T. D. McGee, 1868. Handel died, 1759.
Sund.	13 2nd of Feb. Epiphany, Halley, Ast. d. 1742. Bat. of Corunna, 1814.	Thurs.	12 Ben. Jonson died, 1637.	Thurs.	12 Admiral Boscawen, 1757. Caesar invades Eng. born, B. C. 100.	Sund.	14 2nd of Feb. Epiphany, Halley, Ast. d. 1742. Bat. of Corunna, 1814.
Mond.	14 Capture of the U. S. Frigate President, 1815. Brit. Miss. op'd, 1759.	Frid.	13 Hotel-Dieu founded at Montreal, 1644. Dr. Kane, (Arctic exp.), d. 1857.	Frid.	13 Hotel-Dieu founded at Montreal, 1644. Dr. Kane, (Arctic exp.), d. 1857.	Mond.	15 Mar. 1st of March. Napoleon III. visited England, 1855.
Tuesd.	15 St. Marcellus, Pope and Martyr, 1796. Brit. Miss. op'd, 1759.	Satur.	13 Hotel-Dieu founded at Montreal, 1644. Dr. Kane, (Arctic exp.), d. 1857.	Satur.	13 Hotel-Dieu founded at Montreal, 1644. Dr. Kane, (Arctic exp.), d. 1857.	Tuesd.	16 Mar. 1st of March. Napoleon III. visited England, 1855.
Wedn.	16 Gibbon, Historian, died, 1794. Franchini, B. 1796. Mozart born, 1756.	Sund.	14 Russians defeated at Eupatoria, 1855. Michael Angelo d. 1564.	Sund.	14 Russians defeated at Eupatoria, 1855. Michael Angelo d. 1564.	Wedn.	17 Mar. 1st of March. Napoleon III. visited England, 1855.
Thurs.	17 Priests, V. & M. Festival of St. Peter's Chair. Mr. Denault d. 1809.	Mond.	14 Fleet for Canada leaves Port-au-Prince, 1768. Luncheon, colliery exp. 1857.	Mond.	14 Fleet for Canada leaves Port-au-Prince, 1768. Luncheon, colliery exp. 1857.	Thurs.	18 Mar. 1st of March. Napoleon III. visited England, 1855.
Frid.	18 Jan. 1st of St. Epiphany, 1796. 1st of Par. d. of Quebec, 1869.	Tuesd.	15 Joseph Hume, d. 1855. Amer. Independence acknowledged, 1857.	Tuesd.	15 Joseph Hume, d. 1855. Amer. Independence acknowledged, 1857.	Frid.	19 Mar. 1st of March. Napoleon III. visited England, 1855.
Satur.	19 Feb. 1st of St. Epiphany, 1796. 1st of Par. d. of Quebec, 1869.	Wedn.	16 Embr Day. Creation of the Superior Council at Quebec, 1663.	Wedn.	16 Embr Day. Creation of the Superior Council at Quebec, 1663.	Sund.	20 Mar. 1st of March. Napoleon III. visited England, 1855.
Sund.	20 3rd of Feb. Epiphany, Louis XVI beheaded, 1793. Vacc. intr'd, 1789.	Thurs.	17 Embr Day. Source of Nile disc. Handl. b. 1848.	Thurs.	17 Embr Day. Source of Nile disc. Handl. b. 1848.	Mond.	21 Mar. 1st of March. Napoleon III. visited England, 1855.
Mond.	21 3rd of Feb. Epiphany, Louis XVI beheaded, 1793. Vacc. intr'd, 1789.	Frid.	18 Embr Day. Source of Nile disc. Handl. b. 1848.	Frid.	18 Embr Day. Source of Nile disc. Handl. b. 1848.	Tuesd.	22 Mar. 1st of March. Napoleon III. visited England, 1855.
Tuesd.	22 3rd of Feb. Epiphany, Louis XVI beheaded, 1793. Vacc. intr'd, 1789.	Satur.	19 Embr Day. Source of Nile disc. Handl. b. 1848.	Satur.	19 Embr Day. Source of Nile disc. Handl. b. 1848.	Wedn.	23 Mar. 1st of March. Napoleon III. visited England, 1855.
Wedn.	23 Bishop Laval resigned. Frederic the Great born, 1712.	Sund.	20 Embr Day. Source of Nile disc. Handl. b. 1848.	Sund.	20 Embr Day. Source of Nile disc. Handl. b. 1848.	Thurs.	24 Mar. 1st of March. Napoleon III. visited England, 1855.
Thurs.	24 Conversion of St. Paul, Princes Royal mar. 1858. B. Burns b. 1759.	Mond.	21 Embr Day. Source of Nile disc. Handl. b. 1848.	Mond.	21 Embr Day. Source of Nile disc. Handl. b. 1848.	Frid.	25 Mar. 1st of March. Napoleon III. visited England, 1855.
Frid.	25 Teachers' Convention, Laval Normal School, Quebec.	Tuesd.	22 Embr Day. Source of Nile disc. Handl. b. 1848.	Tuesd.	22 Embr Day. Source of Nile disc. Handl. b. 1848.	Satur.	26 Mar. 1st of March. Napoleon III. visited England, 1855.
Satur.	26 Teachers' Convention, Laval Normal School, Quebec.	Wedn.	23 Embr Day. Source of Nile disc. Handl. b. 1848.	Wedn.	23 Embr Day. Source of Nile disc. Handl. b. 1848.	Sund.	27 Mar. 1st of March. Napoleon III. visited England, 1855.
Sund.	27 Teachers' Convention, Laval Normal School, Quebec.	Thurs.	24 Embr Day. Source of Nile disc. Handl. b. 1848.	Thurs.	24 Embr Day. Source of Nile disc. Handl. b. 1848.	Mond.	28 Mar. 1st of March. Napoleon III. visited England, 1855.
Mond.	28 Teachers' Convention, Laval Normal School, Quebec.	Frid.	25 Embr Day. Source of Nile disc. Handl. b. 1848.	Frid.	25 Embr Day. Source of Nile disc. Handl. b. 1848.	Tuesd.	29 Mar. 1st of March. Napoleon III. visited England, 1855.
Tuesd.	29 Teachers' Convention, Laval Normal School, Quebec.	Satur.	26 Embr Day. Source of Nile disc. Handl. b. 1848.	Satur.	26 Embr Day. Source of Nile disc. Handl. b. 1848.	Wedn.	30 Mar. 1st of March. Napoleon III. visited England, 1855.
Wedn.	30 Teachers' Convention, Laval Normal School, Quebec.	Sund.	27 Embr Day. Source of Nile disc. Handl. b. 1848.	Sund.	27 Embr Day. Source of Nile disc. Handl. b. 1848.	Thurs.	31 Mar. 1st of March. Napoleon III. visited England, 1855.

MAY.		JUNE.		JULY.		AUGUST.	
Dedicated to Maia, mother of Mercury, messenger of the gods.		Consecrated to Juno, consort of Jupiter, the sovereign of the gods.		At first named Quintilis, received the name of Julius, under the Consulate of Antony, in memory of Julius Caesar.		At first named Sextilis, because it was the 6th month of the Roman Calendar. The name of Augustus was given in it in honor of Augustus, the Roman Emperor.	
THE APPOINTMENT OF THE ASSESSMENT is made between the 1st of this Month and the 1st of July, and becomes due after 30 days' notice.		THE HALF-YEARLY REPORTS are to be made up in the course of this month.		ELECTION of School Commissioners and Trustees. REPORTS of colleges and institutions of superior education must be made this month.			
DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.
Wedn.	1 Sts. Phil. & Jas. Apostles. Prices Arthur b. 1850.	Satur.	1 Nicomede, Arr. of Abbe de Queyries, Grand Vic. of Rome, 1644.	Mond.	1 Semi-Ann. Reports and Rep. of Col. and Academies due.	Thurs.	1 Emancipation of Slaves in Brit. Dom. 1835. Bat. of the Nile 1798.
Thurs.	2 M. Talon, 1st Int. in Can. 1664. Quebec Act passed in H. of Lds, 1774.	Sund.	2 1st of June, Trinity. 1st St. from Britain to Am. 1826. Gordon Riots 1780.	Tuesd.	2 Visit of B. V. M. (1) Dominion Day. Sir Robert Peel killed, 1850.	Frid.	2 Miralhouses first used by the French at Searbruck, 1870.
Frid.	3 Finding of the Mary Queen of Scots, 1567. Quebec Act passed in H. of Lds, 1774.	Wedn.	3 Mad. Youville estab. Les Soeurs Grises, 1753. Recruits at Quebec 1820.	Thurs.	3 Quebec founded, 1608. Jacques Cartier entered Chaleur Bay, 1534.	Satur.	3 Columbus set sail from Palos, 1492. Abolition of Charles X. 1840.
Satur.	4 Siege of Quebec raised, 1776. 1st of June, Trinity. 1st St. from Britain to Am. 1826.	Thurs.	4 George III. b. 1738. C. M. Von Weber d. 1826. Btde of Magenta, 1859.	Frid.	4 American Independence, 1776. Fort Mifflin captured by French 1754.	Sund.	4 American Independence, 1776. Fort Mifflin captured by French 1754.
Sund.	5 1st of June, Trinity. 1st St. from Britain to Am. 1826.	Frid.	5 Count O'Connell, 1801. Battle of Burlington d. 1839.	Sund.	5 1st of June, Trinity. 1st St. from Britain to Am. 1826.	Mond.	5 Q. Victoria visited Quebec, 1858.
Mond.	6 2nd of June, Trinity. 2nd St. from Britain to Am. 1826.	Satur.	6 Violent shock of Earthquake in Jamaica, 1668. Ref. Bill passed 1832.	Tuesd.	6 2nd of June, Trinity. 2nd St. from Britain to Am. 1826.	Tuesd.	6 Meeting of the Boards of Examiners.
Tuesd.	7 3rd of June, Trinity. 3rd St. from Britain to Am. 1826.	Wedn.	7 2nd of June, Trinity. 2nd St. from Britain to Am. 1826.	Wedn.	7 3rd of June, Trinity. 3rd St. from Britain to Am. 1826.	Wedn.	7 French army defeated at Worth, 1870. Queen Caroline died, 1821.
Wedn.	8 4th of June, Trinity. 4th St. from Britain to Am. 1826.	Thurs.	8 3rd of June, Trinity. 3rd St. from Britain to Am. 1826.	Thurs.	8 4th of June, Trinity. 4th St. from Britain to Am. 1826.	Thurs.	8 18th of June, Trinity. 18th St. from Britain to Am. 1826.
Thurs.	9 5th of June, Trinity. 5th St. from Britain to Am. 1826.	Frid.	9 4th of June, Trinity. 4th St. from Britain to Am. 1826.	Frid.	9 5th of June, Trinity. 5th St. from Britain to Am. 1826.	Frid.	9 19th of June, Trinity. 19th St. from Britain to Am. 1826.
Frid.	10 6th of June, Trinity. 6th St. from Britain to Am. 1826.	Satur.	10 5th of June, Trinity. 5th St. from Britain to Am. 1826.	Satur.	10 6th of June, Trinity. 6th St. from Britain to Am. 1826.	Satur.	10 20th of June, Trinity. 20th St. from Britain to Am. 1826.
Satur.	11 7th of June, Trinity. 7th St. from Britain to Am. 1826.	Sund.	11 6th of June, Trinity. 6th St. from Britain to Am. 1826.	Sund.	11 7th of June, Trinity. 7th St. from Britain to Am. 1826.	Sund.	11 21st of June, Trinity. 21st St. from Britain to Am. 1826.
Sund.	12 8th of June, Trinity. 8th St. from Britain to Am. 1826.	Mond.	12 7th of June, Trinity. 7th St. from Britain to Am. 1826.	Mond.	12 8th of June, Trinity. 8th St. from Britain to Am. 1826.	Mond.	12 22nd of June, Trinity. 22nd St. from Britain to Am. 1826.
Mond.	13 9th of June, Trinity. 9th St. from Britain to Am. 1826.	Tuesd.	13 8th of June, Trinity. 8th St. from Britain to Am. 1826.	Tuesd.	13 9th of June, Trinity. 9th St. from Britain to Am. 1826.	Tuesd.	13 23rd of June, Trinity. 23rd St. from Britain to Am. 1826.
Tuesd.	14 10th of June, Trinity. 10th St. from Britain to Am. 1826.	Wedn.	14 9th of June, Trinity. 9th St. from Britain to Am. 1826.	Wedn.	14 10th of June, Trinity. 10th St. from Britain to Am. 1826.	Wedn.	14 24th of June, Trinity. 24th St. from Britain to Am. 1826.
Wedn.	15 11th of June, Trinity. 11th St. from Britain to Am. 1826.	Thurs.	15 10th of June, Trinity. 10th St. from Britain to Am. 1826.	Thurs.	15 11th of June, Trinity. 11th St. from Britain to Am. 1826.	Thurs.	15 25th of June, Trinity. 25th St. from Britain to Am. 1826.
Thurs.	16 12th of June, Trinity. 12th St. from Britain to Am. 1826.	Frid.	16 11th of June, Trinity. 11th St. from Britain to Am. 1826.	Frid.	16 12th of June, Trinity. 12th St. from Britain to Am. 1826.	Frid.	16 26th of June, Trinity. 26th St. from Britain to Am. 1826.
Frid.	17 13th of June, Trinity. 13th St. from Britain to Am. 1826.	Satur.	17 12th of June, Trinity. 12th St. from Britain to Am. 1826.	Satur.	17 13th of June, Trinity. 13th St. from Britain to Am. 1826.	Satur.	17 27th of June, Trinity. 27th St. from Britain to Am. 1826.
Satur.	18 14th of June, Trinity. 14th St. from Britain to Am. 1826.	Sund.	18 13th of June, Trinity. 13th St. from Britain to Am. 1826.	Sund.	18 14th of June, Trinity. 14th St. from Britain to Am. 1826.	Sund.	18 28th of June, Trinity. 28th St. from Britain to Am. 1826.
Sund.	19 15th of June, Trinity. 15th St. from Britain to Am. 1826.	Mond.	19 14th of June, Trinity. 14th St. from Britain to Am. 1826.	Mond.	19 15th of June, Trinity. 15th St. from Britain to Am. 1826.	Mond.	19 29th of June, Trinity. 29th St. from Britain to Am. 1826.
Mond.	20 16th of June, Trinity. 16th St. from Britain to Am. 1826.	Tuesd.	20 15th of June, Trinity. 15th St. from Britain to Am. 1826.	Tuesd.	20 16th of June, Trinity. 16th St. from Britain to Am. 1826.	Tuesd.	20 30th of June, Trinity. 30th St. from Britain to Am. 1826.
Tuesd.	21 17th of June, Trinity. 17th St. from Britain to Am. 1826.	Wedn.	21 16th of June, Trinity. 16th St. from Britain to Am. 1826.	Wedn.	21 17th of June, Trinity. 17th St. from Britain to Am. 1826.	Wedn.	21 1st of July, Trinity. 1st St. from Britain to Am. 1826.
Wedn.	22 18th of June, Trinity. 18th St. from Britain to Am. 1826.	Thurs.	22 17th of June, Trinity. 17th St. from Britain to Am. 1826.	Thurs.	22 18th of June, Trinity. 18th St. from Britain to Am. 1826.	Thurs.	22 2nd of July, Trinity. 2nd St. from Britain to Am. 1826.
Thurs.	23 19th of June, Trinity. 19th St. from Britain to Am. 1826.	Frid.	23 18th of June, Trinity. 18th St. from Britain to Am. 1826.	Frid.	23 19th of June, Trinity. 19th St. from Britain to Am. 1826.	Frid.	23 3rd of July, Trinity. 3rd St. from Britain to Am. 1826.
Frid.	24 20th of June, Trinity. 20th St. from Britain to Am. 1826.	Satur.	24 19th of June, Trinity. 19th St. from Britain to Am. 1826.	Satur.	24 20th of June, Trinity. 20th St. from Britain to Am. 1826.	Satur.	24 4th of July, Trinity. 4th St. from Britain to Am. 1826.
Satur.	25 21st of June, Trinity. 21st St. from Britain to Am. 1826.	Sund.	25 20th of June, Trinity. 20th St. from Britain to Am. 1826.	Sund.	25 21st of June, Trinity. 21st St. from Britain to Am. 1826.	Sund.	25 5th of July, Trinity. 5th St. from Britain to Am. 1826.
Sund.	26 22nd of June, Trinity. 22nd St. from Britain to Am. 1826.	Mond.	26 21st of June, Trinity. 21st St. from Britain to Am. 1826.	Mond.	26 22nd of June, Trinity. 22nd St. from Britain to Am. 1826.	Mond.	26 6th of July, Trinity. 6th St. from Britain to Am. 1826.
Mond.	27 23rd of June, Trinity. 23rd St. from Britain to Am. 1826.	Tuesd.	27 22nd of June, Trinity. 22nd St. from Britain to Am. 1826.	Tuesd.	27 23rd of June, Trinity. 23rd St. from Britain to Am. 1826.	Tuesd.	27 7th of July, Trinity. 7th St. from Britain to Am. 1826.
Tuesd.	28 24th of June, Trinity. 24th St. from Britain to Am. 1826.	Wedn.	28 23rd of June, Trinity. 23rd St. from Britain to Am. 1826.	Wedn.	28 24th of June, Trinity. 24th St. from Britain to Am. 1826.	Wedn.	28 8th of July, Trinity. 8th St. from Britain to Am. 1826.
Wedn.	29 25th of June, Trinity. 25th St. from Britain to Am. 1826.	Thurs.	29 24th of June, Trinity. 24th St. from Britain to Am. 1826.	Thurs.	29 25th of June, Trinity. 25th St. from Britain to Am. 1826.	Thurs.	29 9th of July, Trinity. 9th St. from Britain to Am. 1826.
Thurs.	30 26th of June, Trinity. 26th St. from Britain to Am. 1826.	Frid.	30 25th of June, Trinity. 25th St. from Britain to Am. 1826.	Frid.	30 26th of June, Trinity. 26th St. from Britain to Am. 1826.	Frid.	30 10th of July, Trinity. 10th St. from Britain to Am. 1826.
Frid.	31 27th of June, Trinity. 27th St. from Britain to Am. 1826.	Satur.	31 26th of June, Trinity. 26th St. from Britain to Am. 1826.	Satur.	31 27th of June, Trinity. 27th St. from Britain to Am. 1826.	Satur.	31 11th of July, Trinity. 11th St. from Britain to Am. 1826.

SEPTEMBER.		OCTOBER.		NOVEMBER.		DECEMBER.	
Seventh Month of the Roman year.		Eighth Month of the Roman year.		Ninth Month of the Roman year.		Tenth Month of the Roman year.	
From the 1st of this Month to the 1st of October, the CENSUS OF CHILDREN of school age is to be taken, and reported to the Ministry of Public Instruction within 10 days after 1st of October.		It received under Antoninus, the name of Fastus , in honor of Faustina, his wife; Commodus named it Invictus . Domitianus Domitianus ; but the people continued giving it the name of October .		APPLICATIONS for supplementary aid to Poor Municipalities must be transmitted to the Ministry of Public Instruction by the first of this month.		The HALF-YEARLY REPORTS are to be made up in the course of this month.	
DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.	DAYS	REMARKABLE EVENTS, &C.
SUN.	1 14th of Sept. Trinity. Cartier discovered the Saguenay, 1535.	Tuesd.	1 Bishop's Cull. (Lennoxville) opened, 1845. Pierre Corneille d. 1634.	Frid.	1 ALL SAINTS' DAY. India incorp. with Brit. Empire, 1668.	SUN.	1 ADVENT SUNDAY. Sir J. Young, Gen. of Dom. Canada, sworn in 1868.
Mond.	2 Napoleon I. sur. to Cap. of Prussia, 1807. Beauharnais, A. of C., 1726.	Wedn.	2 Arrago d. 1853. Telegraph Estab. between Montreal & Quebec, 1847.	Satur.	2 23rd of Sept. Trinity. 23rd St. from Britain to Am. 1826.	Mond.	2 ST. F. XAVIER, 2nd Patron of Can. Ch. of the "Ges. de Mont." op'd, 1865.
Tuesd.	3 Foundation of the Mar. Corps, 1812. Battle of Waterloo, 1815.	Thurs.	3 Col. St. John's name. Mont-Royal to Hochelaga, 1535.	Sund.	3 24th of Sept. Trinity. 24th St. from Britain to Am. 1826.	Tuesd.	3 Coup d'Etat of Napoleon III. 1852. Emperor of Mexico, 1864.
Wedn.	4 Republic proclaimed in Paris, 1870. Calais surrendered, 1347.	Frid.	4 J. Van Vandenhoef, tragedian, died, 1761. William J. d. 1837.	Mond.	4 25th of Sept. Trinity. 25th St. from Britain to Am. 1826.	Wedn.	4 ST. MARTIN'S DAY. Par. of Canada, 1841.
Thurs.	5 Sir G. Simpson died, 1860. Dr. S. Johnson, 1709.	Satur.	5 Horace Walpole b. 1717. The Pacific disc. by Vasco Nunez, 1511.	Tuesd.	5 26th of Sept. Trinity. 26th St. from Britain to Am. 1826.	Thurs.	5 Mozart died, 1791. Martial Law in Montreal District, 1837.
Frid.	6 15th of Sept. Trinity. Naxos of B. Virgin Mary. Capt. of Mont., 1760.	Sund.	6 Cape Breton ced. to France, 1763. Confed. Steamer Florida, 1857.	Wedn.	6 27th of Sept. Trinity. 27th St. from Britain to Am. 1826.	Frid.	6 ST. NICHOLAS, (not of Scholars). Rebellion in Canada, 1837.
Satur.	7 16th of Sept. Trinity. Naxos of B. Virgin Mary. Capt. of Mont., 1760.	Mond.	7 Prince Arthur arr. at Mont., 1869. Op's of the Little Sem. fr. Q. 1857.	Thurs.	7 28th of Sept. Trinity. 28th St. from Britain to Am. 1826.	Satur.	7 1st of Oct. Trinity. 1st St. from Britain to Am. 1826.
Sund.	8 17th of Sept. Trinity. Naxos of B. Virgin Mary. Capt. of Mont., 1760.	Tuesd.	8 18th of Sept. Trinity. 18th St. from Britain to Am. 1826.	Frid.	8 29th of Sept. Trinity. 29th St. from Britain to Am. 1826.	Sund.	8 2nd of Oct. Trinity. 2nd St. from Britain to Am. 1826.
Mond.	9 18th of Sept. Trinity. Naxos of B. Virgin Mary. Capt. of Mont., 1760.	Wedn.	9 19th of Sept. Trinity. 19th St. from Britain to Am. 1826.	Satur.	9 30th of Sept. Trinity. 30th St. from Britain to Am. 1826.	Mond.	9 3rd of Oct. Trinity. 3rd St. from Britain to Am. 1826.
Tuesd.	10 19th of Sept. Trinity. Naxos of B. Virgin Mary. Capt. of Mont., 1760.	Thurs.	10 20th of Sept. Trinity. 20th St. from Britain to Am. 1826.	Sund.	10 1st of Oct. Trinity. 1st St. from Britain to Am. 1826.	Tuesd.	10 4th of Oct. Trinity. 4th St. from Britain to Am. 1826.
Wedn.	11 20th of Sept. Trinity. Naxos of B. Virgin Mary. Capt. of Mont., 1760.	Frid.	11 21st of Sept. Trinity. 21st St. from Britain to Am. 1826.	Mond.	11 2nd of Oct. Trinity. 2nd St. from Britain to Am. 1826.	Wedn.	11 5th of Oct. Trinity. 5th St. from Britain to Am. 1826.
Thurs.	12 21st of Sept. Trinity. Naxos of B. Virgin Mary. Capt. of Mont., 1760.	Satur.	12 22nd of Sept. Trinity. 22nd St. from Britain to Am. 1826.	Tuesd.	12 3rd of Oct. Trinity. 3rd St. from Britain to Am. 1826.	Thurs.	12 6th of Oct. Trinity. 6th St. from Britain to Am. 1826.
Frid.	13 22nd of Sept. Trinity. Naxos of B. Virgin Mary. Capt. of Mont., 1760.	Sund.	13 23rd of Sept. Trinity. 23rd St. from Britain to Am. 1826.	Wedn.	13 4th of Oct. Trinity. 4th St. from Britain		