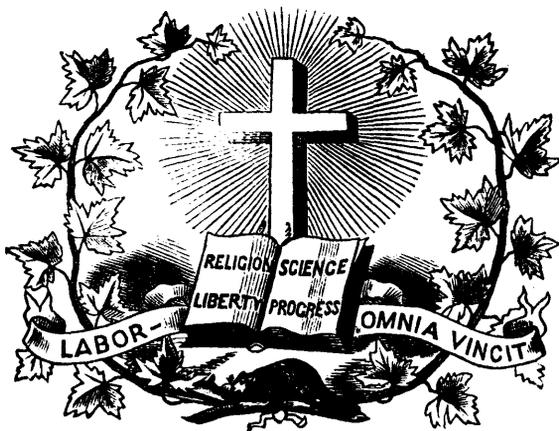


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Teachers Among Themselves.

(Paper read by Mr. F. Hicks before the Teachers' Association.)

The subjects which have principally occupied the attention of this Association during the present session have been almost, if not entirely, connected with the direct work of the teacher as an instructor. Such peculiar attention must necessarily be the case in all associations of men—whatever their occupation. Even when men in some particular line of life band themselves together for any purpose, whether of amusement or otherwise, one may safely estimate that at least one-half of their intercourse and conversation will have reference to their daily work in life.

This being the case, it would be no matter of wonder if our Association confined itself exclusively to the consideration of modes of teaching and other matters bearing directly upon the school-room.

But there exist, for the teacher, other relations than these technical ones and it will be my endeavour, this evening, to shew that these latter relations are not few nor unimportant—that their cultivation or neglect has, in many ways, a powerful effect on us teachers, and, indirectly, through us, on our schools. Nor, this alone, but, also, that the direct influence of such action on our schools cannot be lightly reckoned.

The most careless reader of the history of our present civilization cannot fail to have remarked the tendency of men engaged in some common pursuit to unite them-

selves into associations. These associations have, naturally for their object, the preservation of the interests and the furtherance of the projects of the members, individually, and as a class. The immense influence that these associations have exerted on the governments of the countries in which they exist, and the share they have contributed to the bringing about of our present condition of enlightenment and civilization, appear from the mere mention of the names of a few of these combinations and their results.

The association which was formed expressly to gain and did gain the Englishman's charter of liberty.

The immense associations of the various churches now existing. (Of course I do not mean to ascribe the power of these all to the combination—but the associations are, at any rate, the means:)

The association of merchants which founded the vast Eastern Empire of Great Britain.

To come closer to ourselves—the English Educational League and the various teachers' associations in England. No country in the world is, probably, just now making greater progress in primary education than England, and any one who has read the recent educational periodicals of that country cannot fail to perceive the influence exerted by the teachers' associations—from the college of Preceptors downwards.

Examples of this nature might be multiplied, but I will conclude with the statement that this is an age of associations—ours is a civilization of associations.

This, then, being the case, and we, having formed ourselves into an association, the questions naturally arise—“Have we secured such results to the community and to ourselves as might be expected? Are we securing such results as may be expected from an association of men like us, who from our education should know our power and how to use it? Do our schools feel a fresh impulse after the second Friday in each month? Are we rising, as a body and individually?”

The first of the last two questions may, I think be safely answered in the affirmative. And this I reckon a proudly distinctive feature of our association. We are not bound together like commercial guilds merely to advance our personal interests, but we almost ignore them to consult

on the best methods of perfecting ourselves for the work we have in hand, and to consider how best to perform that work. On the other hand, I think it is a fair subject of consideration, whether, in thus ignoring our other relations, we are acting for the best for our schools, for the community and for ourselves.

But it may be asked—What are these relations? The answer is simple. They are the same as those between men who compose any other association.

1. The relation between men and women who are engaged in the same pursuit for the same ends.

2. The relation between men and women who, to a great extent, take from the shoulders of the people upon their own one of the most important duties of the people.

3. The relation between men and women who are acting together, and with the Government of the country in what is recognized as the most vitality important labour of the community.

The consideration of these three out of many relations will, I fancy, occupy as much of your valuable time as you will be willing to concede me this evening. We will proceed at once, then, to the consideration of the first relation.

That between us as men and women who are engaged in the same pursuit for the same ends.

That this is a relation of considerable moment to us, and that important results may be expected from a healthy condition of it, may be argued from the fact before alluded to—the benefits which have occurred to the community from associations formed to cultivate this relation alone.

The enumeration of all the means by which this relation is or is not now drawn close, and the enumeration of some of those by which it might be strengthened, and the probable effects of all such means would alone be beyond the limits of this paper—and we have yet other subjects to discuss. But a few of these may not inappropriately be considered here. The first and most obvious of these means is the cultivation among teachers of mutual respect. Far be it from me to assert here that we have not this respect for one another to a certain extent. But I candidly ask you—Are you satisfied with the position in the community occupied by teachers? Do you think the class and the individual are as highly rated in the scale of our general civilized society as they should be?

Compare our education and training; compare the necessity to the community and the influence upon it of our labours with those of the clergyman and of the lawyer. Compare these, and then account for the fact that the two latter not only manage their own affairs, but ours also.

This condition of things certainly exists, and may not some of it be traced to a laxness of this first among us?

I will not mince the matter further, but will state the case in the words of a teacher writing to the last number I have received, Dec. 1871-72, of the most widely circulated English Educational Periodical.

He says:—"Our enemies tell us that the characteristics of our profession are jealousy of one another and the selfish view we take of our own personal interests."

This, be it remembered, is the view of our enemies. But *Fas est et ab hoste doceri*—let us learn a lesson even from them. They doubtless, are just as jealous of each other as we are, and it would be a pity if we did not hold as tightly as possible to the few personal interests they allow us.

There must be, among us human beings, whether clergymen, lawyers, or teachers, the constant working of those feelings of which we are, as it were, bundles. But it is a wellknown fact that rarely or never has a clergyman been heard to speak or hint, in the most remote manner, anything to the detriment of another clergyman.

Indeed this has become a characteristic of the profession so marked as to distinguish them from all other classes of men in this one respect. As a teacher it would be invidious for me to charge our body with indifference to this law of self-preservation; but, when we compare the fact just adduced with the charge of our enemies there certainly seems to be room for drawing our first bond a little closer.

I do not myself believe that we are more jealous of one another than are men and women in other professions. Nay, I believe that we are less so than some. But, by our human, mental, and moral constitution, there must always be among us a possibility of increased mutual respect and diminished jealousy.

The consideration of this first bond (first in *order* merely) is a delicate subject and one not easy to be handled by a teacher; I but rejoice in the opportunity it has afforded me of uttering my poor denial of the aspersions of our enemies.

I will now draw your attention to the second of the relations proposed to be considered.

"The relation existing between men and women who, to a great extent, take from the shoulders of the community upon their own one of the most important duties of the community."

That these duties may be performed to the satisfaction of both parties concerned—that the teacher may work with confidence and a quiet mind, and that the parent's mind may not be disturbed by doubts as to the improvement and development of that which he holds most dear of all—that this may be the case, it is absolutely necessary for the teacher to command the respect and perfect confidence of the people.

One of the means of securing this respect and confidence has already been alluded to.

The consequence of a good, healthy condition of this relation between the teachers among themselves and the people, I cannot better illustrate than by the following testimony of Mr. Kay-Shuttleworth, as to the education, social position and professional standing of primary school teachers in Prussia. He says:

"During my travels in different provinces of Prussia I was in daily communication with the teachers. I had every opportunity of observing the spirit which animated the whole body, and of hearing the opinions of the poor respecting them. I found a great body of educated, courteous, refined, moral, and learned professors, labouring with real enthusiasm among the poorest classes of their countrymen. I found them wholly devoted to their duties, proud of their profession, *united together by a strong feeling of brotherhood*, and holding continual conferences together for the purpose of debating all kinds of questions relating to the management of their schools. The teachers in Prussia are men respected by the whole community, men to whom all classes owe the first rudiments of their education, and men in whose welfare, good character and high respectability both the Government and the people feel themselves deeply interested. I cannot but feel how grand an institution this great body of more than 28,000 teachers was, and how much it was capable of effecting."

He goes on to say that—"As the character of every nation depends mainly upon the training of the children,—how essential is it then, to the moral welfare and therefore to the political greatness of a nation that the profession of the teachers should be one insuring the perfect satisfaction of its members, and commanding the respect of the country?"

A foot-note adds.—"Since these remarks were written the course of public events in Prussia has given a very remarkable proof of their correctness. To the National Assembly, which met in Berlin, in May, 1848, the people of the provinces elected no fewer than eight teachers as

representatives, giving this striking proof of their respect for the ability and high character of the profession."

Mr. Kay-Shuttleworth goes on to say that the Prussian Government found it necessary to protect teachers in their relations with the general public. "A law was passed that no teacher who had been once elected, whether by a parochial committee, or by trustees, or by private patrons, should be dismissed except by permission of the country magistrates. This protected the teacher from the effects of the mere personal prejudice of those in immediate connection with them."

Now, we teachers in Canada are almost defenceless in this respect, and a glance at the position here will shew what must be the effect of this condition on us individually and as a class. There are throughout this Province very able teachers who are engaged in carrying on some of the most important schools in the country,—and what are the terms of their engagement.

Remember for a moment the conditions I have just read, and compare with them the conditions I am about to state.

The teachers to whom I refer are employed not only in the largest cities in Canada, but also in villages and rural districts, for academies, &c. They are engaged by boards of trustees, not one in a hundred of whom has had the slightest experience in teaching, or is skilled ever so little in the science of pedagogy—and what are the terms of engagement. They are engaged only for one year; at the end of each year their engagement terminates and must be renewed.

I challenge anybody to instance from any department of skilled labour among our community as humiliating—as servile a condition as this! I regard the shop girl or telegraph operator—the brakeman or switchman on a railroad, all of whom hold their situations (like our judges) during good conduct—I regard them as far above these teachers in the terms of engagement they exact, and in the confidence in their ability thus expressed by those who employ them.

But it may be argued that the precaution is a necessary one—the interests at issue are so great, &c., &c.

This is all very true, but our interests are at stake too, and besides this we are not the only members of the community who are entrusted with great interests—ministers of religion—judges—bank-clerks—government officers and many others have committed to their care vast interests, and they are not so open to inspection as the teacher, nor would frequent changes in their cases be more harmful. Yet none of them are compelled to take service on such degrading terms. It would be fair enough to engage a teacher for a certain period, (say 6 or 12 months) on trial and then decide. And I maintain that a teacher here, who shews to the satisfaction of a school-board by such trial, that he is in every way qualified for his post, ought to be engaged on some terms agreed on, not so humiliating as those referred to. Such terms as these, in themselves, argue nothing but a lack of confidence between the people and the teacher, and the longer they exist the lower will the teacher fall in the scale of society, and the more will society suffer in its turn from the fall.

Now we are not under such a Government as that of Prussia,—we are under as free a Government as any man can wish for,—many lines of life are open to us,—we ought not to wish for or need Government interference to secure us equal rights with our countrymen.

We, above all others, are responsible for this condition of affairs, and we alone can bring about a change.

That this condition may not be lightly regarded, and to strengthen what I have just said, I will read the reasons of the Prussian Government for giving as much liberty as possible to teachers, and for fettering their hands as little as possible.

1st. "Because the teachers of Prussia are a very learned body, and, from their long study of Pedagogy, have acquired greater ability than any persons in the art of teaching. They are, therefore, better qualified than any other persons to conduct the instruction of their children; but if those persons who have never studied pedagogy could interfere with them and say—"You shall teach in this way or in that—or else leave the parish"—the teachers would often be obliged to pursue some ridiculous, inefficient method, merely to please the whim of persons not experienced in school management, and the enlightenment of the people would thus be considerably retarded."

2nd. "Because if the ministers, or parishioners or school trustees had a right to turn away a teacher, whenever he chanced to displease them, the teachers would always be liable to, and would often suffer from, foolish personal dislikes, founded on no good ground. They would thus lose their independence of character by being forced to suit their conduct to the whims of those around them, instead of being able to act faithfully and conscientiously to all, or by being exposed to the insults of impertinence of ignorant persons, who did not understand or appreciate the value or importance of their labour, or by being prevented from acting faithfully to the children from fear of offending the parents; and they would thus, generally by one or other of these ways, forfeit at least some part of the respect of the parents of their children, and would, consequently, find their lessons and advice robbed of one half their weight, and their labours of a great part of their efficiency."

These are very weighty reasons for the existence, in Prussia, of something which does not exist for many of us here now, nor for many other very able teachers in this Province. And if any teacher present can shew how we are to get this thing except by our own determinate endeavours, he will undoubtedly confer a great boon on those who are now or who may in future (as any of us may) be in the humiliating position I have described.

No; I am convinced that nothing but increased mutual respect, increased determination to uphold one another, increased confidence in ourselves and in our worthiness to be regarded at least as confidential servants—nothing but these can ever raise us to such a position among our fellow-citizens of this free country as is guaranteed to Prussian teachers by a powerful government, which stands and grows (so the whole world says) on the foundation built by the teacher.

The condition of the Prussian teacher naturally leads us on to the consideration of the third and last relation I have proposed to discuss this evening.

"The relation existing between men and women who are acting together *and with the Government of the country* in what is now recognized as the most vitally important labour of the community."

This relation is one much easier to deal with than either of those we have been discussing. The first one, from its very nature, was delicate to handle and could not be probed very deeply as to its existing condition.

The second relation was a special one, in which the teacher occupied a position in the community peculiar to his own class, in some respects.

But the relation we are now to consider he occupies under exactly the same circumstances as exist for all other members of the body of the people.

To realise this fact let us consider, for a moment, the action and relation to government of other associations which now exist in all civilized communities. Such associations and others.

These associations are similar to our teachers's associations; they are formed independent of government by merchants, lawyers, agriculturists, and are supported

alone by them. If they ceased to be attended they would die, and so would our associations.

The only difference between these corporations and our own is constituted by certain privileges which have been gained from the government, and there is no reason why our corporations should not also, in time obtain such privileges as may be deemed necessary. Corresponding to each of these associations there is, in the Executive Government, a Cabinet officer. The bar finds in the Executive its Minister of Justice, the Agricultural Society its Minister of Agriculture, the Boards of Trade their Ministers of Finance and Public Works, the Teachers' Association its Minister of Education.

Let us now look into the connection between these boards and these ministers. Are their relations close? They are so close that were these boards, especially those of trade, to cease to exist, it would be impossible to carry on the work of the government of the country as it is now carried on.

To illustrate this I may refer to the late meeting of the Board of Trade at Ottawa. There were discussed there many projects, most of which were such as could only be carried out by the Government. These projects were not only first broached there, but their advisability discussed, the best means of perfecting them argued, and with what result? Where must we look for the result? Why, at the bills submitted to Parliament.

There will, in all probability, be a bill to provide for the deepening of the St. Lawrence, another concerning various duties, another concerning the fisheries, and many others. These bills are framed by these associations and carried through Parliament by their influence, aided by the recognition, by the representatives of the people, of the wisdom and energy displayed by such associations.

Could any government do all this work? Work in commerce? work in law? work in agriculture? Could any government do all this alone? Impossible! Much must be prepared for them, or they must remain in ignorance of some of the most crying wants of the public. And much is done for them in all branches, except in that of education. We have associations, we have representatives at Parliament, we have a Minister of Public Instruction, and I have yet to hear of the first instance of action among teachers such as is daily taking place among those classes of the community.

It is then, I consider, a fair question—Why this difference? Is it because we have no hope of gaining from Government what we desire? That is no reason, because we have never tried. It is because it is difficult to approach the Government? We have representatives and a minister; the road to them way well be difficult and rough for us who do not care to keep it open and travel it frequently. Is it because we have no demands—no suggestions to make? Certainly not. We have plenty, and if only once we can begin to draw a little closer this bond between ourselves and a branch of the Government created expressly to listen to such suggestions as our representatives may submit to it from us, if we can once begin to do this, the benefit to the Government, to our class, and to the community, will be difficult to estimate.

At the last meeting of this Association we unanimously agreed that it would be very beneficial to the cause of education if our Government would concede to us a privilege enjoyed by teachers in Ontario, that of spending five days in each year in visiting one another's schools. Now, how are we to gain this privilege? There is a chance that the Government may think of it. If it did think of it it would be almost certain to grant it. Why then should we not in a constitutional manner, through our representatives or by memorializing the department, ask for something which the Government would almost certainly

grant immediately, with feelings of respect for teachers who shewed themselves no less interested than the Government itself in the general improvement of education? The road being thus once opened, the bond drawn closer, some arrangement concerning the present humiliating conditions of engagement might be made; and the department once acting in concert, we teachers in free Canada might expect to occupy a higher position than teachers in Prussia, by so much as we, a sovereign people, are higher than they—the subjects of an empire swaying powerful rule. This last bond between us drawn closer, the others would also be drawn closer too. We should respect ourselves and one another more highly, and the people, whose dearest interests are entrusted to us, would respect us and have confidence in those who shewed confidence in themselves.

Before concluding I must ask you to remember that these relations I have presented for your consideration this evening are only some of the relations which exist between us,—that they are also relations which exist between *ourselves*, and have only indirect connection with the school-room. I am perfectly aware that the grand mission of the teacher lies in the school-room, and that his direct relations with it are paramount, but that is not his only sphere of action. He is also a man—a member of a class or profession, and a member of the community in which he lives and works.

In conclusion I beg to ask your kind indulgence for this paper. Considering the immense importance to us and to the community of the relations I have endeavoured to lay before you, it will at once appear no easy task to treat of them, as might be wished, in a paper of the length suitable to our meeting. But I have long pondered over these subjects and conversed on them with others, and could not refrain from bringing them before your notice at the earliest opportunity.

Many, if not all of us, have doubtless considered these matters, and in thus urging their claims upon us for more than mere consideration I claim to myself no credit further than that of one who embraces an opportunity of uttering and keeping in the ears of his fellowmen what he and they both know to be true,—remembering always that truths to produce effect must be proclaimed and published, not suffered to remain in silence.

Congress of Irish National School Teachers.

The fifth annual congress of the delegates of the Irish National School Teachers was held on the 5th Jan. 1872, at the Mechanic's Institute, Abbey street, Dublin. After the reading and adoption of the report for the past year:

The Chairman (Vere Foster Esq.) then congratulated them on the marked progress in the advancement of their cause which had signalised the past year. He referred to the gratifying reception which had been accorded to the deputation of teachers which had waited first on the Prime Minister, the Chancellor of the Exchequer, and the Right Hon. C. P. Fortescue; and secondly, on the Chief Secretary for Ireland; to the kind anxiety shown by Mr. Gladstone and the Marquis of Hartington to acquaint themselves with the circumstances of the case, and to the lively sympathy expressed by the Premier, especially on the subjects of the general absence of local contributions in aid of public schools, the want of residences for teachers adjoining their schools, and the arbitrary power over teachers possessed by managers who contribute nothing to

the school funds. He then referred to the numerous public meetings which had been held, in many cases attended by members of parliament, who had eloquently pleaded the cause of the teachers, and promised to advocate their interest in the ensuing session of parliament. He had himself attended such a meeting in Belfast last week, over which the mayor presided, and which was addressed by the two members for the borough, Messrs. M'Clure and Johnston. The chairman next congratulated the teachers on the revival of their admirable organ, the *Irish Teachers' Journal*, stating that the amount of the various sums received by him for the "Chamney Indemnity Fund" exceeded £100. He expressed his opinion that the journal would compare most favourably with any similar publication in Great Britain, the United States, or Canada. He then alluded to the recent very important accessions to the Board of National Education in the persons of the Protestant Primate, Lord Monck, and Mr. Keenan, in succession to the Right Hon. Alexander M'Donnell, the Earl of Dunraven, and Sir M. Brady, strongly eulogising the noble and consistent conduct and great ability which had characterised Mr. M'Donnell's administration during a troubled career or upwards of thirty-five years, and testifying to his life-long sympathy with the acknowledged grievances of the teachers, and to his deep anxiety for the promotion of popular education, and of every other measure calculated to promote the national welfare. The chairman then referred to the acceptance of the post of commissioner by the Protestant Primate as an additional guarantee that the efforts of parliament to provide impartially for the educational wants of the whole country, without distinction of creed, are becoming annually more and more acceptable to the Irish people; but he must especially congratulate the teachers on the promotion of P. J. Keenan, Esq., C. B., to the post of resident Commissioner (great cheering), notwithstanding the fact that he was rather obnoxious to them as the author of the dreaded system of payment by results (laughter). There was no person in the Kingdom, in the chairman's opinion, so well fitted for the post, Mr. Keenan having risen from the ranks, and having ascended every rung of the ladder, having ever displayed marked ability, and having filled all the successive posts with the greatest credit to himself and advantage to the cause of popular education. It was right that the Companionship of the Bath and the highest educational appointment in the gift of the Crown should be bestowed on so superior a man. He shared in the fullest degree the educational administration in all their bearings. The chairman then reiterated the unchanged grievances of the teachers, their low salaries, their want of pensions and free residences, the unsuitability of thousands of school-houses, and the arbitrary power of dismissal possessed by individual managers. He congratulated them on the fact that parliament had granted £18,000 out of the £100,000 applied for by the Commissioners of National Education, for the increase of salaries, although the application of the grant was to be the reverse of that which was usual and proper—namely, that whereas it is generally understood that the greatest recompense should be given for the most important services, in the present instance the largest increase, both really and proportionately—£12, or 80 per cent—was to be given to the lowest class—namely, probationers, whose qualifications were so low that they, perhaps, should not be suffered to exist; and the smallest increase—£3, or 12½ per cent for male teachers, and 15 per cent, for female teachers—was to be given to teachers in the first division of third class, than whom, it was true, there was no more useful class of teachers in the service, whereas nothing was to be given to the most highly qualified and most valuable teachers—namely, those of the first and second classes. He still

disapproved of the principle of payment of the teachers according to the individual answering of the pupils. He had, however, never objected to this mode of payment in behalf of the teachers to whom he thought it would be beneficial, but rather in the interest of the dull and irregular scholars, and because, though such mechanical results were satisfactory tests to a certain extent, they were not sufficient tests of the comparative usefulness of different schools. He much preferred that the teachers' salaries should be supplemented by means of local taxation, which should ensure the erection of suitable schoolhouses and teachers' residences, proper maintenance of public schools, and more lively local management, encouragement, and supervision. However, he thought, perhaps, the late Chief Secretary was unfortunately right in regarding the prospect of local taxation for the purposes of education in Ireland as far away in the future, and, therefore, he looked upon payment by results as the only present available means of increasing the teachers' incomes, and, as the proposed addition of £100,000 to the Parliamentary grant for the purpose of increasing those incomes must produce that most pleasant result in a great degree in all efficient schools, and as he fully concurred with the Premier's remarks to the deputation of teachers that the system of payment by results, if suitable anywhere, was peculiarly suited to Ireland, where it had been found by experience that the candidates for Civil Service appointments were quite able to hold their own, and a great deal more, in competition with candidates from other parts of the United Kingdom, he strongly recommended that the proposed mode of payment should be freely, and even cordially, accepted as both inevitable and beneficial, there being no immediate prospect of obtaining any increase from any other source or on any other conditions. The chairman recommended that it should be the business of Congress to point out such modifications as they thought desirable in the proposed programme for next year's examinations, as regards, for instance, division of the second or third books, or both, into two parts for the purpose of examination, with an extension of the time necessary for the promotions from class to class. As, in deference to the representations of the different associations of teachers, the Commissioners had abandoned their intentions of proposing the abolition of the usual and very proper commission to teachers on the purchase of school requisites, he felt sure that the representations of Congress on any subject affecting the teacher would meet, on the part of the board, with at last that serious consideration which was their due. Adverting to the "vexed question" of despotic managerial power, the chairman urged the exercise of great discretion in their discussions and resolutions on this subject; or that perhaps they should leave it in abeyance for the present, lest they should stir up enemies to the redress of their many other grievances, or render some of their many kind friends lukewarm. At the same time, he reiterated his conviction that no single person should have uncontrolled power to dismiss the teacher of a public school. After referring to the duty of the State to provide in the most effectual manner for the education of the whole of the people, without distinction of class or creed, under whatever system, and to his recent visits to upwards of 100 large schools in the United States and Canada, where the handsomest building in each street was usually the public school, he observed that the characteristic feature in the teaching of penmanship in the schools referred to was extreme care, neatness, and fidelity, and that a blot in a copybook was scarcely ever to be seen; that the teaching of drawing is made compulsory in the State of Massachusetts for all children in schools of every grade, in all towns having a population of 5,000 inhabitants and upwards; that popular education for pupils of every

age is perfectly free in the public schools and academies of the city of New-York, to the exclusion even of payment for books or school requisites of any kind. The chairman concluded amid applause.

Resolutions were then put and adopted with little discussion, which were to the following effect:—

That the present position of the teachers justified them in agitation for the improvement of that position; that the salaries of the teachers should be augmented by a State grant, so as to bring their yearly incomes up to £100; that retiring privileges should be granted, as in the civil service; that the Irish language should be specially encouraged in the school of the country; that the Education Commissioners should rescind their rule not to correspond with teachers; that friendly members of parliament be asked to take up the cause of the teachers in the House of Commons; that agencies for the sale of books, &c. should be established in all the principal towns, or that parcels should be sent from the Education Office carriage paid; that in the examination for the promotion of teachers the present list of qualifications should be made more specific; that the office of Inspector should be specially opened to teachers; that the attention of the Commissioners should be called to the non-fulfilment of the promise to increase the pay of third-class teachers; that the teachers agreed to a deduction of five per cent from their salaries as aid in forming a pension fund, provided that the Commissioners added a proper grant, so as to make the whole a suitable provision for incapacitated teachers; that every improvement of their position which omitted, pensions would be incomplete; that it would be well to have united action between the English and Irish teachers; that one, at least, of the Education Commissioners should be selected by the teachers; that a free residence, or an equivalent should be provided for each teacher.

There were twenty-nine resolutions in all, but the principal questions with which they dealt are included in the above summary. After the appointment of a secretary and other formal officers for the ensuing year, the public portion of the proceedings were brought to a close by a vote of thanks to the chairman. — (*Dublin Nation.*)

A Series of Lessons on the Geography of Canada.

(Continued from our last.)

II.

MOUNTAINS, RIVERS & LAKES.

(By E. T. CHAMBERS, Chambly, P. Q.)

Supposing the geography class to be again gathered around me, I would commence, the second lesson on the Geography of Canada by briefly questioning the children on what they had previously learnt concerning it, so as to impress the particulars of its "Position, Boundaries and extent" still more firmly on their minds. I would then in a pleasant manner tell them that I was ready to perform my promise to teach them something more of "the land we live in," proceeding in some such strain as the following perhaps:—"Our last lesson, children, was about the boundaries of Canada and so on, and to day we will try and learn something about its mountains, and then you shall mark them too on your maps. Can any one tell me, what a mountain is?" (Several together). "A high hill." "Quite true, a mountain is a high hill, or as we generally say in Geography,—an elevation on the earth's surface. Did any of you ever see a mountain?" "Yes Sir, I have seen Belœil (1) Mount, and Mount Royal, and Rouge-

(1) Belœil or Rouville mountain, an eminence apparently about 800 feet in height, is situated on the right bank of the Richelieu, just where that river is crossed by the G. T. R. at St. Hilaire, 10 miles below Chambly.

mont (1) Mountain." "Yes these are the nearest mountains to us, but do you think either of them are very high?" "O yes Sir," one child may be supposed to exclaim, "when father took me up to the top of Belœil Mountain, I remember what a long way it seemed to look down to the bottom, and how very small every thing appeared to be below us. (Children should be encouraged to express their ideas in this manner, as it not only serves to make the lesson more interesting to them, but it also presents the teacher with opportunities of explaining what any of them did not previously understand.) (*Teacher* to the child who has just answered)—"Belœil Mountain may seem to be very high to you, but what would you say if you saw a mountain more than 5 miles in perpendicular height, (explain perpendicular), or 30 times as high as Belœil." (No doubt most of the children will manifest feelings of great astonishment, which feelings should on no account be discouraged: indeed the more that wonders and beauties of the surface of this earth are dwelt upon, the more charming and delightful will the Geography Lesson be to the children; and when this is effected, and they come to look upon this lesson as a pleasure, half of the teacher's task is over; for he will find that instead of trying to shirk it, their young minds will be eager for more geographical knowledge). The teacher might then say to the class.—"Just fancy 30 Belœil mountains placed one above another, the bottom of each one being upon the top of the one below it! Would not that be a very high mountain?" "O yes Sir." Well I could tell you where there are mountains as high as that, and if I thought you would remember it, I would tell you. (2) Will you try to?" "Yes Sir." "Then the mountains I mean are in the Northern part of India,—a country a very long distance from here,—and are called the Himalayas: they are the highest mountains in the world, being as I said before 29,000 feet or more than 5 miles in height. There are no mountains which are anything like so high as the Himalayas in this country, but if we were to journey many hundreds of miles to the West, we should come to a range of very high mountains called the Rocky Mountains, which you shall perhaps learn more about some other day. Do any of you remember having seen any other mountains besides those you mentioned to me a few minutes ago? Do you not John?" Yes Sir, I believe I saw a great many last summer on my way up from Quebec." "Very well; I expected that you had, but can you tell me at all where you noticed them?" "No Sir, only that they were on the sides of the river." "Quite true so far, you might have seen some these hills on both sides of the river. (To the class),—I will now mark them on this map, that you may see the real situation of them, and you may copy them on your slates." (He then proceeds to mark their situation by dark shaded lines on his map on the board, describing them as he proceeds in the following manner:—) "This range or continuation of hills may be said, to commence here, to the North of this—" "Gulf." "What Gulf is it?" "The Gulf of St. Lawrence, Sir." "From this point we find that it extends towards the South-West; till near the city of Quebec it takes a turn, and is found extending away from the river in a North-Westerly direction, and at last ends here, near the shores of Lake Superior, which forms part of—" "The South-Western boundary of Canada." "Now I

(1) Rougemont mountain is situated about 12 miles East from Chambly.

(2) Speaking of the Himalayas here, might at first sight appear to be a deviation from a lesson said to be on the Geography of Canada, but I found that there are nothing like illustrations and comparisons for giving children correct ideas of the value or magnitude of any object they are familiar with.

want you all to pay great attention to the name of this range of mountains, and write it correctly on your slates. It is called the Laurentian range, from its running parallel for a great distance with the Gulf and River St. Lawrence." (Besides writing the difficult names of places on their slates, and learning the correct pronunciation of them, it will generally be found a profitable exercise for the children to learn to spell them for their next spelling lesson; more especially the names of places in their own country, which are so often to be met with in almost every business.) "I will now mark the mountains which John saw on the southern bank of the river." He proceeds to mark saying as he does so,—This range of hills extends from here, (pointing to where he commences,) in a north-easterly direction, keeping near to the side of the river, till it is found just to the south of the Gulf of St. Lawrence; after which it extends into the United States. It is called the Appalachian range,—(be sure all of you to copy its name correctly,) but that part of it which is to the south of the Gulf, gets the name of the Notre Dame mountains. I have now no more mountains of any consequence to tell you of, except a chain of low hills just here, (pointing on the map), in the Eastern Townships, but we yet have time before this lesson is finished, to learn something of the principal Canadian rivers and lakes."

"Can you Sarah, tell me the name of that large river which we mention in our last lesson, as flowing past Montreal?" "Yes Sir, the St. Lawrence." "You are quite right, and now I will tell you something about the St. Lawrence, and mark it at the same time on the map. But before we can mark this or any other river correctly on a map, we must first find out where it rises or begins." (Here I would give the children an account of the way in which rivers are formed, in an interesting manner.) "Well then the St. Lawrence is first found issuing from a great lake, which as I told you in my last lesson, has given its name to a whole province. What is the name of that lake?" "Ontario Sir." "Yes; but although the St. Lawrence is only so called from its leaving lake Ontario, yet it is in reality the same river, which drains the whole of the great lakes situated between Canada and the United States. What are the names of the other lakes forming the southern boundary of Canada?" "Erie, Huron and Superior." "Quite right; can you tell me, Robert, which one is the farthest from the mouth of the river?" "Yes Sir, Lake Superior." "Very well, now come up and point out on the board, where we suppose Lake Superior to be situated." "Yes you are quite right, but what is that line supposed to form, just above where you pointed?" "Its northern boundary, Sir." (To the class). "Now I will draw its southern boundary on the board, and that of the other large lakes also, that you may see the size and shape of them all, and copy them on your own maps. Which lake do you think seems the largest?" "Lake Superior, Sir." "Yes, and it is worth your while to remember that each of these great lakes gets smaller than the one before it, as we proceed towards the mouth of the river." (I would here tell the children that these lakes are the largest bodies of fresh water on the surface of the globe, and I would also question them well on what they were told in the last lesson of the Falls of Niagara.) (To the class.) "On issuing from Lake Ontario, the St. Lawrence flows in this direction; (marking it at the same time on the board), what course would you then say that it takes?" "A north-easterly course, Sir." (Here give them a short interesting account of the Lake of the thousand Islands.) "Just before it reaches Montreal, the St. Lawrence is enlarged by another very important river flowing into it. Can any of you tell me its name? It is the same river which separates the Province of Quebec from that of Ontario." In case no

one can give its name, I continue. "Near what river is it that your brother is working, William?" (this to a boy whose brother is away lumbering.) "The Ottawa, Sir." "Well it is the Ottawa too that flows into the St. Lawrence, just above Montreal. It is a large river, being more than 450 miles in length. Look on your maps, and tell me what course it flows." "A south-easterly course, Sir." (Tell of the Lachine Rapids.) "The St. Lawrence still continues to flow in the same direction, getting wider however as it approaches the Gulf, and forms yet another lake just here, (pointing on the map,) which is called Lake St. Peter." (Describe the picturesque scenery of this lake, and the difficulty of navigating it.) "Is it not there that *this* river flows to," perhaps asks a little fellow very anxiously. "Yes it is, and I am pleased to see you so thoughtful. What is the name of *this* river?" "The Richelieu, Sir." "And where does the Richelieu come from." "From Lake Champlain, Sir." "Well it does come from Lake Champlain certainly, but it first flows into it. It rises to the south of the lake in the United States, and flows for many miles before it enters it; but finally it flows out of it again. Can you tell me in what direction?" "If none of the children answer, I proceed, "In what direction are the United States from here?" "South Sir." "Then if the River Richelieu flows direct here from the States, what course must it have?" "A northerly course, Sir." "What division of water would you call the (1) Basin here, Robert?" "A lake, Sir." "Why would you call it a lake?" "Because it is almost surrounded by land." "In what direction does the river flow from here?" "In a northerly direction." "Yes the Richelieu continues to flow towards the north, till at length it empties itself into the St. Lawrence, just at the head of Lake St. Peter. When you get on a little farther in your history, you shall learn how that the celebrated Champlain was the first European to explore this river which was at that time called the River of the Iroquois, and how the beautiful lake which he discovered it to flow from, has since been named after him." I would mention also the more recent events which have occurred in the vicinity of this river in the year 1812-13 and 1837-38—especially those relating to the forts of St. Johns, Chambly and Sorel. (To the class) "Before we leave Lake St. Peter we shall find that another important river, the St. Francis flows into it. I will mark it for you on the map. It rises in a lake on the borders of the United States, called Lake Memphramagog." (Tell of the picturesque scenery of this lake, and of the princely residence of Sir Hugh Allan which is situated on its banks.) "The St. Francis flows in this direction, (marking it on the same time on the map), till it reaches the town of Sherbrooke in the Eastern Townships, just here (pointing on the map) where the Magog river flows into it; it then takes a turn and flows directly into Lake St. Peter. Now look on the board and tell me what course the St. Francis takes from where it leaves Lake Memphramagog till it arrives at Sherbrooke." "A north-easterly course, Sir." "And in what direction does it flow from Sherbrooke to Lake St. Peter?" "Towards the north-west, Sir." "On issuing

(1) Chambly Basin is a beautiful and picturesque lake expansion of the Richelieu, immediately below the descent of the rapids of that river. Although but 3 miles long by 2 in breadth, it is singularly ornamental in its features.

In this lesson I have purposely paid far great attention to the geography of this immediate district, than to that of any other part of Canada, for I wished to take this occasion to impress on teachers the desirability that children should first be made acquainted with the geography of their own neighbourhood, for I have found that the easiest and best way to give them ideas of unknown and distant places, is by comparing their principal features with those of their own locality.

from Lake St. Peter the St. Lawrence receives another great tributary from the north. This river is called the St. Maurice, and is 400 miles in length; it rises in a lake called Lake Oskelanaia which is situated just here, (the teacher proceeds tracing its course on the board, and the children as usual copy it on their slates.) You see that it does not flow in anything a straight line, but has a very winding course, and at last enters the St. Lawrence by three mouths. In what direction would you say its mouths are from its source? "South-east, Sir." "The next river of any importance flows into the St. Lawrence almost opposite to the city of Quebec and is called the Chaudiere. You may copy it on to your slates off the board. A few miles below Quebec on the north-side of the river is the Montmorency, a small stream, but noted for the magnificent Falls at its mouth. (Tell also of the Isle of Orleans, which is opposite to these falls.) About 100 miles below Quebec, we come to another large river, which you read about in your history lesson the other day, the same one which Jacques Cartier discovered on his first voyage to Canada in 1534. Do you remember its name?" "Yes Sir, the Saguenay." "Well the Saguenay flows from a large lake called Lake St. John, which I will mark here on the board. It continues to flow in a south-easterly direction for about 100 miles and then enters the St. Lawrence." I would here tell the children some of the most interesting features of this remarkable river. (To the class.) "After receiving the waters of the Saguenay, the St. Lawrence gradually widens and deepens till it enters the Gulf and passes into the Atlantic Ocean; and now with this description of the St. Lawrence and its tributaries, we will end our second lesson on the geography of Canada.

III.

CLIMATE AND PRODUCTION.

Teacher.—(To the class.) "Having heard about the most important mountains and rivers in Canada, we will try and learn something of the climate. What do I mean by climate, John?" "The kind of weather, Sir." "Yes, by the word climate, we now generally understand the amount of heat and cold to which any country is subject, or the quantity of snow or rain which falls there in a year; formerly however a climate was the name given to tract of country; all places having the same temperature, being said to be situated in the same climate. Now, is Canada a warm or a cold country?" "Some may perhaps answer one thing some another, while others who have never experienced any other climate to compare with this, will not know what to answer so I proceed. "Is Canada a warmer or a colder country than England, Sarah?" "A colder country, Sir." "Which do you think, the warmer country, William, Canada or the United States?" William, (who has recently been on a visit to friends in Boston) replies, "The United States, Sir." "Very well then, although Canada has a warm climate in summer, we may still call it a very cold country, because its winters are so long and severe. Now can any of you remember what I told you the other day about some countries being colder than others? What did I say was very often the principal cause of it?" "Their distance from the equator." "Where do we generally find the warmest climates then?" "In countries near to the equator." "Yes those countries which are situated near to the equator have often the hottest climates, and those near the poles the coldest ones. Now (to the class) look on this map, (pointing to the map of the world), Canada is situated just here; which pole is it nearer to?" "The north pole, Sir." "Is it nearer to that pole than it is to the equator?" "Yes Sir." "It is,

and that accounts in some measure for the severity of the cold which we experience here in winter. But look at Canada again on the map, and look at England, and tell me which of these two countries is farther from the equator. (1) "England Sir." "Then which one would you suppose to be the colder of the two?" "England Sir." "And is it so?" "No Sir." Then you see that we cannot always depend upon this rule of judging the climate of any country, merely by its distance from the equator: for there are many other causes which have a direct influence on climate. England, for instance, has a much milder climate than many places both in Europe and Asia of the same latitude, or which are the same distance from the equator; and this is owing in a great measure to its proximity or nearness to the ocean; for large bodies of water have the property of lessening either very great heat or or very great cold in their neighbourhood. The nearness of the great lakes, is doubtless the principal reason why the climate of the Province of Ontario is not so extreme as that of Quebec. But even in winter the air is sometimes colder than at other times, is it not?" "Yes Sir." "When do you notice the coldest weather? Is it generally on a calm day?" "No Sir, on a windy day." "Then that proves that wind has something to do with climate. What direction does the coldest wind blow from?" "From the north, Sir." "Yes, the north winds generally produce very cold weather here in winter, for they bring along with them the cold air from the more northern regions, and especially from the Arctic Ocean: this too, accounts in a great measure for the superior climate of England, for there is no frozen ocean near to that country to chill the air around it. But is the summer here colder than the English summer, Sarah?" "No Sir, it is warmer." "Now, (to the class,) from what I have told you, can you think of the cause why the summer in Canada is warmer than it is in England?" "Yes Sir," may be the careless answer of some, "because Canada is nearer to the equator." To which I would reply, "Well, but as we have seen Canada derives but little advantage from that circumstance, for its winters are colder than those of England; the real cause why the Canadian summer is the warmer, is, as I have said before, that the heat of an English summer is modified or lessened by the neighborhood of so much water, as is the cold in winter. We may say then that the climate of Canada is subject to the two extremes of heat and cold. "What season comes after the winter William?" "Summer, Sir." "Is it summer, then, when we put in the crops?" "No Sir, it is then spring." "Yes, and I want you all to remember that, compared with that of England and other countries, the spring of Canada is a very late one, for the snow is hardly gone, as you all know, before we experience the heat of summer." I would here give the children an account of an English spring. (To the class.) "Now tell me once more what you have learnt to-day of the climate of Canada." "That its spring is a very short one, and that it is subject to extreme cold in winter, and very great heat in summer." "What else did you learn?" "That it has a more excessive climate than many places in the same latitude; that this is owing in a great measure to its distance from the ocean, and that the Province of Ontario has a much more equable climate than that of Quebec, owing to its proximity to the great lakes."

"We have now to learn about the principal productions of Canada; that is to say, about the crops which are raised here, the cattle which are reared, the minerals which are dug out of the ground, and the valuable timber

(1) To enable young children to distinguish this difference of latitude, a map drawn on Mercator's projection, and not in hemispheres should be used.

and wild animals which are found in the forests. Do you know what the greater part of this country was covered with some few years ago?" "Yes Sir, with bush." "Yes, Canada was one vast "bush," or forest, some time back, with scarcely a cleared spot in the whole country. Is any part of Canada covered with forests still?" "Yes Sir." "Now, are these forests of any use to us, or should we be better without them?" "They are very useful in supplying us with firewood." "Quite right, if it were not for the forests we should need more fuel than we could easily obtain, to keep us warm during the long winter. But what else do we obtain from the forest? Is it firewood that your brother is cutting up the Ottawa, William?" "No Sir, he is cutting lumber." "Yes, and many hundred men are employed every winter in cutting down large trees for lumber, great quantities of which are sent every year to England and the United States, and other countries." I would here give the children an interesting account of the manner in which these lumbering expeditions are conducted, and of the mode in which the lumber is conveyed to Quebec. "Lumber may be called one of the principal productions of Canada, but many other valuable products are also obtained from these great forests. What articles did I tell you the Hudson Bay Company deals in?" "Furs Sir." "What are furs?" "The skins of animals." "And what animals in Canada produce the best furs?" "The beaver, otter, racoon, minx, seal, fox, marten." "Yes, all these animals are found in Canada, with the exception of the seal, which is only found in sea-water. It appears to be half a beast, and half a fish." A picture of the animal should be shown to the children (if possible) to illustrate this description of it, but if this cannot be done, the teacher should draw a rough sketch of it quickly, on the board. "Lumber and furs then are the principal productions of the forest; now where the forest is cut away and the land tilled, what do we find growing in the place of trees?" "Potatoes, corn, and the different kinds of grain, fruit, and vegetables." "Yes you are right, and these useful plants are called the productions of the soil. But on many farms, the land, instead of being planted, is set apart more for the grazing of cattle and sheep; what are the principal productions of such farms as these?" "Butter, cheese, hides, and meat?" "Yes, and these products, together with the corn and other plants which are cultivated, are all spoken of by one name, they are called "agricultural produce," to distinguish them from the produce of the forest or the mine. The only remaining products for us now to speak of are those of the mine." I would give the children a description of a mine and of the manner in which it is worked. Explain also the meaning of the word *mineral*, and show them specimens of the ores of iron, copper, and lead,—the principal of Canadian minerals; telling them where each is found. This, with the above subjects, and a short account of the celebrated oil-springs of Upper Canada, will be sufficient for the children to learn in one lesson.

(To be continued.)

The New Governor-General of Canada.

The public will have heard with pleasure that Lord Dufferin has accepted the post of Governor-General of Canada. Among Colonial appointments, the office of presiding over our great Transatlantic Dominion is only second in importance to the Viceroyalty of India, and Lord Dufferin is in every way fitted to sustain its honour and its responsibility. Perhaps, at the present moment, there was no especial opportunity for him to exert at home a

more prominent influence in public affairs; but his habits will find abundant scope at a critical period abroad. Though not in the Cabinet, he has been a valuable member of the present Administration, and in the House of Lords has given to their chief measures a support which was rendered peculiarly useful by his conspicuous intelligence and experience. Though still in the prime of life, he has been an Irish landlord for a quarter of a century. He succeeded to his estates in youth, and even before he had left the University he was compelled by the famine to face the perplexities of the great Irish problem. The thoughtfulness and energy with which at that age he discussed the question, justified a favorable augury of his career; and, when the Irish Church and Land Bills came before the Upper House, he was able to contribute to the debates the experience of a successful landlord, as well as the ability of an enlightened statesman. He has since been always found equal to any duties which might be imposed on him. The intuitive judgment of Lord Palmerston selected him twelve year ago for a post which needed both vigour and diplomatic tact, and between 1864 and 1866 he served as Under-Secretary for India. Some surprise has been felt that in Mr. Gladstone's Administration no more active field could be found for Lord Dufferin's abilities than the supposed honorary office of Chancellor of the Duchy of Lancaster, but in an amusing speech last Session he explained that his post was so far from a sinecure that he was rather the "maid of all work" to the Government. If a Minister was ill or overworked, the Chancellor of the Duchy was called in to relieve him. Amidst these varied services he must soon have acquired a more conspicuous position in England, but the post he has now accepted will afford an ample field for his experience and for his natural talents.

The Governor-General of the Dominion of Canada has a very different duty to discharge from that of the Governors of our minor dependencies. Canada has a history and tradition which give to its political life an importance and reality not to be found in the Parliamentary contests of a young and purely commercial colony. Its component provinces have always had distinct sympathies, and have not always understood that their interests are the same. Party feeling constantly runs high, and hearty loyalty to the Queen has not prevented a kind of habitual restlessness in the relations of the colony with the mother country. These internal jealousies have not at once been overcome by the scheme of Federation, and a good deal of political tact may still be exerted in binding effectually together the several provinces of the Dominion. Lord Dufferin will be able with authority to disabuse Canadian statesmen of the strange misconceptions of English feeling lately expressed by Mr. Howe, and the appointment of a nobleman of so much distinction must itself be regarded as evidence of the value we place on our great American dependency.—(*London Times*.)

The statement that Lord Dufferin will succeed Lord Lisgar as Governor-General of the Dominion of Canada is one that will probably be, on the whole, received with very little concern in this country, though the post was never, perhaps, invested with more importance than at the present moment. We suppose that John Bull will feel a little uncomfortable, just a passing qualm, should he lose his North-American possessions one of these days; yet probably when he does he will have so much more to disturb his serenity, that this will only be a single feature in the circumstance that may attend the rudeness of his waking up. Lord Dufferin, as we had occasion to say when he was spoken of as a likely successor to Lord Mayo, is an accomplished and amiable nobleman, an excellent French scholar, a *littérateur* of some pretensions, and a

Minister of the Granville type. We question whether he will be sent out with a view of adopting any line of policy, further than to make things pleasant, so far as smiles and pretty speeches and courteous and agreeable manners can effect that vague official purpose. If we are under a misapprehension, if the steel gauntlet is hidden under the silk glove, if Lord Dufferin is to have a mission worthy of the appointment, if he is to go out to Canada to assure that splendid specimen of a fine old English gentleman—for such we may call him—of a less courtly stamp, but none the less a gentleman, Mr. Howe, of the firm determination of the British Government to stand by Canada to our last ship, gun, and man, then we shall be the first to recognise the worth and value of the new Governor-General of the Dominion of Canada. Then we shall gladly confess that we have not done full and immediate justice to the selection of Lord Dufferin at this important crisis in the relations between Great Britain and North America provinces.—(*Morning Advertiser.*)

The appointment of Lord Dufferin to the Viceroyalty of Canada is a matter of sincere congratulation. He is a man of great abilities, of graceful and ingratiating manners, and—although still young—of considerable personal political experience. Canada is, in sentiment, loyal to the core. It welcomes its new Viceroy with one of those outbursts of enthusiasm which Mr. Jeaffreson has so ably described in his last tale of Canadian life. And there can be but little doubt that the arrival of Lord and Lady Dufferin—for the share of a lady in a Viceroyalty is not unimportant—will kindle Canada into a brilliant *feu de joie*, and do much to alleviate, for a while at least, the gloomy anticipations in which Mr. Howe has been indulging.—(*Echo.*)

What to do with our Boys.

BY JAMES LEONARD CORNING.

I know no more melancholy sight than that of a man who has broken down hopelessly as a merchant, and does not know how to turn his hand to anything else than the activities which have rewarded all his hopes and toils with disaster. Every large city teems with this class of unfortunates. What thousands of broken down merchants, lapsing, in the merciless vicissitudes of trade to the function of underlings would thank Heaven if they knew how to peg shoes or manufacture tinware. As the chances of mercantile adventure now stand, a man who can peg shoes on his own last or make pails and muffin-rings on his own bench, is on much better terms with Fortune and the Fates than the man who learns to barter behind a counter, with the probability of never doing so for himself, but forevermore for somebody else. Well-to-do merchants do not generally wish their boys to learn trades, and yet an average boy will hardly ever approach so near kingliness as when he becomes master of a handicraft. A merchant's fortune is in the winds; a mechanic's is in his fingers. And I have now suggested the central principle of parental obligation as regards the future thrift of their sons, which is to give them some sort of knowledge which shall lift them above the vicissitudes and caprices of fortune. I would teach my boy to do something for the world, whether to make a barrel or build a railroad, which the world needs and must pay for. As regards earthly considerations, that is the best and most indestructible inheritance which I can bequeath to him.

But for my own boys my ambition would go further, and combine thrift with culture. If I had a dozen sons, I

would, if possible, educate every one of them in some department of what may be called headcraft, in distinction from handcraft. I would, if possible, make every one a master in some branch of literature or science which makes a man personally superior and intellectually superior and intellectually rich, and which the world will pay well for. Better science than literature on a general comparison; for, as regards the earthly compensations of literature, they need to be backed in nearly every individual case with a hundred thousand dollars salted down in five-twenties. Nevertheless, I would rather be able to teach the people through the press, on a very moderate income, than be a merchant's clerk with gray hairs—a thousand to one.

But, after all, science is the thing to give a boy. Next to religion, this is what the world wants most, and what it has got to pay for.

Chemistry has changed agriculture from a blundering empiricism into a noble science. If men only knew how, they would double the produce of their farms. Two years of training in practical science would make your boy the most intelligent and skillful agriculturist to be found in his native country.

Again, two years of thorough training supplementing the school routine will enable your boy to draw an air-line from New York to San Francisco. Only let him once show that he can do this thing, if need be, and, if he has an average amount of enterprise, he need never lack for remunerative employment. Commerce may have its ups and downs; but the railroads have got to be built, and the men of science have got to be paid to build them. Teach your boy to handle the chain and the theodolite, to plan a bridge to bore a tunnel, and I should like to see the Fates try to starve him to death.

Again, in the bowels of the earth, waiting for skilled hands to bring them to birth, are the substance of wealth, and the coin which represents this. Mining hitherto, above all industries, has been empiric and conjectural as to its results. But science is changing all this; and in another generation a man, by geological and chemical lights, together with mechanical appliance, will take a bee-line to a bed of gold or copper or iron, as to-day the mariner takes a straight path from New York to Liverpool by the guidance of the meridian. Well, then, two or three years' training will teach your boy to sink a shaft and take metal from ore in the most expeditious and economical manner. Let him show that he is a master in these things, and he will not need a hundred thousand dollars capital to put him into business. The people who have got capital will be glad enough to put their money up to buy his brains.

But of all sciences for a boy (and a girl, too, for that matter) I like best the healing art, for this, besides paying implies culture and also philanthropy. Teach your boy to heal the sick, and tell him to heal the poor for nothing, or next to nothing; but if the rich want his recipes, make them pay roundly for it. Do you say the world is full of doctors? I own it, if you put all the quacks in the category; but, if I were a first-class physician, with careful training in the best schools and hospitals of the world, I would set myself down in a nest of M. D.'s., five hundred to the square acre, and expect a paying business in due time.

Only the other day I read in the paper that my old-time college friend, Dr. Agnew, received a fee of a thousand dollars for removing a cataract. Who, shall say that brains do not pay? Albeit, while my friend was a training with the scalpel, I was hard at work trying to get cataracts off from blind souls, with not quite so large pecuniary returns!—(*Independent.*)

Chess as a Study and Relaxation.

Chess has from the most remote ages up to the present time been held in such esteem amongst all civilised nations, not only by the powerful, but also by the humbler classes, that it may not unreasonably be a source of surprise that its value as an element in general education has not received sufficient attention. This may perhaps be accounted for by the circumstance that there are many who doubt whether amusement can ever go hand in hand with discipline. Their argument can be at once refuted by regarding those serious subjects with which an educational system, according to their view, only can have relations. It is notorious that a great mathematician finds the highest pleasure in his abstruse studies. It may be laid down as an infallible rule that what is discipline to one mind is simply amusement to another. As an illustration there are volunteers who never feel fatigued in the exercise of their manœuvres, whilst to others constant drill is the greatest possible annoyance. What is true of the physical powers is far more true of the mental. The merit of chess, consists in the fact that it affords real gratification to both classes, whilst to those who wisely make use of its advantages, it will be the highest discipline. What has been overlooked is this, that it is not to be desired that every person who indulges in the pastime should aim at becoming a first class player, but that he should practise chess so far as he finds it not inconsistent with his ordinary avocations. There are, indeed, instances where a man has been able to gain the highest honour in chess, at the same time that he has been eminent in Church and State. Take but one example: we may be sure that Ruy Lopez would never have been made Bishop of Segovia by so severe a judge of ecclesiastical propriety as Philip the Second of Spain, had his wish to become a first rate chess player stood in the way of his legitimate duties. Others, like Napoleon were content with being indifferent chess players, but were never so foolish as to deny the merit of the game. Perhaps, as Napoleon was one of the greatest generals the world has ever produced, it may be thought that he only regarded it as the best mental recreation for military purposes. Let us, then, come nearer home. No one can deny that Sir William Jones and Dr. Duncan Forbes, the historian of chess, were profound Oriental Scholars. But it is not with such great names that we wish to deal; we mean to apply the same reasoning in a more extended form to minds of far humbler capacity—in other words, to the generality of men whom we meet every day. We recommend chess as an element of education for the young mind, not for the purpose of obtaining excellence in one pursuit but in almost every branch of knowledge. Apply this discipline of mind first to that profession, which is of the most intrinsic importance to the present age—that of engineering. An engineer, however considerable his natural ability, will find himself outstripped by inferior rivals, if he is without correctness of sight; and this valuable gift is materially assisted by the practice of chess, provided it be, though humbly, correctly studied. Just as the engineer wants correctness of sight, so the merchant, the banker, and, indeed, every one engaged in mercantile affairs, are in need of accurate calculation, and without that quality no one can play even a moderate, far less a great game of chess. Proceeding to what are thought the native regions of intellectual supremacy, the result will be found to be analogous. Not to be tedious, the forensic, the Parliamentary orators cannot be injured in their career by having conveyed to them in their early life, through the vehicle of mental diversion, the principles of order and proper arrangement of ideas, whether they are leading or are in opposition. Though not in the same

manner, all men of mind derive benefit from this ancient game. The poet has not his imagination killed by playing chess; he is simply strengthened in accuracy, whilst his fire is by no means extinguished. The philosopher, whose tendency, through his confined and solitary life, is to believe in no other conclusions than his own, will perceive through the medium of taking part in an occasional game of chess, that others possess reasoning powers equal to his own. But we are not arguing so much for grown-up men as for children. Happy, indeed, had it been for themselves had some of those, whose lives were melancholy instances of genius preying upon itself, learnt self-discipline, not through harsh control or entire neglect, but through having had their interest aroused by a sport which would have satisfied, without fatiguing, a mind already too much predisposed to intellectual isolation. We are not upholding chess as a universal mental remedy, but are pointing out its claims as an element in rudimentary education. A child tired with writing verse or prose, or studying mathematics, may wish to have recourse to something of an entirely different character, provided that that be a symbol of mental power brought agreeably before his eyes. It may be argued that the student may transfer his attention from ancient authors, mathematics, or technical science, to modern languages; but this is fair reasoning. We will venture to say that there will be a strong disinclination merely to exchange the difficulties of one language for those of another, especially on the instant. Homer may be very good at one time, and Dante at another; but it must be remembered that both these authors form a part of school work, and are, therefore, not a change of a legitimate description. Reasoning of quite and opposite nature may be dismissed summarily. It is not every boy that would choose violent exercise as his sport, though it would be absurd to gainsay the advantages accruing from a healthy use of gymnastics, cricket, or any other good old English amusement. But one maxim, we think, ought to be adhered to by all masters of schools. If a boy does his work in school in a proper and satisfactory manner, he ought to be allowed to employ his spare time after his own inclination, with the limitations that the object of his choice be in itself innocent, and that it be not injurious to health. Experience teaches us full well that the boy is sure to take to his sport without being asked; and, should any one be fatally disposed to neglect physical training, he will rapidly discover that without a sound body he will never be able to play good chess. Boys should not be forced in their play-hours to contest friendly games of chess any more than they should be to row on the river; but neither class ought to be debarred from their favourite pursuit. It must not be forgotten that no form of elementary education should ever terminate in itself; the end must never be mistake for the means. Chess is recommended as a pleasant process towards obtaining a result which will have full development in after life. Mathematics cannot say more for itself. The majority of those who study mathematics in their youth do not become great lawyers; nevertheless, it is well known that mathematicians, though they do not study law at an early age, have afterwards become the greatest ornaments of the judicial bench. Again, there is many a classical scholar, whose elegance of taste is completely lost to the world; but then, when it is not so, how well it is set as a gem in the coronet of a successful statesman! We have said nothing respecting the value of chess as a moral element in an educational system. Nothing, perhaps, more than this game requires a strict command of temper, while it it also inculcates the duty of obedience. Without the first of these a player, however extraordinary his skill, must be vanquished, and the other is absolutely enforced upon

him by the very names given to the pieces which act in the mimic warfare. Surely it is not a bad lesson to be re-conveyed to the youthful mind that no one is fit to command who cannot obey, whatever may turn out to be his occupation in the more advanced stages of life.—(*Land and Water.*)

POETRY.

THE SONG OF THE SCHOOL.

IN ANTICIPATION OF PAYMENTS BY RESULTS.

Cram, cram, cram,
When the morning hours begin,
Cram, cram, cram,
In the noonday's bustle and din,
Memory, head, and hand,
Spirit, and brain, and soul,
Sang a poor struggling teacher,
Earning his daily dole.

Cram, cram, cram,
The generous girls and boys;
Grind at the mill of knowledge
With ardour that never cloys,
Pounds and pence so needed,
Will hang on an iron rule!
Pay and results per pupil,
The terror of many a school.

Where is the bloom of study,
Sweet, bewitching, and coy;
To woo, enamour, and gladden
The studious inquiring boy?
Where are the proud Eureka's,
Gained by the midnight lamp,
Ere the redoubted grinder
Came with his torturing cram?

Learning no longer sacred,
Loosens her virgin snood;
Rifed, and forced, and sullied,
By suitors, griping and rude,
She stands in the public pathway,
A brazen, bepainting thing,
Reft of the vestal freshness
She had in her early spring?

Cram, cram, cram,
When the day is sunny and bright,
Cram, cram, cram,
In the morning hours of night;
Parents, and guides, and guardians,
Bid for the popular plan—
Where is the public teacher
Dares to discuss and scan?

Yet in my inmost spirit
I hear a persuasive voice—
There is a nobler system,
There is a better choice—
Innate taste to be fostered,
Literature of the heart,
Crushed in the grinding process
Of cold mechanical art!

Can I uphold this pleader,
Follow her rational rules?
Students of every calling
Are sent to the forcing schools,
Where crammers and grinders many,
Auction their mental wares—
Alas! for a struggling teacher
Burdened with many cares.

Daring to have ideas,
Daring to have a heart—
Cram, cram, cram,

Is his legitimate part.
Generous, ardent boys
No bloom of study for you,
But weary, weary grinding,
With ceaseless hammer and screw.

Cram, cram, cram,
The popular plan and pet
Will tell on future ages,
With blighting influence yet;
Nature, talent, and genius
Will follow our fairies' flight
O, will our Celtic fancy,
Sparkling, racy, and bright,

Gladden with wit and humour,
The households of future years?
What has a public teacher,
Burdened with many cares,
To do with original genius,
Wrapped in the womb of time,
Robbed of the bloom of study,
Beautiful and sublime?

Cram, cram, cram,
Is his legitimate part;
Leaders of all professions
Bid for the happy art.
Cram, cram, cram,
His task from morning to nig' t,
Parents, and guides, and guardians
Say it is good and right!

Irish Teachers' Journal

OFFICIAL NOTICES.



Ministry of Public Instruction.

SCHOOL COMMISSIONERS.

Quebec, 21st March, 1872.

The Lieutenant-Governor in Council has been pleased to make the following appointments of School Commissioners, under date of 4th March instant.

For the County of Temiscouata, St. Modeste: Mr. Louis Fortin, vice Mr. Pierre Therriault.

For the County of Wolfe, Wolfestown, Messrs. Clément Houde and François Gouir, Junior: vice Messrs. Joseph Huot and Damase Demers.

16th April, 1872.

For the County of Chicoutimi, St. Prime d'Ashuapmouchouan: Messrs. Louis Marcoux, Jacques Côté, Ignace Taillon, Edouard Coudé and Toussaint Bouchard.

County of Gaspé, Township York: Capt. Frederick Coffin: Messrs. Charles Grant, Henry Eagle, Josuah Fall, and Abner Coffin.

County of Vercheres, Belœil: Revd. Frs. Xavier Jeannotte vice Revd. Hyacinthe Lasalle.

MEMBERS OF THE PROTESTANT BOARD OF EXAMINERS FOR WATERLOO AND SWEETSBERG.

The Lieutenant-Governor in Council, has been pleased to name the Revd. Thomas W. Fyles a Member of the Protestant Board of Examiners for the granting of diplomas to candidates for Teachers' commissions, for the District of Bedford, vice the Revd. Andrew Thomas Whitten; and Benjamin A. Haskell, vice George B. Baker, Esquire.

DIPLOMAS GRANTED BY THE BOARDS OF EXAMINERS.

CATHOLIC BOARD OF WATERLOO AND SWEETSBURG.

ELEMENTARY SCHOOL, 1st Class, (F)—Mr. J. Bte. Gervais and Miss Marguerite Lespérance.

ELEMENTARY SCHOOL, 1st Class (A).—Miss Margaret Connor.

J. F. LEONARD,
Secretary.

6th February, 1872.

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STANSTEAD BOARD.

ELEMENTARY SCHOOL.—Messrs. Salim Darling, G. S. Edson, J. Lin Durnall; Miss Betsey J. Tichurst, Miss Hannah A. Fowle, Miss Ella Smith, and Miss Azella Sweatt.

C. A. RICHARDSON,
Secretary.

6th February, 1872.

MUNICIPALITIES ERECTED AND ANNEXED.

QUEBEC, 16th April, 1872.

The Lieutenant Governor in Council, under date of the 27th March last, has been pleased to annex and erect the following named municipalities:—

1. The Parish of St. Pie Deguire, County Yamaska, into a school municipality, with the same limits as for religious purposes.

2. The new parish of St. Prime d'Ashuapmouchouan, County Chicoutimi, into a school municipality, with the following limits, namely; bounded to the east by Lake St John, to the south by the eleventh lot of the former Indian lands, inclusively, to the west by the front of the 4th Range, also inclusively, to the north by the Rivière a l'Ours, No. 40 of Ashuapmouchouan.

3. The Township of Saguenay, County Saguenay, into a school municipality, with the same township limits.

4. The Township of Suffolk, County Ottawa, into a school municipality, with the same township limits.

5. The Concessions of l'Embarras and Petit Lac, Seigneurie of Beauvillage, of the Parish of St. Giles, in the County of Lotbinière, to be annexed to the School Municipality of St. Sylvester-North, in the same County.

Ven. Archdeacon Leach opened the proceedings with Prayer, after which.

Mr. Secretary Baynes read the minutes of the last meeting of alumni, as also those of convocation.

The Dean of the Faculty of Medicine (Dr. G. W. Campbell,) read the following report of the Medical Faculty for the session:

The total number of Students in the past session was 138; of which there were from Ontario, 73; from Quebec, 55; Nova Scotia, 2; Prince Edward Island, 2; New Brunswick, 1; United States, 5.

The number of Students who passed their Primary Examinations, which includes Anatomy, Chemistry, Materia Medica Institutes of Medicine and Botany or Zoology, was 36; alphabetically arranged as follows:

Duncan A. Alguire, Lunenburg, O; Robt. W. Bock, Carleton Place, O; Harry Brown, London, O; William Caldwell, Brantford, O; Duncan A. Carmichael, Beachburg, O; Oliver, C. Edwards, Clarence, O; Saram R. Ellison, St. Thomas, O; William Ewing, Hawkesbury, O; John J. Farley, Belleville, O; Lewis McC Fortune, Huntingdon, Q; Edwin, A. Gaviller, Montreal, Q; Thomas F. Guest, St. Marys, O; Joseph Hill, St. Gregoire, Q; Richard, W. Hurlburt, Mitchell, O; Wm. F. Jackson, Brockville, O; Montgomery, H. J. Jones, BA, Montreal, Q; Edward E. Kitson, Hamilton, O; Bernard D. McGuire, Joliette, Q; John B. McConnell, Chatham, Q; James McDiarmid, Prospect, O; Joseph D. A. McDonald, St. Francis, Q. James Higg McLeod, P. Ed. Isl'd; Robert S. B. O'Brien, L'Orignal, Q; David O'Brien, Almonte, O; William Osler, Dundas, O; Hezekiah R. Perry, Coteau Landing, Q; Peter E. Richmond, New-York State, U. S.; Francis John Shepherd, Montreal, Q; John A. Stevenson, Cayuga, O; Walter Sutherland, Helena, Q; Andrew W. Tracey, Island Pond, U. S.; Wymond W. Walkem, Quebec, Q; George O'Donnell Walton, Montreal, Q; William T. Ward, Stanhope, Q; James W. Whiteford, Belleville, O; Robert E. Young, Hamilton, O.

The number of students who passed their first examination for the degree of M. D., C. M., was 28. Their names, residences and subjects of thesis are as follows:—

Hamilton Allen, West Osgoode, O; Arthur A. Browne, B. A. Kingsey, Q; William B. Burland, Montreal, Q; George Henry Christie, Lachute, Q. Wm. L. Copeland, St. Catharines, O; Daniel C. Cram, Almonte, O; George McGill Farewell, Oshawa, O; George Wm. Gernon, St. Laurent, Q; Zotique P. Hébert, St. Constant, Q; Harry Hethrington, Melbourne, Q; Robert Howard, St. Johns, Q; Albert S. Mallory, Coburg, O; Louis T. Marceau, Napierville, Q; Peter McDaren, B. A. Lanark, O; John Morrison, M. A. Waddington, N. Y.; James T. Munro, Roxburgh, O; Wolfred D. E. Nelson, Montreal, Q; William R. Nicol, St. Mary's, O; William Oster, Dundas, O; Austin J. Pegg, Simcoe, O; Henry Ross, Embro, O; Wesley Robinson, Markham, O; William Jas. Sharpe, Simcoe, O; Leonard St. John, St. Catharines, O; George A. Stark, Milton, O; Alexander Stewart, Hampstead, O; Dixon A. Wagner, Dickenson's Landing, O; William S. Waugh, London, O.

Of the above named gentlemen, two have not yet completed their twenty-first year, and cannot therefore receive their diplomas at the present Convocation. Their names are Leonard St. John, and George Henry Christie. They have, however, passed all the examinations, and fulfilled all the other requirements, and only await their majority to receive the degree.

PRIZES.

The Medical Faculty prizes are three in number:

1st. The Holmes Gold Medal, (founded by the Faculty in honour of the late Dean) awarded to the graduate who received the highest aggregate number of marks for all examinations including primary, final and thesis.

2. A prize in Books, for the best examination—written and oral, in the Final branches. The Gold Medallist is not permitted to compete for this prize.

3. A prize in books for the best examination written and Oral in the Primary branches.

The Holmes Gold Medal was awarded to Hamilton Allen, West Osgoode, O. The Prize for the Final examination to George Stark, Milton, O. The Prize for the Primary examination to Francis John Shepherd, Montreal, Q.

The Faculty has in addition this session awarded a special prize to the Thesis of William Osler, Dundas, O., which was greatly distinguished for originality and research, and was accompanied by thirty-three microscopic and other preparations of morbid structure, kindly presented by the author to the Museum of the Faculty.

McGill University Intelligence.

ANNUAL CONVOCATION.

The Annual Convocation of the Faculties of Law and Medicine of McGill University was held yesterday (March 28), afternoon in the William Molson Hall. Hon. Judge Dunkin occupied the chair.

There was a large attendance of the general public present.

Among the leading gentlemen were—

Governors: Andrew Robertson, M. A., Q. C., John H. R. Molson, Esq., Charles J. Brydges, Esq.

Principal: John William Dawson, LL. D., F. R. S., F. G. S., Vice-Chancellor.

Fellows: Ven. Archdeacon Leach, D. C. L., LL. D., Vice-Principal and Dean of the Faculty of Arts; George W. Campbell, M. A., M. D., Dean of the Faculty of Medicine; P. R. Lafrenaye, B. C. L., Professor of Civil Procedure and Jurisprudence, McGill University; Rev. Henry Wilkes, D. D., Professor of Homiletics and Pastoral Theology in the Congregational College of British and North America; John Reddy, M. D.; Samuel B. Schmidt, M. D.; W. E. Scott, M. D., Professor of Anatomy, McGill University.

Secretary, Registrar, and Bursar; William Craig Baynes, B. A.

Professors: Robert P. Howard, M. D.; P. R. Lafrenaye, B. C. L.; R. Lafamme, B. C. L.; C. F. Markgraf, M. A.; D. C. McCallum, M. D.; Pierre J. Darey, M. A., B. C. L., Robert Craik, M. D.; G. E. Fenwick, M. D.; Joseph M. Drake, M. D.; N. W. Trenholme, M. A., B. C. L.; W. C. Wurtele, B. C. L.; Gonzalve Doutre, B. C. L.; G. Armstrong, Professor of Civil Engineering.

Lecturers: Dr. Harrington, Lecturer in Assaying and Mining.

The gentlemen in order of merit deserve honorable mention:—In the Final examination, Messrs. Osler, Browne, Waugh, Marceau, Hebert, Pegg, St. John and Morrison. In the Primary examination, Messrs. Alguire, Hill, Carmichael, McConnell, Ward, Kittson, and Osler.

PROFESSORS AND LECTURERS PRIZES.

Botany, Wm. Caldwell and E. B. C. Harrington; Zoology, C. R. Jones. Prize for the best collection of Plants by a Student of Session 70-71, Benjamin Wales.

Practical Anatomy, Senior Class prize, Robert C. Young; Junior Class, A. C. Sinclair.

The Dean then distributed the prizes to the successful students, and, at the close, addressing the Chairman, said:

This was the first occasion, within his recollection that there had been no slaughter of students who came up for their final examination.

Mr. Registrar Craik then administered to those upon whom the degree of Doctor of Medicine was about to be conferred the "obligation."

Principal Dawson then "capped" the gentlemen honored in this respect, and handed to them their diplomas.

Dr MacLaren delivered the valedictory address on behalf of the students. He deprecated the view entertained by some that the medical profession may be considered simply as a means of obtaining a livelihood, and urged that the aims of its professors should be of the highest and most philanthropic kind, namely, to heal the sick and afflicted.

Professor Drake then addressed to the graduates some words of parting counsel, urging them to adopt methodical habits in the practice of the profession, to take notes of all cases which came under their observation, and to be assiduous in the discharge of their duties. Referring to the circumstance that Canada had not yet produced medical men of world-wide reputation, the professor asked if we might not entertain the hope that this great country, but just emerging from the region of barbarism, is yet destined to furnish men who will add new glory to the firmament of science.

Professor Laflamme read the following award of prizes and honors to students in law:—

SESSION ON 1871-72.

LIST OF GRADUATES.

1. The following students having passed and performed all the exercises required by the requisitions of this Faculty, during the session of 1871-72, are, therefore, entitled to the degree of B.C.L., as follows:—

1. Denis Barry.
2. William Guild Cruickshank.
3. Alphonse David.
4. William de Montmolin Marler.
5. Duncan McCormick.
6. Charles Albert Nutting.

MEDAL PRIZES AND HONORS.

(Elizabeth Torrance Medallist, in special examination covering the whole course.)

William Montmolin Marler.
Ranking of students as to

GENERAL PROFICIENCY.

3RD YEAR.

1. William Guild Cruickshank, 1st in four classes and 2nd in one class, and William de Montmolin Marler, 1st in three classes and 2nd in four classes,—equal. Mr. Marler having the greatest aggregate number of marks, and Mr. Cruickshank being first in the greater number of classes.

2. Denis Barry, 2nd in three classes.

2ND YEAR.

1st. Matthew Hutchinson, 2st in five classes.
2nd. Duncan Ewen Bowie, 1st in one class and 2nd in two classes.

1ST YEAR.

1st. David Wells Hodge and David Major—equal, both being 1st in three classes and 2nd in one class.

2nd. Henri Archambault, 1st in one class, and Edward Antill Panet, 2nd in two classes, Mr. Archambault having the greatest

aggregate number of marks, and Mr. Panet being ranked in two classes as second.

BEST THESIS.

(William Gould Cruickshank.)

COMMERCIAL LAW.

(The Dean of the Faculty, the Honourable J. J. C. Abbott, D. C. L., and Associate Professor Wurtele, B.C.L.)

3RD YEAR.

1st. William de Montmolin Marler. 2nd. William Guild Cruickshank.

2ND YEAR.

1st. Matthew Hutchinson. 2nd. Raymond Prefontaine.

1ST YEAR.

1st. David Major. 2nd. Edward Antill Panet.

LEGAL HISTORY.

(Professor Lafrenaye, B. C. L.)

3RD YEAR.

1st. Alphonse David. 2nd. Denis Barry and William de Montmolin Marler. Equal.

2ND YEAR.

1st. Matthew Hutchinson. 2nd. Raymond Prefontaine. Equal.

1ST YEAR.

1st. Henri Archambault and David Major. Equal. 2nd. David Wells Hodge.

LAW OF REAL ESTATE.

(Professor Laflamme, B. C. L.)

2ND YEAR.

1st. William Guild Cruickshank. 2nd. William de Montmolin Marler.

2ND YEAR.

1st. Mathew Hutchinson. 2nd. Duncan Ewen Bowie and Amedie Chauvet. Equal.

1ST YEAR.

1st. David Wells Hodge. 2nd. David Major.

CRIMINAL LAW

(Professor Carter, B.C.L., and John Sprott Archibald, B.A., B. C.H., Lecturer.)

THIRD YEAR.

1st. Wm. Guild Cruickshank. 2nd. William de Montmolin Marler.

INTERNATIONAL LAW.

(Professor Kerr.)

THIRD YEAR.

1st. Wm. Guild Cruickshank. 2nd. Denis Barry and William de Montmolin Marler. Equal.

SECOND YEAR.

1st. Matthew Hutchinson. 2nd. Amedie Chauvet.

ROMAN LAW.

(Professor Trenholm, M.A., B.C.L.)

THIRD YEAR.

1st. William Guild Cruickshank, and William de Montmolin Marler. Equal. 2nd. Denis Barry.

SECOND YEAR.

1st. Mathew Hutchinson. 2nd. Duncan Ewen Bowie and Joseph Desrosiers. Equal.

FIRST YEAR.

1st. David Wells Hodge, and David Major. Equal. 2nd. George Ernest Jenkins, and Edward Antill Panet. Equal.

CIVIL PROCEDURE.

Professor Gonsalve Doutre, B.C.L.

THIRD YEAR.

1st. William de Montmolin Marler. 2nd. Alphonse David.

SECOND YEAR.

1st. Camille Sautoire. 2nd. Louis Caliste Lebeuf, and Raymond Prefontaine. Equal.

FIRST YEAR.

1st. David Wells Hodge. 2nd. William Simpson Walker.

The Principal thereupon conferred the degree of B.C.L., on the candidates.

Mr. Cruickshank delivered the valedictory, in the course of which he impressed upon his fellow graduates the importance of maintaining the high standing of the Bar in Montreal, and pointed out that this city was not only the centre of the commerce of the Dominion, but also of the law, where both French and English law were practised.

Professor Wurtele followed by giving a few hints to the graduates in the practice of law. Honesty of purpose he pointed to as one of the necessary qualifications of a lawyer. Let them be determined to become jurists; begin with a determination to discountenance litigation, consider faithfully the character of all cases submitted to them, never give an opinion hastily, prepare pleadings with care, search diligently for the law applicable to the case in hand.

Hon. Judge Dunkin then delivered an address. Arriving here that morning and learning that the public meeting of convocation was to be held to-day, he was glad to be afforded an opportunity to discharge a small part of the duty devolving upon him as one of the Governors of McGill University; and at the opening of the meeting he found himself the oldest governor present and was, therefore, called upon to preside. There were two or three matters in connection with the University, in reference to which the governors must take occasion to congratulate themselves and the public. One of those essentially affected the Medical Faculty. This year they had almost completed the New Medical Hall, and that was no small achievement. (Applause.) For a long time the Medical School had been a most flourishing one; indeed, without saying at all too much, it had been the most flourishing of their schools. It was now to be brought into the immediate neighborhood of the University, near the other work of the College, and this was a matter upon which the governors congratulate themselves, the medical faculty and the students at large. A minor incident upon which they might congratulate themselves was the circumstance so happily alluded to by the Dean of the Medical Faculty. It does happen that white gloves are occasionally presented in connection with other professions, and the circumstance always causes great gratification, and it was certainly a very honorable incident, and a very rare incident, and it had not been arrived at by any undue laxity in the examinations on the part of the professors,—that no candidate failed to pass the examination in medicine. The example thus afforded would not fail to have its effect on succeeding classes not only in the medical, but also in other schools. The Faculty would certainly never fall into the error of allowing men to pass lightly through the University—the medical faculty had never failed in this respect,—and the more cultured the students proved; when they obtained the distinguished honors the better was it both for themselves and the University. In Law, too, there were several matters upon which they could exchange congratulations. They had not yet achieved the success of having within the University grounds a law hall—might it not be long before they had one—but they had quite lately reorganised the law faculty, and it was desirable that this fact should become known. His Honor afterwards gave a few words of counsel to the graduates in regard to their duty in the practice of law in the courts, and in the course of some further remarks he advocated the endowment of chairs in connection with both the Medical and Law Faculty.

The benediction was pronounced by the Rev. Dr. Wilkes, and concluded the proceedings.

McGill Normal School Literary Association.

The annual entertainment of the McGill Normal School Literary Association, which is composed of ladies only, took place last night (March 15) in the school, Belmont street. The room was crowded to overflowing, and was very tastefully decorated with evergreens, also flags artistically disposed, and various mottoes in Latin, French and German. The programme

opened with was followed with a brief address by Miss Fuhrer, the chorus, "Elfin Revels," which was followed with a brief address by Miss Fuhrer, the lady President, who explained the origin and aims of the Association. These may be summed up as being to obtain a better acquaintance with the best authors, and generally for mutual pleasure and literary improvement. The Association was founded 12 years ago, and had been continued with growing benefit to a large and increasing membership. Miss Martin, the Secretary, then read the report, which was also brief and encouraging, after which the literary and musical programme was proceeded with, Prof. Fowler presiding at the piano. The musical pieces, vocal and instrumental, were well received, and one of them, the vocal duet, "O'er the hill, o'er the dale," given by Misses Webster and Neill, was encored. Under the title, "Literary Leaves," a number of elegant pieces by members of the Association were read with much taste by Miss Hunter. Miss Martin read an appreciative essay on the "Canadian Poets," which showed a close acquaintance with their works, and a grateful sense of their merits. A dialogue, "Scene from the life of Margaret of Anjou," (original) concluded the first part.

Another garland of "Literary Leaves," consisting of pieces descriptive and sentimental, and collected by the sub editress, was read by Miss Richardson, and was followed with a "French Recitation" by Miss Jessie Campbell. This was succeeded by a short and picturesque poem of considerable merit, "A Legend of Niagara," written, and also recited, by Miss Fairweather. After a humorous "Essay," by Miss Cameron, Miss M. Henderson recited, with great power and versatility of expression, Longfellow's poem, "Lady Wentworth." A "Comic Dialogue," in which several speakers took part, and provoking continued laughter, concluded a varied and excellent programme. Prin. Hicks then rose and made some apologetic remarks, accounting for the over-crowded state of the room, and Prin Dawson expressed his continued interest in the Association, and added that, in his opinion, the character and style of the productions that had been given that evening were superior to those on any former occasion. A verse of the National Anthem was then sung, and the audience separated, after having spent a very pleasant evening—somewhat detracted from, however, by the heat and closeness of the room, due to an almost entire want of ventilation.—(*Daily Witness*.)

Opening of St. Ann's Protestant School.

Yesterday, 25th of March last, the commodious and elegant new Protestant School House, erected by the Board of School Commissioners in Ann street to accommodate the rapidly increasing number of scholars of the district, was formally opened. The pupils and teachers were assembled in the principal class-rooms on the second flat, which of the occasion were all thrown into one, and afforded ample accommodation for those present. The chair was taken by the Chairman of the Board of School Commissioners, Rev. Dr. Jenkins, and occupying seats on the platform with him were His Worship the Mayor, Councillor Nelson, Ex-councillor Thompson, Ex-councillor Lyman, Principal Howe, Rev. Dr. Wilkes, Rev. Dr. Burns, Rev. Dr. McVicar, Rev. Dr. Myers, Rev. Mr. Carmichael, Rev. Mr. Corder, Rev. Mr. Thornton, Rev. Mr. Young, Rev. Mr. Wells, Rev. Mr. Botterel; Messrs. Thomas Workman, J. J. Molson, W. Lunn, W. C. Barnes, A. McGibbon, and Thomas White, jr. After the singing of a hymn, prayer was offered by Rev. W. Wilkes, when the following address was read in a clear, distinct voice, and with great self-possession by Master Frank Foster:—

Mr. Chairman and Gentlemen of the Board of Commissioners,—On behalf of my schoolmates, I have much pleasure in extending to you our hearty thanks for this comfortable school building in which we have assembled this morning. Boys and girls are now daily gathering around us and fast filling the ranks of those who are seeking a thorough education, and we hope that such a degree of diligent application and desire for truth will

soon pervade our minds that in a short time we shall be able, by intellectual and moral improvement, to reward you more fully for the deep interest you are manifesting in us, and the future prosperity of Montreal. We earnestly wish this school may have a happy and glorious future; that our teachers may see their labors crowned with success; and that you may see those going forth from these halls who shall wield a mighty influence for good, and whose power shall be acknowledged and felt by an intelligent people. In our new school, and the many advantages it will without doubt afford, we rejoice and hope the time may soon come when every boy and girl in the city of Montreal shall realise the blessing of a good education, a foretaste of which brings joy and gladness to our youthful hearts this morning.

The reading of the address was received with great enthusiasm by the young people.

A song entitled "Come to the public school," was sung by the scholars, when.

Rev. Dr. Jenking said: My work to-day is unusually light. First, I would congratulate the Protestant inhabitants of Griffintown on the erection in the midst of them of this new school house,—the largest in capacity, and certainly the most commodious, of those at least under the Protestant Board, in the city of Montreal. It is now twenty years since the old Ann street school house was acquired by the Board. At that time I was myself a school commissioner. It is twenty-two years since the Board commenced work in Griffintown, the school house having been rented for the purposes of the Board for two years previously to the purchase. They were days of small things in Montreal in the matter of education, as you may imagine, when I tell you that the whole income of the Protestant Board at that time was a little over a thousand dollars, some eleven hundred dollars odd. That a concern with resources so limited should have committed the extravagance of spending 1300 dollars on a school house betrayed a boldness and a recklessness which challenge admiration. Under various masters the school prospered, and in 1864 the Board added a wing to the old school house, extending its capacity to 200 scholars. The building was always inconvenient, unworthy of both the district and the Board, and utterly unfit for the purposes to which it was applied. The commissioners, though convinced of this for many years, did not see their way to a remedy until about 18 months ago, when they purchased the site on which this school house has been erected, and issued and accepted contracts for the building. The whole cost, including site, building and furniture, may be set down at about 20,000 dollars. The site limited the architect in the preparation of his plans to a building of very moderate architectural pretensions, but he has made up in comfort and convenience what we lack in outside appearance.

Mr. T. M. Thompson, representing the Board of School Commissioners and City Council, although out of it for two years, expressed his gratification at being present on the occasion of the opening of such a commodious school house. There had been a good deal said in the public press and otherwise about the work the Board of Commissioners was doing, and the manner in which they did it. He wished these parties would come and see what the Board was really doing and what they had done during the past four years. The many school-houses they had now, the successful efforts of the teachers, and the superior kind of education taught would be surprising to many. It would surprise many to know that by the record kept by the teachers of the different schools, it is shown that there are no less than five or six hundred pupils learning French, Algebra and other higher branches. In one school he knew that the pupils were

actually sought for by the mercantile body for junior clerks. These were all instances of the success attending the efforts of the Board. In regard to the cost of furthering education the speaker said they did not pay one third of what was paid in Toronto, and not one quarter of what was paid in the city of Boston and other New England States. The Board were giving as good education, with their means at command, as possible at a small cost. If we wanted the young people to grow up a credit to the city we must educate them and spend more in doing so.

Professor McVicar, on being called on to speak, said he had come in late and had made no preparation, and begged to be excused from making any remarks.

The scholars then sang, with might and main, "God bless the Prince of Wales."

This was followed by a recitation by a pupil.

His Worship Mayor Coursol said, surrounded as he was by so many eloquent and distinguished gentlemen, he felt rather diffident in making any remarks, but he was willing to risk something to express the importance he attached to the subject of education. The cause of education was not the cause of a creed or nationality, but it was the cause of humanity, and he was glad it had taken such deep root in the city of Montreal. Much of the success of the education cause was due to the exertion of the Board of Commissioners, and their success was a source of gratification to all denominations. He considered the question of education to be one of the leading questions of the day, for to become good citizens every boy and girl must be educated. The boys educated in these schools would be fitted to go into the higher schools, and those who became mechanics would be made all the more intelligent by the education they received at the school. Machinery was made so scientifically now-a-days that it required educated men to understand and to work it. It was one thing to use a piece of machinery, but it was another to take that piece of machinery apart and put the pieces together. The better educated, the more capable was he of doing the latter. Even the man who was educated for the simplest mechanical operation was better than the man who received no education. The young ladies in the school, too, under efficient teachers, were being brought up to a proper appreciation of domestic duties and virtues. His Worship concluded by thanking the Chairman for the honor he had done him by calling on him. He appeared there, not only in his official capacity, but as a lover of education among all classes of the community.

Rev. Mr. Corder said he thought it tended to his own interest as a citizen to take an interest in the education of the boys and girls in the ward he was in as to take an interest in the education of young persons in his own ward. The cause of education, he said affected every country, and he maintained that education was far more important to the success of a country than the gold and silver it possessed. What constituted a State? Not war and glory, but men; and what makes men, as was said in the recitation, but education. In this room the Commissioners were state-builders, for upon their efforts depended the future of the country. Their work was great, but it would bring forth its fruit. Education he compared to a piece of machinery that had not only a motive but a balancing power. In educating children they were making their motive and balancing power. As had been said, education makes the mechanic possessed of its advantage stand head and shoulders above his fellow workman who was uneducated. He explained how industry brings wealth, which was far more enhanced when that industry was the result of education. Many, he said, from want of education, had been unable to make a position in life, and "full many a flower had been born to blush unseen"

from this cause. Who could tell how many might have been eminent had they only been educated, and how many yet may be made eminent by education? These thoughts made him glad to see so many gentlemen present taking an interest in education, and when he heard more grumble and write about the expenditure for education, he thought they ought to hold their tongues and put their pens to a better use. He strongly advocated the judicious expenditure of money. He mentioned the vast benefits the late attention to education in England had conferred upon the country, and through the elevating influences of education no less than a million of votes had been added to the franchise of that country. In this country where they talked of giving greater suffrage their was the greater necessity for education, for how could the extended suffrage be of any service to the country if the people were not educated for it. In fact they could not be given suffrage rules advocated. He hoped the Board of Commissioners would go on to education, and the return would be hundredfold. Children would rise up and call them blessed. He would endorse the sentiment expressed by the Mayor, and he hoped that although children were brought up separately in Roman Catholic and Protestant schools, that when they became citizens they would work together for the good of their common country.

M. Lunn congratulated the inhabitants of the Ward in having such a commodious school, one of the largest in the city, being capable of containing several hundred children. The excellent address read by one of the scholars and the large staff of good teachers gave every prospect of the school being a success. He admired the system in Toronto where an estimate is made by the School Commissioners of the amount necessary for the maintenance of the schools, and the City Council are bound by him to furnish that amount. If Boston, with only double the population of Montreal, gave one million three hundred thousand dollars for educational purposes, surely Montreal in proportion should give six hundred thousand dollars, instead of forty-five thousand dollars. In Montreal the means of the School Commissioners were inadequate for the demands made upon them, for at present there was a school wanted in the west end. He hoped at next Session of Parliament that grants for educational purposes would be more liberal.

After a few further remarks from the Chairman as to the necessity of two more schools, and above all one for girls, the scholars sang the National Anthem, when the Benediction was pronounced. The Chairman announced that in honor of the event the scholars would have a half-holiday, and with a joyous shout they scampered off to take advantage of the lovely spring weather.

THE SCHOOL.

The building is about ninety-six feet deep by forty-six feet wide, and three stories high. The first story, the floor of which is elevated about six feet above the street, contains fine class rooms and apartments for the janitor; the second and third stories contain six class rooms each. The boys and girls have separate entrances in the rear of the building. Each story also contains water-closets, lavatories, &c., which are well arranged for ventilation and heating. The class rooms are heated by a combination of hot air and hot water pipes, particular attention having been paid to the ventilation. Ducts from each room are connected with large shafts, which draw off the vitiated air, while fresh warm air is introduced to the building through the furnaces. The class rooms will accommodate about seven hundred children.—(*Montreal Gazette.*)

Montreal City Schools.

The Protestant School Commissioners of the city have just issued a report, the first we believe ever published of their proceedings, which will be read with interest by all friends of education in Montreal. For many years it has been matter for regret that the Commissioners did not annually publish in some form a report of their work and of the expenditures involved in it. Those who cavilled at taxation for school purposes made the absence of such reports a ground of complaint; and those who appreciated the importance of a complete system of common school education within the reach of every child in the city, felt that misconceptions were caused, and difficulties created, by the absence of the fullest publicity. Dr. Jenkins, at the close of 1870, made a somewhat elaborate report of the proceedings of the year, and of the position and wants of the system; but this, while to a certain extent satisfactory, really but whetted the public appetite for more ample information. Accordingly on the 7th July last, the Chairman of the Board addressed a letter to the Minister of Public Instruction, in which, after stating that a growing feeling prevailed amongst prominent rate payers, indeed in the city generally, that the School Board should publish annual reports of their outlay of public moneys, he asks the views of the minister on the subject. The reply was that the minister saw no reason for withholding this information, that, in fact, "a corporate body is everywhere bound to account to those whom they represent for the administration of their affairs;" a principle so manifestly just that one is at a loss to imagine how it could ever have been doubted.

Acting upon the permission thus accorded the Commissioners have issued the report, an advance copy of which has been sent to us. It is divided into two parts, the first containing a history of the proceedings of the Board from 1847 to 1867 inclusive, that is up to the date of the reorganisation of the Board under the new law. This record is not one upon which the people of Montreal can dwell with any feelings of satisfaction. It is a record of earnest work, on the part of a few gentlemen, in the cause of education, and of utter indifference on the part of the great mass of the community. The sum received by the Board in 1847 was but \$558.05, and with this they sought to promote education by making grants to existing schools. In 1850, two schools, one in Griffintown and the other in Papineau Square, were established, the first with a master to whom \$300 a year and the fees were given, and the second with a teacher and female assistant, the former at \$300 a year and the latter at \$120, the fees going as a perquisite to the teacher, Mr. Arnold. In 1852 the Ann street school property was purchased for \$1,300, and in 1860 the site of the present Panet street school was obtained, with the building, at a cost of \$4,833.50. In 1864 a wing was added to the Ann street school at a cost of \$1,400, and negotiations were opened for the transference of the British and Canadian school, the transference having taken place in 1866. In 1867 the Board discharged a small portion of their indebtedness to the Trust and Loan fund, and increased the salaries of the Masters of the Ann and Panet street schools \$100 each. They also authorized the appointment of a female teacher to each of the schools at a salary of \$200 each, and the employment of a teacher of music for the Panet street school at \$80. The following details show the condition of the schools at the close of 1867. Moneys paid

TO THE PROTESTANT BOARD.

Government allowance.....	\$ 838 40
City Council grant.....	1921 50
Total.....	\$2759 90

TO THE ROMAN CATHOLIC BOARD.

Government allowance.....	\$1862 38
City Council grant.....	5189 50
Total.....	\$7045 88

The number of children in the schools at close of this year was :

In the Ann street school.....	173
In the Panet street school.....	80
In the Cote street school.....	487
Total.....	740

The number of teachers employed was :

In the Ann street school.....	3
In the Panet street school.....	2
In the Cote street school.....	10
Total.....	15

The allowance from Government for the Protestant schools included \$148 from the superior education fund; that to the Roman Catholic Board, did not include any sum from this fund, their allowance from it, a pretty large one, being in excess of that stated above. The Commissioners conclude this first part of their report with the following well merited testimony to the work of those who during these twenty years laboured in the cause of Protestant common school education in Montreal :

" They commenced operation without a school house, without a competent available teacher, and, for the most part, without sympathy from the public. The *personnel* of the Board underwent frequent changes; and with one or two exceptions, its members were closely occupied with the duties of their own calling, professional or commercial. The work was largely thrown upon the Secretary-Treasurer, Mr. William Lunn, who, while his brother Commissioners were either too listless or too much engaged in transacting their own business, to attend the meetings of the Board punctually and regularly, was always at his post. Watchful, earnest, and incessant in his labours from 1846 till now, he has laid the Protestant community of Montreal under a debt which they can never repay. The successive Chairman of the Board up to 1867, deserve to be mentioned with honour for the services which they rendered the city in the cause of education. Their names will be found in the foregoing summary. Other citizens also, who served as Commissioners during these years, did their work well, and are worthy of being gratefully remembered for their generous and self-denying attention to civic educational interests. From 1846 to 1861 the annual receipts of the Board, from both the Government and City Council, scarcely averaged \$1,200! From 1861 to 1867, its average income was \$1,810. Not a large resource out of which to found and prosecute an educational system sufficient in character and extent to meet the school wants of the Protestant population of Montreal! "

The second part of the report has relation to the proceedings commencing with 1868, under the Board as reorganized. One of the first things attempted by the Board was to procure a more equitable distribution of the moneys derived from city taxation between the Protestant and Roman Catholic Boards. An appeal was made to the Government to base the distribution upon the assessed value of property held by Catholics and Protestants respectively, an appeal in which, it is right to say, both Boards joined. It was rejected by the Government, but an increase was made in the city grant, to be distributed as before on the basis of population, and under this system the following were the increased revenues of the year:—

TO THE PROTESTANT BOARD,

From City Taxation	\$ 8,284 80
" the Government.....	690 40
	\$ 8,975 20

TO THE ROMAN CATHOLIC BOARD,

From City Taxation.....	\$22,348 56
" the Government.....	1,862 38
	\$24,210 94

With these enlarged revenues the Board determined upon paying off existing liabilities, putting the school-houses in better condition, and erecting a new building, which was opened by His Royal Highness Prince Arthur. This building, capable of accommodating six hundred pupils, was at once filled, showing how great had been the want of school accommodation in that part of the city. During the session of 1868-9 a bill providing for the distribution of the city school tax on the basis of property was passed, and the result the first year was \$16,643 66 to the Protestant Board, and \$15,163.14 to the Roman Catholic. These figures are themselves vindication enough of the righteousness of the demand for a change in the basis of distribution. They have a strange appearance when contrasted with the distribution of the Government grant as follows:—

THE PROTESTANT BOARD,

Provincial Education Fund.....	\$ 2,726 84
superior Education Fund.....	45 05
	\$ 2,771 89

THE ROMAN CATHOLIC BOARD,

Provincial Education Fund.....	\$ 7,519 92
Superior Education Fund.....	2,784 00
	\$10,303 92

The revenues being thus increased the Commissioners resolved upon the enlargement of the Panet street, and the enlargement of the Cote street school, these improvements affording accommodation for five hundred additional scholars. And in addition to these, in the following year the new building in Griffintown, recently opened, was commenced, affording accommodation for over seven hundred scholars. Besides these improvements in school buildings, the Board introduced an advanced *curriculum* of study. Heretofore the instruction given had been limited to the commonest English subjects. It was felt that French (instruction in which had been only partially given) ought to be generally learned in the schools, and that Geometry, Algebra and the rudiments of Latin should be added to the subjects previously taught. This was accordingly done, and limit tables are published in the report, so that the system of instruction and the time devoted to each subject can be seen by any one examining them.

In 1870-1 the Legislature authorised an additional increase in the school tax, fixing the rate at one tenth of a cent in the dollar. This gave the Protestant Board in 1871 \$22,816.95 and the Roman Catholic \$21,880.40. The progress of the work is fairly indicated by the increase of pupils and teachers. The increase in the number of teachers 12; in 1870 over 1869, of scholars in attendance, 438, of teachers employed, 10; in 1871 over 1870, of scholars in attendance 136, with a decrease of 2 in the number of teachers employed; making the total increase from 1868 to 1871 inclusive—scholars, 906, teachers 20. Reference is made to the difficulty of obtaining well trained teachers in the past; a difficulty which is fast disappearing under the influence of the Normal and Model schools. These schools are thoroughly efficient, and under whose instruction the education in the Protestant schools of this city will compare favourably with that

of any schools in the country. The salaries are on the following scale; Head Masters, \$900 per annum, Head Mistresses, \$400, second masters, \$600, female assistants, \$300, second female assistants, \$240; rates which it will be admitted err rather on the side of lowness than on that of extravagance. Reference is made to the appointment of Mr. Robins as Inspector of Common Schools, an appointment which has tended very much to promote the success of the schools. Mr. Robins gives in an appendix a most interesting report on the city schools, which we commend to the perusal of all who may be desirous of obtaining full information in relation to the work being performed by, and the present position of the schools under the Protestant school Commissioners.

One of the most interesting portions of the report is that which refers to the transfer of the High School to the Commissioners and the results of that transfer. Our space will not permit us to refer to this part of the report at any length, but it may be interesting to state the results:—The number of pupils in the High School during the year previous to that of its transfer to the Commissioners (1869–70) was 186. This number includes the twenty pupils then in the Preparatory Class. The number of boys under instruction during the session 1870–71 was: In the Classical Department, 114; in the Commercial Department, 107; in the Preparatory Department, 145; in the Infant Department, 49; total, 415. The limit tables of the High School are well worthy of a close examination. Referring to the finances it is proper to remember that of the receipts the large sum of \$6,273.40, to be increased immediately to \$8,000, goes to the payment of interest and sinking fund on bonds issued for the acquisition of property and the erection of school buildings. Should any of our readers take the trouble to compare the operations of the Montreal Protestant School Commissioners with those of any Boards of Trustees in Ontario for instance, they must deduct this amount from the aggregate receipts, seeing that School Trustees in the west do not issue bonds, and that the amounts granted by the corporations, are, unless where a sum is intended to be expended in capital account, for ordinary outlay on the schools themselves.

The fullest statements of accounts are given, having been audited by Messrs. James Riddell and Philip S. Ross, and the Commissioners close the report with an appeal which we publish in another column. We commend it to the thoughtful attention of every friend of education in Montreal. The principle laid down by the Commissioners that "where the school tax is general, justice demands that the school provision be adequate" is absolutely incontrovertible. These Commissioners in making this appeal can possibly have no personal interests to serve, apart from the general interests of the community. They are all gentlemen of high social position, the majority of them actively engaged in the work of their own professions, and they devote their time to this educational work out of love for the work itself, from a conscientious conviction of its success. The appeal they make is one which should meet with a ready and cordial response. In this report they have put every citizen who desires to obtain it, in possession of the fullest information. They make their appeal for increased support months before the meeting of the Legislature, and we trust therefore that when the time comes they will be found not to have made it in vain.—(*Montreal Gazette.*)

MISCELLANEOUS.

Education of Women.

A report has been published on the examination for women conducted by the University of Cambridge, England, last July. This is the third annual examination of the kind held by the University, and it is satisfactory to find that the number of candidates increases steadily. Beginning with thirty-six candidates in the first year, the University had eighty-four candidates in second year, and a hundred and twenty-nine last July. It would appear, notwithstanding the absolute smallness of these numbers, that the examination meets a want which is generally felt. Various associations, more or less directly springing from this examination, have been formed for the improvement, of women's education. Lectures and educational libraries have been established in several towns, and at Cambridge and Rugby a system of tuition by correspondence has been invented, by which women living at a distance and out of reach of skilled assistance in their studies can obtain the assistance of able teachers. A paper of questions is sent every week or fortnight to each member of the association in whatever subject she is especially studying, and her answers are returned to her with corrections and advice. There is also a good deal of pecuniary assistance offered by persons who are able and willing to help women's education in this way. Several exhibitions and gratuities, amounting in all to a considerable sum, are awarded according to the results of the Cambridge examination. The report of the Syndicate is, on the whole, decidedly favorable. A table of general results speaks eloquently through its bare figures of the evils of women's education as it has been hitherto conducted. While less than ten per cent, of the candidates are rejected in the language group, forty-three per cent, are rejected in the preliminary group consisting of arithmetic, history, and geography and English literature. Again, the figures speak of the very unsatisfactory manner in which a smattering of natural science is ordinarily taught. Of all educational impositions the worst is that which professes to teach botany, zoology, without a scientific knowledge of the subject. Another significant fact drawn from the same figures is this: That only nine per cent, of the whole number of candidates present themselves for examination in music and drawing. Whether it be that the examination is looked upon as specially designed to foster the more severe parts of a women's education to the neglect of "accomplishments," or whether it be that the severe test of an examination in the theory of music, and the addition of the history of art to drawing, are too much for candidates who may yet play and draw well the fact is either way significant.—*Appleton's Journal.*

—The Smithsonian Institute has just received a curiosity of great novelty and value for the national museum. It is a battle trophy of a race of natives living near the head waters of the Amazon river, and is the head of a captive condensed, by some unknown process, to a size not more than three inches in diameter, the original proportion of the features being preserved. It looks like the head of some pigmy. These trophies are esteemed highly by the natives and they are difficult to obtain. Only one other is known to have been brought to this country. This one was a present to the institute by Raymond de Feiger, of Ecuador, through E. Rumsey Wing, our minister at Quito.

ADVERTISEMENTS.

Teacher Wanted.

Wanted, for the School Municipality of Lacolle, County St. John's, a competent teacher, able to teach the French and English languages, to take charge of the Model School of the Village.

For further information, application to be made to the Commissioners, or to the undersigned.

J. U. TREMBLAY,
Secretary-Treasurer.

A young lady, holding a Model School diploma from the Laval Normal School, and capable of teaching equally well the French and English languages, is desirous of obtaining employment either in a family or in a model School.

Application to be made to DR. GIARD, Ministry of Public Instruction, stating conditions.

APPORTIONMENT OF SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES, FOR 1871.

COUNTIES.	MUNICIPALITIES.	Reasons for the grant, as well as for the amount.	Amount of ordinary grant.	Amount of assessment raised.	Amount asked for.	Amount granted.
Argenteuil....	Gore et Wentworth.....	New and poor, maintains 7 schools.....	\$128 42	\$275 00	\$50 00	\$25 00
"	Mille Iles Nos. 1, 2, 3.....	" " " 3 "	60 26	172 00	40 00	30 00
"	Arundel.....	" " " 1 "	4 02	111 00	30 00	20 00
"	Harrington No. 1.....	" " " 1 "	28 82	50 00	30 00	20 00
"	Greenville No. 3.....	" " " 2 "	64 80	85 00	35 00	20 00
"	Township Morin.....	" " " 2 "	37 92	158 00	30 00	20 00
Arthabaska....	Ste Clotilde.....	" "	21 36	180 00	100 00	30 00
"	Blandford.....	" "	57 42	155 00	40 00	30 00
"	Chester, Ouest.....	" "	84 90	460 00	50 00	30 00
"	" Nord.....	" "	102 87	.....	30 00	30 00
"	Arthabaskaville.....	4 schools and 1 convent.....	87 63	371 00	50 00	30 00
"	Warwick.....	8 "	121 74	560 40	60 00	30 00
"	St. Christophe.....	8 "	167 26	260 00	40 00	30 00
"	Pingwick.....	Poor population scattered, 5 "	85 74	274 78	30 00	30 00
"	Chenier.....	" " " 8 "	160 04	792 30	30 00	30 00
"	St. Valère.....	New and poor..... 3 "	55 28	204 00	30 00	30 00
"	Tingwick, (Diss.).....	Poor, small population... 2 "	35 80	160 00	40 00	16 00
"	Victoriaville.....	" " " 4 " (One Model).....	102 89	428 87	45 00	30 00
"	St. Albert.....	Since last Census.....	71 82	164 00	50 00	30 00
L'Assomption..	St. Lin (Diss.).....	Small population and scattered.....	26 44	45 00	30 00	16 00
Bagot.....	Acton.....	Has lost a like sum by the law of 1869.....	138 04	586 00	200 00	157 00
"	St. André.....	" \$25-00 " "	47 19	546 00	100 00	49 00
"	St. Théodore.....	" 30-00 " "	111 58	306 00	40 00	36 00
"	St. Liboire.....	" 30-00 " "	108 52	782 00	40 00	36 00
"	St. Ephrem.....	" 30-00 " "	108 86	460 00	40 00	31 00
"	Ste. Hélène.....	" 25-00 " "	102 42	300 00	40 00	36 00
Bonaventure...	Rustico.....	New and poor, 2 schools.....	43 06	130 88	50 00	30 00
"	Carleton.....	" " 2 " (One Model).....	108 30	260 00	50 00	30 00
"	New-Richmond.....	" " 4 "	102 68	137 00	40 00	30 00
"	" (Diss.).....	" 1 "	67 02	240 00	40 00	1 00
"	Port Daniel.....	" 3 "	130 51	182 00	40 00	25 00
"	Hamilton.....	" 7 "	147 98	582 10	40 00	30 00
"	Cox.....	" 2 "	126 46	338 00	50 00	20 00
"	Hope.....	" 2 "	98 68	300 00	40 00	20 00
"	Maria.....	" 5 " (One Model).....	208 06	393 00	50 00	30 00
"	Miguasha.....	" "	24 20	96 00	30 00	30 00
"	Ristigouche (Sauvages).....	" "	50 10	.....	40 00	40 00
Beauce.....	St. George.....	Maintain 8 schools.....	200 10	315 82	50 00	30 00
"	Forsyth.....	Poor, only 1 school.....	76 54	109 00	50 00	20 00
"	Aylmer.....	" 3 "	61 86	155 00	40 00	30 00
"	St. Fédéric.....	" 7 "	169 58	304 00	40 00	30 00
"	St. Côme.....	Poor and new, 3 schools.....	62 52	140 00	40 00	30 00
"	Kennebec Road.....	(Megantic), new and very poor.....	45 00	65 00	40 00	20 00
"	St. Ephrem.....	5 schools.....	104 02	300 00	30 00	25 00
"	St. Victor.....	Built 2 houses, 8 schools.....	130 78	645 79	40 00	25 00
Bellechasse....	St. Cajétan.....	New and poor, 4 schools.....	63 23	200 00	40 00	30 00
"	Buckland.....	" "	90 44	180 00	50 00	30 00
Beauharnois....	St. Stanislas, (Diss.).....	Small population and poor.....	9 00	35 00	30 00	16 00
"	St. Louis de Gonzague.....	Amount due by law of 1869.....	.....	.....	.....	30 00
"	St. Clément.....	" " .....	.....	.....	.....	16 00
"	St. Etienne.....	" " .....	.....	.....	.....	30 00
"	St. Stanislas de Kostka.....	New, increasing rapidly, 5 schools, (one Model).....	132 84	444 63	40 00	30 00
Berthier.....	St. Gabriel, (Diss.).....	New and scattered.....	6 00	50 00	30 00	16 00
"	St. Damien.....	New and very poor, 3 schools.....	.....	.....	100 00	40 00
"	St. Michel des Saints.....	" " .....	.....	.....	.....	30 00
Chicoutimi....	Harvey.....	New and poor, 1 school.....	43 40	125 00	32 00	20 00
"	Grande Baie.....	Maintains 5 school (two Model).....	147 86	416 00	50 00	30 00
"	Anse St. Jean.....	Very poor, 2 schools.....	39 34	53 00	30 00	30 00
"	Village de Bagotville.....	Small population (one Model school).....	48 62	125 86	30 00	30 00
"	St. Alphonse.....	New, 6 schools.....	149 80	483 75	45 00	30 00
"	St. Joseph.....	New and poor, 3 schools.....	69 04	234 43	45 00	30 00
"	Laterrière.....	" " 4 "	92 26	250 00	40 00	30 00
"	Hébertville.....	" " 4 " (one Model).....	109 64	347 00	40 09	30 00
"	St. Jérôme.....	" Very poor.....	68 88	50 00	30 00	30 00
"	Ouïatchouan.....	" " 3 schools.....	45 58	400 00	30 00	30 00
"	Jonquière.....	" " 2 "	45 34	195 00	30 00	30 00
Carried over.....						\$1962 00

APPORTIONMENT OF SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES FOR 1871.

COUNTIES.	MUNICIPALITIES.	Reasons for the Grant as well as for the Amount.	Amount of ordinary grant.	Amount of assessment raised.	Amount asked for.	Amount granted.
		Brought forward.....				\$1962 00
Chicoutimi.....	Chicoutimi (Village.....	Lost \$137.63, by the law of 1869.....				\$137 00
"	" (Paroisse).....	Maintains 7 schools.....	\$268 50	\$523 12	\$40 00	30 00
Compton.....	South Winslow.....	Small population, 4 schools.....	102 18	417 46	30 00	30 00
"	" (Diss.).....	" 1 ".....	11 94	61 00	30 00	16 00
"	Clifton.....	" 6 ".....	61 40	369 00	35 00	30 00
"	Westbury.....	" 4 ".....	33 58	166 98	40 00	30 00
"	Newport.....	" 6 ".....	45 56	400 00	50 00	30 00
"	Hereford.....	" 4 ".....	41 38	750 00	40 00	30 00
"	Lingwick.....	" 4 ".....	63 76	435 00	40 00	30 00
"	Saint Romain.....	" 3 " house built, \$359.09....	80 22	266 00	30 00	30 00
Charlevoix.....	Callières.....	Small population and very poor, 1 school.....	30 86	30 86	30 00	20 00
"	St. Fidèle.....	" and poor, 3 schools.....	94 52	160 00	30 00	30 00
"	St. Simon.....	New and poor, 1 school.....	51 00	48 00	30 00	20 00
"	Settrington.....	" 3 schools.....	61 04	160 00	60 00	30 00
"	Eboulements.....	Maintains 6 schools (1 model).....	252 74	416 00	30 00	30 00
"	Petite Rivière.....	Poor, 3 schools.....	82 30	92 00	30 00	30 00
Champlain.....	Champlain (Village).....	1 model school (115 children).....	56 78	154 70	80 50	30 00
"	St. Tite.....	Poor, 4 schools.....	107 72	225 00	.....	30 00
Châteauguay.....	St. Malachie (Diss.).....	Few and poor, 1 school.....	16 96	92 41	30 00	20 00
2 Montagnes.....	St. Columban.....	Poor, 3 schools.....	101 30	380 00	30 00	30 00
"	St. Canut, No. 1.....	" 2 schools.....	41 94	257 60	30 00	25 00
Dorchester.....	Cranbourne.....	.....	26 62	63 34	50 00	20 00
"	St. Edouard.....	.....	156 12	150 00	30 00	30 00
"	St. Malachie.....	.....	157 98	160 00	30 00	30 00
"	Lac Etchemin.....	.....	79 20	35 00	30 00	30 00
Dorchester.....	Ste. Claire.....	Part of population poor, 8 schools (1 model).....	276 52	500 00	40 00	30 00
"	St. Anselme.....	Have lost a considerable sum, being unable to recover the costs of an action decided in their favor, the adverse party being too poor to pay.....	296 54	402 00	200 00	45 00
Drummond.....	West-Wickham.....	Small population and poor, 3 schools.....	36 38	175 00	50 00	30 00
"	St. Germain.....	Has lost \$175 00 by the law of 1869, 8 schools.....	177 84	1372 88	425 00	57 00
"	St. Bonaventure.....	Poor, 4 schools.....	105 24	179 06	80 00	30 00
"	Grantham.....	" 5 ".....	85 90	425 00	200 00	30 00
"	Wendover et Simpson.....	Has lost \$132.00 by the law of 1869, 5 schools.....	65 36	588 59	50 00	18 00
"	St. Fulgence (Diss.).....	Population poor and scattered, 2 schools.....	27 24	86 00	30 00	30 00
"	St. Pierre.....	10 schools.....	198 40	864 00	60 00	30 00
Gaspé.....	Grande Rivière.....	Maintains 4 schools, 2 being superior.....	149 00	440 00	40 00	20 00
"	Ile Bonaventure.....	Population small and poor, 1 school.....	30 00	108 00	30 00	20 00
"	Mont-Louis.....	" " 1 ".....	22 60	116 00	30 00	20 00
"	Douglass.....	Poor, 3 schools.....	111 68	206 64	30 00	20 00
"	Anse à Grisfonds.....	Population small and poor, 1 school.....	31 38	160 00	30 00	20 00
"	Percé.....	Maintains 3 schools (1 model).....	134 58	400 00	30 00	31 00
"	Barre à Choir.....	Population small and poor, 1 school.....	54 86	90 00	30 00	20 00
"	Cap Chatte.....	" " 4 schools (1 model).....	50 88	243 00	30 00	36 00
"	Malbaie.....	" " 2 " school-house building..	53 34	320 00	30 00	30 00
"	Pabos.....	" " and poor, 1 school.....	42 72	88 00	30 00	20 00
"	Cap d'Espoir.....	Maintains 3 schools.....	131 34	316 00	30 00	30 00
"	York et Haldimand.....	Population small and poor, 1 school.....	32 34	150 00	30 00	20 00
"	Grande Grève.....	" " 2 ".....	79 90	200 00	30 00	30 00
"	Ste. Anne des Monts.....	Maintains 4 schools (1 model).....	98 24	215 00	30 00	30 00
"	Anse à Valcen.....	New and poor.....	30 86	.....	30 00	30 00
"	Newport.....	Population small and poor, 1 school.....	46 92	200 00	30 00	20 00
"	Gaspé Bay North.....	" " 1 ".....	35 74	87 95	30 00	20 00
Huntingdon.....	Hemmingford (Diss.).....	Poor and scattered, 4 schools.....	102 84	213 78	40 00	30 00
"	Huntingdon (Diss.).....	" " 1 school.....	28 98	47 59	30 00	20 00
Hochelaga.....	Côteau St. Louis (Diss.).....	Population small, 1 school.....	31 65	180 00	30 00	16 00
Iberville.....	St. Athanase.....	Has lost \$62.44 by the law of 1869.....	.....	.....	.....	56 00
L'Islet.....	Ashford.....	New and very poor.....	34 82	40 00	30 00	20 00
"	St. Louise.....	Poor, 3 schools.....	89 20	120 00	30 00	30 00
"	Aubert.....	" 5 ".....	149 86	189 00	30 00	30 00
"	St. Cyrille.....	" 2 ".....	73 60	124 00	30 00	20 00
Joliette.....	Ste. Emmelie de l'Énergie.....	New.....	63 28	.....	100 00	30 00
"	Ste. Mélanie.....	Poor, 6 schools.....	146 60	497 00	30 00	30 00
"	St. Félix de Valois.....	4 schools.....	282 28	510 83	30 00	30 00
"	" (Diss.).....	Population small, 1 school.....	22 72	57 60	30 00	16 00
"	Ste. Béatrix.....	3 schools.....	101 18	124 15	30 00	30 00
		Carried over.....				\$4034 00

APPORTIONMENT OF SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES, FOR 1871.

COUNTIES.	MUNICIPALITIES.	Reasons for the grant, as well as for the amount.	Amount of ordinary grant.	Amount of assessment raised.	Amount asked for.	Amount granted.
		Brought forward.....				\$4034 00
Joliette.....	St. Amoroise (Diss.).....	Population small and scattered, 1 school.....	\$25 00	\$103 00	\$30 00	\$16 00
Kamouraska....	Mont-Carmel.....	Poor, 2 schools.....	67 28	100 00	30 00	30 00
"	St. Hélène.....	" 5 ".....	143 58	223 53	35 00	25 00
"	St. Onésime.....	" 4 ".....	88 60	120 00	40 00	30 00
"	St. Alexandre.....	" 10 " (1 model).....	171 62	393 00	30 00	30 00
Lotbinière.....	St. Emilie.....	" 4 ".....	93 16	238 25	100 00	30 00
"	St. Agapit.....	New and poor, 2 schools.....	62 34	173 52	50 00	25 00
"	St. Flavien.....	" " 4 ".....	115 88	324 00	30 00	30 00
"	St. Giles, No. 1.....	" " 3 ".....	52 24	230 00	40 00	30 00
"	" No. 2.....	" " 1 school.....	32 44	162 48	40 00	20 00
Lévis.....	Village de Lauzon.....	3rds. of the assessable property belongs to Military Government, 2 model schools numerously attended.....	229 66	400 00	200 00	54 00
"	St. Lambert.....	Maintains 8 good schools (1 model).....	186 08	311 00	50 00	45 00
"	St. Etienne.....	Poor, 3 schools.....	86 14	206 35	30 00	30 00
"	St. Jean Chrysostôme.....	Many poor, 1 school-house burnt.....	282 62	708 00	40 00	30 00
"	Bienville.....	Poor, 2 schools.....	114 76	144 00	40 00	20 00
Montmagny.....	St. Paul de Montminy.....	New and poor, 2 schools.....	67 84	140 00	30 00	20 00
"	Grosse Ile.....	Population small, real estate not assessable.....	50 00	60 00	30 00	30 00
"	Ile-aux-Grues.....	" " and poor—repairs to school-house.....	68 28	82 57	30 00	20 00
Mégantic.....	St. Sophie.....	Several districts very poor, 7 schools.....	248 72	480 02	30 00	30 00
"	St. Julie.....	Maintains 8 schools (1 model).....	158 04	544 00	30 00	30 00
Maskinongé....	St. Paulin.....	" 4 ".....	120 40	220 44	40 00	25 00
"	Hunterstown.....	" 5 ".....	80 38	183 00	80 00	25 00
"	Peterborough.....	Population small and poor, 1 school.....	48 16	134 04	30 00	25 00
"	St. Didace.....	" " 1 school.....	149 62	242 95	80 00	25 00
"	St. Ursule (Diss.).....	" " 1 school.....	18 74	26 00	30 00	16 00
Missisquoi.....	St. Damien (Diss.).....	New and poor.....			30 00	30 00
"	Dunham (Diss.).....	Population small and scattered, 1 school.....	35 78	114 00	30 00	20 00
"	St. Romuald.....	Has lost \$440.10 since 18-9 (\$122.25 this year).....			440 10	162 00
Montcalm.....	Chertsey.....	New and population small, 1 school.....	103 00	300 00	60 00	30 00
"	Kilkenny.....	" " 5 schools.....	150 80	347 68	40 00	30 00
"	St. Liguori.....	" 5 schools.....	172 18	525 00	40 00	30 00
Montmorency..	Laval.....	Very poor, 1 school.....	69 76	76 00	30 00	20 00
"	St. Th'e.....	" population small, 1 school.....	38 00	80 00	30 00	30 00
Nicolet.....	St. Gertrude.....	Poor, 6 schools.....	160 64	369 14	120 00	30 00
"	St. Brigitte.....	" and new, 2 schools.....	60 52	120 00	40 00	25 00
"	St. Léonard.....	" " 5 ".....	90 00	460 00	100 00	30 00
"	St. Perpétue.....	" " 2 " (\$240 00 for school house).....	24 84	128 00	50 00	30 00
"	St. Wincelas.....	" " 4 " house built, another to b'ld.....	87 74	200 00	100 00	40 00
"	St. Eulalie.....	" and population small.....	15 22	75 00	30 00	30 00
Ottawa.....	Ripon.....	New population and poor, 2 schools.....	68 84	116 32	40 00	30 00
"	Montebello.....	Population small, 2 schools (1 sup. for girls).....	67 76	394 00	40 00	30 00
"	Ange Gardien.....	New and poor, 4 schools (1 model).....	101 66	471 84	40 00	30 00
"	Buckingham (Diss.).....	Population scattered, 3 schools.....	71 68	300 00	50 00	20 00
"	Eardley.....	" " new, 4 schools.....	85 04	450 87	40 00	30 00
"	" (Diss.).....	New—demand sent in too late last year, received nothing.....	28 58	108 40	30 00	36 00
"	Templeton.....	Certain parts poor, 4 schools (1 model).....	204 96	855 00	40 00	20 00
"	Lochaber.....	Bather new, 7 schools.....	103 78	504 04	70 00	30 00
"	Waterloo.....	Poor, 1 model school, numerously attended.....	94 18	231 41	40 00	30 00
"	Hincks.....	New, very poor, 1 school.....	29 62	122 30	50 00	30 00
"	Lowe.....	Still new, poor, 4 schools.....	92 92	201 00	40 00	30 00
"	Northfield et Wright.....	" " 2 ".....	80 70	291 00	40 00	30 00
Pontiac.....	Clarendon.....	Certain parts poor, 11 schools.....	263 40	793 00	40 00	30 00
"	Sheen.....	New and poor, 2 schools.....	43 98	440 00	30 00	30 00
"	St. Elisabeth.....	" " 2 ".....	61 92	260 00	60 00	30 00
"	Leslie.....	New, and population small, 1 school.....	32 22	60 00	30 00	20 00
"	Thorne.....	" " 1 ".....	50 88	106 47	30 00	20 00
"	Bristol.....	Several districts poor, 7 schools.....	228 48	869 16	40 00	30 00
Portneuf.....	Portneuf.....	Poor, 4 schools (2 model).....	210 68	425 00	200 00	30 00
"	St. Basile.....	" 6 ".....	195 70	326 33	40 00	30 00
"	St. Jeanne.....	New and poor, 5 schools.....	92 62	303 00	40 00	30 00
"	St. Raymond.....	Of large extent and poor, 7 schools (1 model), 3 school-houses built.....	284 34	402 51	80 00	72 00
"	" (Diss.).....	Scattered, 2 schools.....	77 08	88 00	40 00	16 00
		Carried over.....				\$5946 00

APPORTIONMENT OF SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES FOR 1871.

COUNTIES.	MUNICIPALITIES.	Reasons for the grant as well as for the amount.	Amount of ordinary grant.	Amount of assessment raised.	Amount asked for.	Amount granted.
		Brought forward.....				\$5946 00
Portneuf.....	Ste. Catherine.....	Poor, 3 schools.....	\$188 80	\$188 80	\$40 00	\$30 00
Québec.....	Tewkesbury, No. 1.....	New, of small extent, poor, 1 school.....	40 00	75 00	30 00	30 00
"	St. Dunstan.....	" " " 1 model school.....	57 08	120 00	35 00	20 00
"	Ste. Foye.....	Population small, 2 schools (1 model).....	85 44	292 00	40 00	25 00
"	St. Gabriel.....	" poor, 1 school.....	95 52	100 00	40 00	20 00
"	Cap-Rouge.....	" " 2 model schools.....	67 50	176 00	50 00	36 00
"	Stoneham.....	" " 1 school.....			30 00	20 00
"	" (diss.).....	" " 1 ".....	24 04	80 00	30 00	20 00
"	St. Roch (nord).....	Many poor, 2 schools.....	110 32	701 00	40 00	45 00
"	" (sud).....	" 3 " one of which is a model school with 1000 pupils.....	666 22	1308 82	50 00	45 00
Rimouski.....	St. Fabien.....	6 schools.....	137 46	263 90	30 00	30 00
"	St. Mathieu de Rieux.....	New and poor, 4 schools.....	84 10	152 90	36 00	30 00
"	McNider.....	Poor, 5 schools.....	130 70	296 00	35 00	30 00
"	Ste. Félicité.....	" 2 ".....	128 44	172 00	40 00	30 00
"	St. Ulric.....	" population greatly increased, 3 schools.....	62 06	140 00	40 00	30 00
"	Ste. Angèle.....	New and poor, 2 schools.....	94 40	122 96	40 00	30 00
"	Métis.....	" " 3 ".....	57 08	125 80		30 00
Richmond.....	Stoke.....	" " 5 ".....	70 40	777 00	40 00	30 00
"	St. George de Windsor.....	" " 6 ".....	70 10	400 00	30 00	30 00
"	Shipton (diss.).....	" " 3 ".....	61 00	300 00	60 00	30 00
Saguenay.....	Tadoussac.....	" " 2 ".....	71 78	100 00	30 00	30 00
"	Ste. Marguerite.....	" " 2 ".....	22 60		30 00	30 00
"	Escoumains.....	" " 1 model school.....	116 34	156 00		30 00
"	Bergeronnes.....	" " 1 school.....	40 00	72 00		30 00
"	Rivière aux Canards.....	New and poor.....				30 00
Shefford.....	St. Valérien.....	Maintains 5 schools.....	107 40	375 00	36 00	30 00
"	Roxton.....	Has lost a like sum by the law of 1869.....				180 00
"	Ely nord.....	Maintains 8 schools—lost \$66 50 by the law of 1869.....	76 98	808 00	40 00	72 00
"	Granby (diss.).....	Poor and scattered, 4 schools.....	84 04	114 00	30 00	30 00
"	" Village (diss.).....	" 1 school.....	32 84			30 00
"	Ely, sud.....	Lost \$60.00 by the law of 1869.....	88 98	337 23	40 00	72 00
"	Ste. Cécile.....	" \$16.00 " ".....				16 00
St. Maurice.....	St. Sévère.....	Maintains 4 schools (1 model).....	105 82	168 77	80 00	30 00
"	St. Étienne.....	" 6 ".....		429 42	60 00	30 00
"	Ranlieue.....	Poor, 3 schools.....	101 20	200 00	80 00	30 00
"	Pointe du Lac.....	Maintains 5 schools (1 model).....	186 38	419 00	80 00	30 00
St. Jean.....	Blairfinnie (diss.).....	Few and scattered.....	38 42	70 00	16 00	16 00
"	Lacolle.....	Lost a like sum by the law of 1869.....				72 00
Stanstead.....	Barford.....	Population small, 5 schools.....	79 14	390 53	45 00	30 00
"	Coaticook (diss.).....	" " and poor, 1 school.....	53 86	70 00	30 00	20 00
"	Beebe Plain.....	.....				72 00
Témiscouata.....	St. Eloi.....	Poor, 5 schools.....	157 92	212 87	36 00	30 00
"	St. Antonio.....	" 4 ".....	125 24	119 00	30 00	30 00
"	St. Modeste.....	" 3 ".....	70 10	120 00	30 00	30 00
"	St. Jean-de-Dieu.....	" and new, 1 school.....	23 20	52 00	45 00	30 00
"	St. Epiphane.....	" 3 schools.....	105 04	173 00	35 00	30 00
Terrebonne.....	Ste. Agathe.....	" and new, 2 schools.....	90 44	120 00	35 00	30 00
"	St. Hippolyte.....	" " 1 school.....	79 90	120 00	40 00	30 00
"	St. Sauveur.....	" 5 schools.....	166 08	328 65	80 00	30 00
"	" (diss.).....	" 1 school.....	34 12	81 66	40 00	16 00
"	Ste. Adèle.....	" 3 schools.....	136 12	200 00	40 00	30 00
"	St. Jérôme (diss.).....	Population small and scattered, 1 school.....	18 54	100 00	30 00	16 00
"	St. Marguerite.....	New and poor, 2 schools—house to build.....	78 72	200 00	40 00	30 00
Wolfe.....	Ham, nord.....	New, and population small, 4 schools.....	68 96	300 00	40 00	30 00
"	Weedon.....	" " " 6 ".....	81 30	693 20	40 00	30 00
"	Wotton.....	" " " 8 ".....	73 32	450 00	40 00	30 00
"	St. Gabriel.....	" " " and poor, 4 schools.....	47 70	118 00	40 00	30 00
"	St. Camille.....	" " " poor, 4 schools.....	55 94	290 00	40 00	30 00
"	Ham, sud.....	Poor, and population small, 2 ".....	25 34	100 00	30 00	30 00
Yamaska.....	St. Zéphirin.....	6 schools (model).....	148 72	540 00	32 00	30 00
		Total.....				\$7975 00

Meteorological Observations.

From the Records of the Montreal Observatory, Lat. 45° 31 North, Long. 4h. 54m. 11 sec. west of Greenwich. Height above the level of the sea, 182 feet. For the month of February, 1872. By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

Table with columns: DAYS, Barometer at 32°, Temperature of the Air, Direction of Wind, Miles in 24 hours. Rows 1-29.

REMARKS.

The highest reading of the Barometer was on the 6th day, and was 30.524 inches the lowest on the 14th day, 29.250 inches. The monthly mean was 29.772 inches, and the monthly range 1.274 inches. The highest reading of the Thermometer was on the 12th day, and was 44° 6. the lowest on the 26th day, and was 2° 4 below zero, giving a monthly range of 47° 0. The mean temperature of the month was 20° 49 which is about 4° higher than the Isotherm for Montreal. Rain fell on—days, amounting to 0.094 inches. Snow fell on 8 days, amounting to 31.85 inches.

—Observations taken at Halifax during the month of February, 1872; lat. 44° 39 N.; long. 63° 36 W.; height above the sea, 175 feet; by John Thurling, Sergt. A. H. Corps.

Summary table for February 1872 at Halifax, listing Barometer, Thermometer, Hygrometer, Wind, Cloud, Ozone, Rain, Snow, Amount of rain, and Fog data.

Meteorological Observations.

From the Records of the Montreal Observatory, Lat. 45° 31 North, Long. 4h. 54m. 11 sec. west of Greenwich. Height above the level of the sea, 182 feet. For the month of March, 1872. By CHARLES SMALLWOOD, M. D., LL. D., D. C. L.

Table with columns: DAYS, Barometer at 32°, Temperature of the Air, Direction of Wind, Miles in 24 hours. Rows 1-31.

REMARKS.

The highest reading of the Barometer was at 6 a.m. on the 25th day, and was 30.376 inches; the lowest reading occurred at midnight on the 31st day, 29.300 inches, giving a range of 1.076 inches. The monthly mean was 29.862 inches. The highest temperature was 52° 1° on the 27th day, and the lowest 19° 8', below zero, on the 6th, giving a range of 71° 9'. The mean of the month was 21° 72'. Rain fell on 3 days, amounting to 0.100 of an inch. Snow fell on 16 days, amounting to 29.23 inches. The mean temperature of the month was 4° 8' lower than the Isotherm of Montreal, deduced from a long series of observations.

—Observations taken at Halifax, N.S., during the month of March, 1872; lat. 44° 39 N.; long. 63° 36 W.; height above the level of the Sea, 175 feet; by Sergt. Thurling, A. H. Corps.

Summary table for March 1872 at Halifax, listing Barometer, Thermometer, Hygrometer, Wind, Cloud, Ozone, Rain, Snow, Amount of rain, and Fog data.