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## EDUCATION.

### School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

LIV.

#### SIR EDWARD COKE'S LEGAL STUDIES.

This celebrated lord-chief-justice was born in 1551-2, at Mileham, Norfolk, in which county the Cokes had been settled for many generations. His father, who was a bencher of Lincoln's Inn, sent him to the Free Grammar-school at Norwich, whence, in 1567, he removed to Trinity College, Cambridge. After having spent three years at the University, he went to London, to commence his legal education: he became a member of Clifford's Inn, and in 1572 was admitted into the Inner Temple; here he entered into a laborious course of study, which Lord Campbell thus vividly describes:

Every morning at three, in the winter season lighting his own fire, he read Bracton, Littleton, the Year Books, and the folio Abridgments of the Law, till the courts met at eight. He then went by water to Westminster, and heard cases argued till twelve, when pleas ceased for dinner. After a short repast in the Inner Temple Hall, he attended "readings" or lectures in the afternoon, and then resumed his private studies till five, or supper-time. This meal being ended, the moots took place, when difficult questions of law were proposed and discussed,—if the weather was fine in the garden by the river side; if it rained, in the covered walks near the Temple Church. Finally, he shut himself up in his chamber, and worked at his common-place book, in which he inserted, under the proper heads, all the legal information he had collected during the day. When nine o'clock struck, he retired to bed, that he might have an equal portion of sleep before and after midnight. The Globe and other theatres were rising into repute, but he would never appear at any of them; nor would he indulge in such unprofitable reading as the poems of Lord Surrey or Spenser. When Shakspeare and Ben Jonson came into such fashion that even "and apprentices of the law" occasionally assisted in masques and wrote prologues, he most steadily eschewed all such amusements;

and it is supposed that in the whole course of his life he never saw a play acted, or read a play, or was in company with a player!

To Coke's merits there cannot be a more direct testimony than that of his great rival, Sir Francis Bacon, who speaks of his great industry and learning in terms of high and deserved commendation; and justly ascribes to him the praise of having preserved the vessel of the common law in a steady and consistent course.

LV.

#### SPENSER AT CAMBRIDGE.

Edmund Spenser, one of the great landmarks of English poetry, was born in East Smithfield, near the Tower, about the year 1553; as he sings in his *Prothalamion*:

Merry London, my most kindly nurse,  
That gave to me this life's first native source,  
Though from another place I take my name,  
An house of ancient fame.

The rank of his parents, or the degree of his affinity with the ancient house of Spenser, is not fully established. Gibbon says: "The nobility of the Spensers has been illustrated and enriched by the trophies of Marlborough; but I exhort them to consider the *Faery Queen* as the most precious jewel in their coronet." The poet was entered a sizar (one of the humblest class of students) of Pembroke College, Cambridge, in 1569, and continued to attend college for seven years. "Of his proficiency during this time, says Johnson, "a favourable opinion may be drawn from the many classical allusions in his works." At Cambridge, he became intimate with Gabriel Harvey, the future astrologer, who induced the poet to repair to London, and there introduced him to Sir Philip Sidney, "one of the very diamonds of her Majesty's court." Of Spenser it has been well said that he and Chaucer are the only poets before Shakespeare who have given to the language anything that in its kind has not been surpassed, and in some sort superseded—Chaucer in his *Canterbury Tales* and Spenser in his *Faery Queen*. Spenser is thought to have been known as a votary of the Muses among his fellow-students at Cambridge: there are several poems in a *Theatre for Worldlings*, a collection published in the year in which he became a member of the University, which are believed to have come from his pen.

LVI.

#### RICHARD HOOKER AT HEAVITREE.

The boyhood of Richard Hooker, the learned and judicious divine, and the earliest and one of the most distinguished prosewriters of his time, presents some interesting traits. He was born at Heavitree, near Exeter, about 1553, of parents "not so remarkable for their extraction or riches, as for their virtue and industry, and God's blessing upon both." When a child, he was grave in manner and

expression. By the kindness of his uncle, he obtained a better education at school than his parents could have afforded; and when a schoolboy, he was an early questionist, quietly inquisitive, *Why this was, and that was not, to be remembered? Why this was granted, and that denied?* Hence his schoolmaster persuaded his parents, who intended him for an apprentice, to continue him at school, the good man assuring them that he would double his diligence in instructing him. "And in the mean time his parents and master laid a foundation for his future happiness, by instilling into his soul the seeds of piety, those conscientious principles of loving and fearing God; of an early belief that he knows the very secrets of our souls; that he punishes our vices, and rewards our innocence; that we should be free from hypocrisy, and appear to men what we are to God, because, first or last, the crafty man is caught in his own snare." Jewel, bishop of Salisbury, next took Hooker under his care, sent him to Corpus Christi College, Oxford, and contributed to his support. Having entered into holy orders, he was appointed Master of the Temple, London: and the church contains a bust erected by the benchers to his memory. Hooker's most celebrated work is his treatise on "Ecclesiastical Polity," a powerful defence of the Church of England; and the first publication in the English language which presented a train of clear logical reasoning.

## LVII.

## SIR PHILIP SIDNEY, "THE ENGLISH PETRARCH."

Sir Philip Sidney—a name which most educated Englishmen have learnt to admire and love—was born in 1554, at Penhurst Place, in Kent, where an oak, planted to commemorate the event, flourishes to this day.

Young Sidney was placed at the Free Grammar-school of Shrewsbury, (1) While there, his father, Sir Henry Sidney, "a man of great parts," addressed a letter to him, in 1566, full of sterling advice. His biographer and companion, Lord Brooke, states that at this early age, Philip was distinguished for intelligence, and for a gravity beyond his years. In 1569, he was entered at Christchurch Oxford, and is reported to have held a public disputation with Carew, the author of the *Survey of Cornwall*; while at college he displayed remarkable acuteness of intellect and craving for knowledge.

In 1572, Philip Sidney left England, and proceeded on his travels into France. He was furnished with a licence to pass into foreign lands, with three servants, and four horses; and was placed under the protection of the Earl of Lincoln, the Lord Admiral.

Paris was Sidney's first halting-place, and here he was introduced to the dazzling and bewildering splendour of the court of Catherine de Medicis. "Sidney," says Mr. Pears, "had heard much of this queen and her brilliant court: in the quiet days which he had passed at Penhurst, Ludlow, and Oxford, he had often dreamed of such scenes; often too he had talked over the wild doings of the civil wars of France; had his favourite heroes, and in his fancy formed pictures of them—and here he stood in the very midst of these men." But, while in the full enjoyment of the pleasure and luxury of Paris, Sidney's mind was horrified by the Massacre of St. Bartholomew—of near 5000 persons—and he fled for shelter to the English embassy: the effect of this tragedy on him was deep, and never effaced. From France he proceeded to Belgium, Germany, Hungary, and Italy. At Frankfurt, he first became acquainted with Herbert Languet, and addressed to him a volume of letters in Latin, which Mr. Pears has translated, with a few of Sidney's replies.

Sidney next arrived at Vienna, where he perfected himself in horsemanship and other exercises peculiar to those times. At Venice he became acquainted with Edmund Wotton, brother to Sir Henry Wotton. He is said also to have enjoyed the friendship of Tasso, but this statement cannot be verified. Sidney returned to England in 1573; and, famed abroad by a noble report of his accomplishments, which, together with the state of his person, framed by a natural propension to arms, he soon attracted the good opinion of all men, and was so highly prized in the good opinion of the queen (Elizabeth), that she "thought the court deficient without him." Connected with this success is Sidney's first literary attempt, a masque entitled *The Lady of May*, which was performed before Queen Elizabeth, at Wanstead House, in Essex.

After Sidney's quarrel at tennis with the Earl of Oxford, he retired from court to Wilton, the seat of his brother-in-law, the Earl of Pem-

broke; and there, in the companionship of his sister Mary, he wrote, for her amusement, the *Arcadia*, which, probably, received some additions from her pen.

The chivalry of Sir Philip Sidney, his learning, generous patronage of talent, and his untimely fate, (he fell at Zutphen, in his thirty-third year,) make his character of great interest. "He was a gentleman finished and complete, in whom mildness was associated with courage, erudition modified by refinement, and courtliness dignified by truth. He is a specimen of what the English character was capable of producing when foreign admixtures had not destroyed its simplicity, or politeness debased its honour. Such was Sidney, of whom every Englishman has reason to be proud. He was the best prose-writer of his time. Sir Walter Raleigh calls him "the English Petrarch," and Cowper speaks of him as "a warbler of poetic prose." He trod, from his cradle to the grave, amidst incense and flowers, and died in a dream of glory.

## LVIII.

## BOYHOOD OF LORD BACON.

Of the early years of Sir Nicholas Bacon, father of Sir Francis Bacon, the biography is uncertain; but he received his scholastic education at Benet (Corpus Christi) College, Cambridge, and completed his studies abroad. Of his illustrious son, Francis Bacon, born in the Strand, in 1561, we have some interesting early traits. His health was delicate; and by his gravity of carriage, and love of sedentary pursuits, he was distinguished from other boys. While a mere child, he stole away from his playfellows to a vault in St. James's Fields, to investigate the cause of a singular echo which he had observed there; and when only twelve, he busied himself with speculations on the art of legerdemain. At thirteen he was entered at Trinity College, Cambridge, which he left after a residence of three years, "carrying with him a profound contempt for the course of study pursued there, a fixed conviction that the system of academic education in England was radically vicious, a just scorn for the trifles on which the followers of Aristotle had wasted their powers, and no great reverence for Aristotle himself." (*Macaulay*.) Such was the foundation of Bacon's philosophy.

## LIX.

## INFLUENCE OF THE WRITINGS OF LORD BACON.

"Everything relating to the state of the natural sciences at this period," says Dr. Vaughan, "may be found in the writings of Bacon. It was reserved to the genius of that extraordinary man to direct the scientific minds not only of his country but of Christendom, into the true path of knowledge; to call the attention of men from metaphysical abstraction to the facts of nature; and in this manner to perform the two most important services that could be rendered to the future world of philosophy,—first, by indicating how much it had to unlearn, and how much to acquire; and secondly, by pointing out the method in which the one process and the other might be successfully conducted; and, as this system depended on the most rigid and comprehensive process of experiment, it obtained for its illustrious author the title of 'the Father of Experimental Philosophy.'"

This subject is too vast for a running comment upon the progress of Learning like that which is here attempted. It is by his *Essays* that Bacon is best known to the multitude. The *Novum Organum* and *De Augmentis* are much talked of, but little read. They have, indeed, produced a vast effect upon the opinions of mankind; but they have produced it through the operation of intermediate agents. They have moved the intellects which have moved the world. It is in the *Essays* alone that the mind of Bacon is brought into immediate contact with the minds of ordinary readers. There he opens an exotic school, and talks to plain men, in language which everybody understands, about things in which everybody is interested. He has thus enabled those who must otherwise have taken his merits on trust, to judge for themselves; and the great body of readers have, during several generations, acknowledged that the man who has treated with such consummate ability questions which they are familiar, may well be supposed to deserve all the praise bestowed on him by those who have sat in his inner school. The following passage from the *Essays* (1) is in Bacon's early style:

(1) Founded by King Edward VI. In our own time, this school has maintained its pre-eminent rank, under the able head-mastership of the Rev. Dr. Butler. The School-house is situated near the Castle of Shrewsbury, and is built of freestone, in the Italianized Tudor style; it occupies two sides of a quadrangle, with a square pinnacled tower at the angle, which was partly rebuilt in 1831.

(1) For educational purposes we recommend attention to the ably edited reprints of the *Essays*, and *The Advancement of Learning*, by Thomas Markey, M.A. Archbishop Whately's annotated edition of the *Essays* is intended for a different class of students.

"Crafty men contem studies; simple men admire them; and wise men use them; for they teach not their own use: that is a wisdom without them, and won by observation. Read not to contradict, nor to believe, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. Reading maketh a full man, conference a ready man, and writing an exact man. And therefore, if a man write little, he had need have a great memory: if he confer little, have a present wit; and if he read little, have much cunning to seem to know that he doth not. Histories make men wise, poets witty, the mathematics subtle, natural philosophy deep, morals grave, logic and rhetoric able to contend."

Lord Macaulay has well observed: "It will hardly be disputed that this is a passage to be 'chewed and digested.' We do not believe that Thucydides himself has anywhere compressed so much thought into so small a space."

No book ever made so great a revolution in the mode of thinking, overthrew so many prejudices, introduced so many new opinions—as the *Novum Organum*. Its nicety of observation has never been surpassed; it blazes with wit, but with wit which is employed only to illustrate and decorate the truth. But what is most to be admired is the vast capacity of that intellect which, without effort, takes in at once all the domains of science—all the past, the present, and the future—all the encouraging signs of the passing times—all the bright hopes of the coming age.

Lord Bacon wrote paraphrases of the Psalms, of which it has been said: the "fine gold of David is so thoroughly melted down with the refined silver of Bacon, that the mixture shows nothing of alloy, but a metal greater in bulk, and differing in show from either of the component elements, yet exhibiting, at the same time, a lustre wholly derived from the most precious of them."

(To be continued.)

### Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

(Continued from our last.)

#### II.

#### GRAMMAR.

Grammar is taught here almost entirely through the reading lessons, and in this way, far from being the dry subject many have supposed it to be, it becomes one in which children take great interest. Any attempt by giving them dry definitions of parts of speech and rules of grammar is almost sure to fail; for one which it interests, it will disgust ten, and therefore the thing ought not to be attempted in this way. The most natural and easy manner seems to be, first,—

Pointing out the distinction between vowels, consonants, and diphthongs, from words in their lessons: when *a* or *an* is used before a noun; the difference between *a* table and *the* table, between *a* book and *the* book; *a* sheep, and *the* sheep; *a* deer, and *the* deer; whether they would say *a* house or *an* house; *a* hare or *an* hare; *an* heir, *an* hour; drawing attention to exceptions as they occur.

The next and easiest thing would be the nouns, pointing out all the things which they see around them; such as, book, table, map, etc.: and thus they immediately know that the names of all visible substances are called nouns. This being once fixed, they are soon led to the idea, that the names of things which they can imagine to exist, are nouns also;—to distinguish the *singular* from the *plural*: that the singular meant *one*, the plural more than one;—the general rule of forming the plural by adding *s*; house, houses; map, maps, etc.; the teacher taking care to point out the exceptions as they are met with in reading, such as ox, oxen; tooth, teeth; man, men; loaf, loaves; church, churches; city, cities; and to observe also, where anything like a general rule can be traced out, such as that nouns ending in *ch* soft make the plural by adding, *es*, as church, churches; arch, arches; match, matches; while in *ch* hard they follow the general rule, as monarch, monarchs, etc.; in *sh*, as dish, dishes; fish, fishes, etc., adding *es*; in *f*, as leaf, loaf; changing *f* into *v*, and adding *es*, leaves, loaves; nouns ending in *y* into *ies*, as city, cities; fly, flies; why such words as boy, valley, do not follow the general rule. The difficulty of pronouncing *s* at the end of nouns ending in *ch*, *sh*, and *x*, show the reason for adding *es*.

I would strongly recommend to all our school teachers a small book by Professor Sullivan, called "The Spelling Book Super-seded," on this subject, as well as his other books, "Geography Generalized," his "Geography and History," and his "English Grammar," published by Marcus and John Sullivan, School and Educational Publishers, Dublin, and by Messrs. Longman, in London. They are all excellent in their way, and have done good service here. (1)

The teacher would do well to exercise the children in forming the plural of any particular class of nouns as they occur; for instance, nouns ending in *f*; as leaf; spell it in the plural, leaves; potato, potatoes; negro, negroes; echo, echoes; and making them quote all the nouns ending in *f* and in *o* they could possibly recollect; the same way for others. This calls forth great emulation, and is attended with good results.

The difference of gender, also, in nouns ought to be pointed out, a thing very necessary in this country (Hampshire); everything alive or dead, male or female, coming under the denomination *he*, never by any chance changed into *him*.

They would now be able when sitting down, and without the assistance of a teacher, to pick out all the nouns in a lesson, writing them in columns in the singular and plural number; also, to write on their slates, or as exercises on paper in the evenings, things of the following kind:—

The names of the months in the year, and the number of days in each.

Of all the things in their cottages and in their gardens—of all the tools used by the carpenter, such as plane, axe, chisel, etc.—by the blacksmith,—of all the implements used in agriculture, or in their trades and occupations.

What are the names of all the tools made of iron used in the village?

The names of all the trees—of the vegetable and animal products of the parish—of such vegetables as are food for man, for beast, etc.—of all articles of home consumption, etc.—of the materials of which the houses are built, etc.

Describe a dog, cat, barn-door fowl:—write the names of all the singing-birds—of the birds of prey, etc.: write down six names of birds, all of which are compound words.

A year, a month, a week, day, hour, are measures of what?

A yard, a foot, an inch—of what?

A quart, a bushel, etc.—of what?

The teacher might also set each child to write down the date of its birth—to make out how many years, months, weeks, days, etc., old it was; so as to give its age in all the different measures of time (2).

Being now able to point out the nouns, etc., they should advance two such words as qualify them—adjectives.

The teacher, holding up an apple, for instance, will ask, do all apples taste alike? No, sir; some are sour and some are sweet, bitter, etc. Do apples differ in any other way? Some are large and some are small—this is differing in size; some are red and some green—this is differing in colour; some soft and some hard—this is differing in the quality of hardness; some are rounder than others—differing in shape; and all these words, expressing different qualities in the noun, are adjectives. Then, perhaps, they are told to sit down and write all the words they can think of, which qualify the word apple, such as sour apple, sweet apple, large apple, etc.

Then to get the degrees of comparison: The teacher will observe the different sizes of the children, taking two of them out and making them stand side by side. When I say that this boy is taller than the one next to him, what am I comparing? The height of the two boys. This boy has got darker hair than the one next him—the colour of their hair: you have got cleaner hands than the boy next to you—the cleanness of my hands with the cleanness of his: such a child is the tallest in the class—is the best reader in the class. What do I compare? His or her height with the height of all the rest; his or her reading, etc. In this way, they will very soon understand what is meant by degrees of comparison, and should be told how to form them: tall, taller, tallest; great, greater, greatest, etc.; taking about half-a-dozen adjectives at a time, the

(1) The circulation of these excellent books of Professor Sullivan is become enormous, and now exceeds 120,000 copies a year.

(2) I have sometimes been much amused in asking children their ages when more than one happens to answer the same number of years, 8, 9, or 10, in getting them to reason out among themselves the exact ages of each—a thing to them by no means easy, but which may be made a very instructive lesson to the class.

children repeating them, and occasionally being set to write them on their slates. Reasoning in this way, the general rule soon strikes them, and the teacher must take care to point out the exceptions. Their very errors in following out a general rule are sometimes instructive, as well as amusing: for instance, if you give them such a word as *little*, or *good*, they will immediately begin, good, gooder, gooddest, following out the general principle; when all at once it flashes across them that the word is an exception, and the sort of knowing look they give you, as if you had tried to take them in, is most amusing.

In monosyllables, as *hot*, *holter*, *holtest*; *big*, *bigger*, *biggest*, making them write down words which vary from the rule by doubling the final letter, and pointing out to them, that this is the case with all words of one syllable ending in a consonant, with a vowel going before it.

The teacher should now begin to point out the pronouns as they occur—what particular nouns they stand for in a sentence—what case—whether they mark possession, etc.; for instance, when *I*, or *he*, or *she* occurs, to ask them what they make in the objective cases; what in the possessive. If *him*, or *them*, or *her* occurs, what is the form of the nominative; and occasionally using the pronouns in making short sentences, in order to fix a clear impression on their minds: such as, Where is my book? I saw it just now: the pen which I had in my hand; the book which he is reading; showing them in this last sentence you cannot understand what is meant by *he*, unless the noun to which it refers has been used before.

With respect to the verbs: in this school they are constantly exercised in going through all the persons and tenses, past and present, both on their slates, and occasionally by having two or three given to bring in writing, as an evening exercise: showing them they must use the present tense of the verb, or an auxiliary verb with the present participle if they speak of a thing while it is being done—the past form of the verb or the auxiliary verb and past participle when the action is past: the teacher would write an example on the black board, such as

I work,	We work,
Thou workest,	Ye or you work,
He works,	They work:
Present participle, working; past,	Wrought.
I write, etc. writing,	written:

particularly pointing out the auxiliary verbs when they occur with a past participle, and noting words where the past form of the verb and the past participle differ: as wrote, written; smote, smitten—calling upon the children to make short sentences to illustrate it: I wrote a letter—a letter was written; he broke a cup—a cup was broken. He should also correct such expressions as—I write a letter; father work for farmer A.; we works for Mr. B.; we reads; I does, etc. It is interesting to observe how much the school is altering expressions of this kind here: the school-children of any age will all say, my father or mother works: we do, we work; or, if from habit they are led into making use of the former mode of expression, they will many of them immediately correct themselves.

This kind of teaching, young as many of them are, seems to exercise their minds, and gives them a great interest in what they are learning.

In the same way their attention must be called to all the other parts of speech as they occur.

It is very important, that the teacher, in exercising them in these parts of grammar, at first should select words to which they can easily attach ideas; as *nouns*, for instance, the names of visible objects, such as ploughs, harrows, horses, cows, etc.; then tea, coffee, sugar, wheat, oats, things connected with their daily occupations; the qualities of which being known to them they are more easily got into the way of knowing what an adjective is. Again, for *verbs*, select such words as express some action they are in the habit of doing—to walk, to ride, to plough, to harrow; then point out the difference to them, or ask them to explain the difference, between a plough and to plough—a harrow and to harrow—a walk and to walk—a ride and to ride; and that the noun which is in the nominative case is the doer of the action, the verb expresses the doing it, and the noun in the objective case is the thing on which the verb acts.

It will be necessary to point out the inflection of nouns, although the nominative and objective cases are generally the same, in order to show them how this ought to be attended to in the personal pronouns, etc. To notice such expressions as I saw he, I saw she, which they would invariably say here—and how they are wrong. For instance, suppose the teacher gives such a question as the fol-

lowing to write about: What is a spade made of, and what are its uses; he should take care to explain why he uses the pronoun *its*, and get them into the way of using the pronouns properly by making little sentences of their own to illustrate them—how verbs are made into nouns by adding *er*, as do, doer; walk, walker; talk, talker; plough, plougher, etc.—nouns into adjectives by adding *al*, as national, etc.

Compound words may be made very instructive and very amusing to them: bird-cage, pen-knife, etc.—The teacher to lead them to explain what a compound word is; if asked, they will answer perhaps, "A word made of two words;" then show them that this is correct as far as it goes by mentioning several words made up of two, and ask what they would call a word made up of three words; they immediately see that their definition comes short of what was wanted; then show them that a "word made up of two or more words" would include every case; this speaks to their understanding better than if a correct definition had been given at first.

Pen-knife—*pen* does not explain the material of which the knife is made, but the use to which it is applied.

Oak-table—*oak*, taken as an adjective, explaining of what the table is made: might say oaken table: writing-table; made up of a noun, *table*, and a participle explaining for what the table is used.

Tell them to bring, to-morrow morning, neatly written, six compound nouns, names of things about your houses. They will probably bring such as fire-side, bed-post, house-door, tea-pot, sugar-basin, milk-pail. In the morning the class to be arranged according to their merits, the teacher to interest them by showing how the meaning of the compound words is to be got at through the simple ones.

The word *barge-river* is invariably used here for canal; I doubt very much whether many of them know what is meant by canal.

The importance of making the instruction turn a good deal upon their own occupations and domestic consumption, can scarcely be overrated; it leads to a fire-side conversation in an evening, between parents and children, of a most interesting kind; and by setting the children questions of this kind for an evening exercise the whole family is set to work.

The reading-books used here are principally those published by the Irish National Board, numbered 1, 2, 3, 4, 5, and those of Professor Sullivan, in connection with it: a list of them is given at the end.

The following specimen from an easy lesson may be taken as a mode of teaching (*Second Book of Lessons*, page 49).

"We cannot but admire the way in which little birds build their nests and take care of their offspring. It is easy to conceive that small things keep heat a shorter time than those that are large. The eggs of small birds," etc.

Point out the vowels in the first line—the consonants in the word *build*—what is *ui*? a diphthong, and build pronounced like *bild*. What is a bird? a thing. A nest? a thing. And therefore what parts of speech? nouns. *Birds*, does that mean one or more than one? More than one. What do you say when you mean only one? A bird, a nest. When only one, what number is that? Singular. When more than one? Plural. You say a bird, a nest: would you say a egg? No, sir, an egg; a before a consonant, *an* before a vowel. What are *a* and *an*? Articles. *Cannot but*, what does that mean? Must admire—be much pleased with. The teacher will point out that, if speaking in the singular number, the sentence would be: *We cannot but admire the way in which a little bird builds its nest and takes care of its offspring.* Then the class will sit down and occupy themselves in writing on their slates all the nouns in the lesson.

(To be continued.)

## Thoughts on Language, No. 1.

By PROF. R. NUTTING, SEN., A. M.

### CONSTRUCTION AND TRANSPOSITION.

(Continued from our March issue.)

Again, let us construct a compound sentence, consisting of two simple ones (or clauses), from the words *him*, *who*, *them*, *they*, *love*, *instructs*,—premissing that the element, *who*, sustains the combined office of a pronoun and a sentential connective; and the relative position of the two clauses must be this:—*They love him who instructs them*—the verbal position in each clause being subject to the same variety as before. Thus, *Him they love who them instructs*,

&c., the *who*, in each case, following the sentence that contains its only possible antecedent, *him*, and introducing (or taking the lead in) its own clause, which must contain the verb *instructs*, being in the singular form.

So, in a simple sentence (or single clause), containing a declinable and an indeclinable element, the form of the declinable word determines, not only its own office, but usually, also that of the indeclinable ones. For example: *He loved God, or God he loved, Loved he God, &c.* The relative position of the elements matters not, so long as there is a subjective form (*he*) in the sentence. So in the expression of SHAKESPEARE, "Sayest so?—sayest so?—I say unto thee again," &c., the form of the verb, "sayest," renders the sentence perfectly determinate, admitting of only one possible subject (*thou*).

But where *neither* of the elements varies in form, the expression requires to be looked at, as already remarked, through that other eye,—*position* alone leading to its correct synthesis, or true analysis. Thus, whether "The whale swallowed Jonah," or "Jonah swallowed the whale," depends alone on the position of the two nouns. The composer knows which of the thoughts he designs to express, and assigns to the elements of the sentence their position and consequent offices accordingly; and the analyser, or interpreter, decides on their respective offices, and the consequent thought, by their position.

It would be in place here, though not in time, to remark also on the relative position of the several adjuncts of the sentence, whether these adjuncts are words, phrases, or sentences. It may be, however, admissible to state that verbal position in the English language often distinguishes not only the office of the sentential elements, but also the several kinds of sentences as dependent on construction.

Thus, placing the subject before the verb, constitutes the sentence *declarative*, or assertive; as "*He* writes, or can write English." Placing the verb, in one of its declinable forms, before the subject, makes it *interrogative*; as, "*Writes* he, or can he write, English?" Placing the simple root of the verb before the subject, in the second person, makes the sentence *imperative*; as, "*Write* thou, or you (usually omitted), English."

It may perhaps be well to add the two inferential remarks.

I. Nowhere is there a more clear illustration of the doctrine that analysis begins where synthesis ends, and vice versa, than in the structure of language.

In synthesis, the *thought* to be expressed leads to the *office* of the several words selected to express it; and this office again to the several forms or positions requisite to indicate their office. In analysis, on the contrary, the verbal form or position is obviously the first thing to be noticed, and this form or position of the several words indicates their several offices, and these again the thought that *had* been expressed by the composer.

Hence it is obvious that the terms *office* and *form* in Grammar are not *co-ordinate*, as the latter must, in the nature of the case, be subordinate and indicative of the former; but that the proper co-ordinate terms are *form* and *position*; the office of the words being the grand object of the analyzer's inquiry. Thus, in the sentence: "And all the air a solemn stillness holds"—as soon as the office of the elements "air" and "stillness" is ascertained, the end of the analysis is attained.

II. It is also easy to infer from the foregoing principles and illustrations the limitation of *Rhetorical Transposition* in the simple sentence. It must be limited by the changes in the forms of the sentential elements, so far at least as the *Grammatical Construction* is concerned, irrespective of the relations of the thoughts expressed. To recur to a single illustration: "They instruct him" may be transposed or inverted *ad libitum*, without the least danger of ambiguity, as the offices of the elements are clearly indicated by their subjective and objective forms. Thus, "Him they instruct," "Him instruct they," "Instruct they him," "Instruct him they," are all equally intelligible; for but one construction is possible. But where the forms of the elements are invariable, how can the thought remain unchanged when the subject takes the place of the object? In the expression, "Jonah swallowed the whale," who would suspect "whale," to be the subjective word, and "Jonah" the objective, unless he was compelled by the argument or logical connection?

In what are emphatically termed *transpositive languages*, especially the Greek and the Latin, the same principle of transposition also holds true. But the changes in verbal form being much more extensive and numerous than in the English, French, and some other modern languages; so is also the corresponding transpositive power. For instance, while most of these changes in English are confined to the personal pronoun and the verb,—about six in each of the former, and five or six in the simple form of the latter—in

the Greek and Latin no less than six or seven of the nine parts of speech are varied in their gender, number, and case, and the verb, in voice, mode, tense, number, and person, amounting to thousands of changes rung on a single word; and to no less than forty-five words, in declining a single adnominal word in the Greek; to say nothing of their nouns and pronouns. Indeed, the transpositive resources of these languages are such as rarely to be all called into requisition, even by their poets; while the purposes of rhetoric, especially in versification, require us rather to transcend our grammatical limits in this respect. Select almost any stanza from the English poet already quoted:

"Th' applause of list'ning senates to command," &c.  
"Their lot forbade";

or from Dr. YOUNG,

"Which but to guess a Newton made immortal";

and who does not perceive, and especially in the latter, a palpable ambiguity, arising from the uncertain claims of two or three words to the office of subject to the verb? But the Latin or Greek writers could say the same thing, in a still more inverted order, with perfect clearness and precision of thought, for the terminational form of the noun would at once determine its office. (1).

And yet even these languages, perfect as they are grammatically, are still liable to ambiguity, arising from verbal definition. Any tyro knows that the Latin words *pugno pugnans pugnans*, may be read into three sentences, "*I fight, thou fightest, he fights*," or may constitute a single proposition, "*he fights battles with his fist*," two of the persons of the verb being identical with two cases of nouns.

And again—to close this "Thought," protracted too far, perhaps, already—let us suppose an ancient Roman matron, viewing a class of the population to be only "things," should pettishly say of a domestic—

"Mea serva est mala res,"  
"My servant is an ugly (?) thing"

and the servant, justly provoked, and using the "liberty of December, should angrily retort:—

"Mea domina est mala fera."  
"My mistress is a wicked beast";

this problem in analysis presents itself: Of how many English renderings is one of these Latin sentences fairly susceptible?—allowing a lexicographical ambiguity to at least four of the Latin words. The subject is, in modern parlance, "suggestive;" and each reader, after being put on the right track, may follow it out to his liking. Before arriving at the end of the matter, however, he will have made between sixty and one hundred and twenty versions.

For example:

1. [As above] "My servant is an ugly thing."
2. "My ugly servant is [only] a thing."
3. "Go, servant, it is a bad thing." [affair]
4. "Save the evil [calamity] the property is mine."
5. "Go [run], the slavish thing is eating the apples."

Things sometimes had mouths in Rome, as they now have in some of the United States; for

6. "The thing is my ugly slave." [at any rate]
7. "The ugly slave is my thing." [and]
8. "The slave is my ugly thing." [then]
9. "Save, the, the bad affair is mine." [yca]
10. "Run—save—the—property is apples." [which are very scarce this year; and]
11. "My slavish thing is eating the apples."
12. "A bad affair [truly] is my slave!"

&c., &c., to the end of the chapter—which will not be so easy to find as its beginning, judging from the nature of arithmetical combinations and permutations,

### The Dangers to which we, as Public Educators, are Exposed, Arising from Popular Opinions.

I will assume the attitude of a young, but somewhat experienced, counsellor, and attempt a calm but brief investigation of the accu-

- (1) "Quod conicere modo Newtonem fecit immortalam."
- (2) In the Yankee sense.

mulated evidence, for and against, a number of evil-disposed principles, who have burglariously abstracted from our various educational establishments, sundry antique furniture of rare value, substituting, in some cases, fimsier and less sterling articles. If perchance I may imitate *innocent* prisoners at the bar, I have the satisfaction of knowing that their interest are entrusted to the enlightened jury before me.

**I. Home Lessons Neglected.**—From the popular notion, that the pedagogue of yore paid little or no attention to out-door exercise, or physical training in general, (except that branch which he illustrated by *wood-cut*), our *modern* educator, besides recess twice a day and a weekly afternoon, gives no home lessons; of course he thinks the close application at school is even too much for the child's mental strength. What train of evils follows in the wake of this mistaken notion. No sooner do the young ones enter their homes, than gentle Peace spreads her pinions and flies away to some more congenial clime. Children will do something, and so they turn the house upside down, and, scampering off, have an hour's *street* training.

But where has gentle Peace alighted? Annie and Lizzy had nearly finished their abstract of sermon, Tom has just commenced inserting his parsing in exercise book, and mother is hearing Willie his tables; while Peace broods over the happy circle, and domestic joy sits smiling on every countenance—the father, the while, elbowing his old arm-chair, transported by his favourite newspaper to the jungles of Hindostan, or the banks of the Ticino. He is not driven to the public-house by bawling children. The army of smoking, street-loitering juvenile-delinquents, would experience numerous desertions, were our youthful population trained to habits of industry at home; and perhaps you would err on the right side, by giving them *too much* in the shape of evening lessons at home.

**II. Giving prominence to those subjects which will have a bearing upon the future trade or profession of each individual child.**—I maintain, that the carrying out of this principle is utterly impossible and irrational. My office, as an elementary teacher, is to train the *whole* child, regarding him as a child—a cosmopolite—a citizen of the world, and not merely the son of a cobbler or gardener. Our province is to develop *all* the powers of the mind—"to lay hold of the human faculties, one after the other, as they come to view," (in their order of development),—to train the children to habits of thought—to give them information which shall be useful in every sphere of life—to give no undue prominence to *any class* of faculties, but to send from our schools children with well-stored and well-balanced minds.

The question—How can we successfully train the *whole* being? will not be answered by us, if we are ever lastingly viewing a lad as a future *mechanic*, or rather, a machine—a tool to be used in some manufactory? Besides how is it practicable in our elementary schools, which are mainly conducted on collective methods so to individualize our attention, as to give to each child in a class of 30, special information upon, it may be, 30 different trades? In my opinion, the idea, beautiful in theory, is practically absurd.

**III. Industrial Schools.**—Another danger now presents itself, a first and a very kindred one to the above. I refer to Industrial establishments attached to our elementary schools. The subject has been so ably treated, and exhausted in a Periodical, valued by all earnest teachers—"The Papers for the Schoolmaster."—that any remarks of mine would be useless. I shall not indicate the whereabouts of the article alluded to, but give you the pleasure, which I often experience, of perusing the biography of Education (though by no means deceased) contained in the past 8 vols.

**IV. Too much Local Geography.**—I always fail to understand the rationale of giving the minutiae of the Geography of our own neighbourhood. According to existing notions, we must sketch every lane or street; trace every river, tributary, rivulet, stream and tiny brook; particularize every hill and undulation; and by this time three-parts of the school life are expended, leaving the other quarter for the acquisition of facts, &c., which will be really useful in after life. I know that children may be taught by *magnifying* our neighbouring hills, ponds, brooks, woods, barren and fruitful spots, valleys, &c., some notions of mountains, lakes, rivers, forests, deserts, oases, and plateaus; but to give such information, from a conviction of its intrinsic worth, is a practice I cannot understand. My scholars know far more about this locality than I even *desire* to know. Hence, home observation is essential for illustration, and in my opinion comparatively useless in the light of absolute knowledge.

**V. Phraseology not improved.**—The teachings and actions of Educational men, in this age of extremes, form a strange paradox. I hear men of high standing, encourage, in the highest degree, the use, yea, the *absolute* use of Saxon monosyllables; and yet, we find their sentences brim-full of words of Latin, Italian, and self-manufactured origin. But if Dr. Johnson made a grand mistake, when

he introduced so many words of foreign derivation, why do our professional men (teachers by no means excepted) make such an abundant use of it? The true answer is, that Saxon nomenclature is far too meagre for the present age. Who, that has any love for the English language, would ignore the recent introduction of such an expressive word as *telegram*? I *intentionally* introduce into my lessons words above the purely colloquial, which, from their position in the sentence, cannot fail to give the children a correct idea of their meaning. Nor can I justify the studied avoidance of all technical terms. All books of science, newspapers, and the conversations of literary and educated men, abound with terms peculiar to different arts and sciences; and to exclude them from our school phraseology would be the surest method of converting our *rising* race into the *stand-still* race, lisping their tiny Saxonisms, while men of science and education would be speaking in an unknown tongue. In my opinion, one of the greatest advantages of secular lessons, is the improvement and enlargement of colloquial language. It has been urged, as objections to the above remarks, that "unless the subjects, talked about in school, connect themselves with the duties of ordinary life: unless the mode of treating them in school bears some relation to the mode in which they are to be treated elsewhere; the learner begins to feel that he lives in two worlds—one in the schoolroom, and one outside it. In the one he speaks in a sort of falseitto, and uses words which are not natural to him; in the other he speaks his *own* language, and feels at ease," the provincialisms of the lane, street, and (I may say) homes of our neighbourhood. But granting all this, I ask, would it not be better to *attempt*, at least, the elevation of the *outside* language to the standard in the schoolroom, rather than reduce the school phraseology to the lower level without? My remarks are not at all applicable to Infant school teaching, or to the practice of troubling children under 6 or 7 years of age, with the names of such abstract qualities, as 'opaque' and 'transparent,' or indulging in any practice that betrays an ignorance of the natural law of the mind's development.

**VI. Too many subjects attempted in our Elementary Schools.**—This is one of the most serious dangers to which we are exposed. "Of course," says the theorist, "drawing must enter very prominently into the routine of every well conducted school. For a minute or two, I will follow a young earnest teacher, who is anxious to bring up his school to the requirements of his Inspector, Committee, Prize Scheme Associations, and Popular Opinions." How persuasively the essayist shows that drawing educates the eye and hand—elevates our ideas of the sublime and beautiful, and therefore "gives force and acuteness to the moral sense,"—and finally, how it is indispensable to the acquisition of good penmanship. (Are good drawers always good penmen?). Again we follow him to a monster educational meeting, imbibing, till inebriated, the glowing eloquence of the speaker, expatiating upon the importance of "Common Things." "Common Things" now figures largely on his routine. Now he sits pondering o'er a recent paper on the importance of teaching Physiology in our schools. He is smitten by the new affection. He almost pities his past self and fellow teachers. Music, Chemistry, Phenomena of Industrial Life, and, of course, Labor Life, &c., &c., all in turn exercise a similar effect upon his mind and upon his time-table. But the *presence* of all these new subjects upon the routine must cause the *absence* of others. Two bodies cannot occupy the same space at the same time. It would not be amiss if my hearers would take down this reconstructed time-table for inspection. The subjects, with their allotted time per week, are as follow:—Physical Science, 12 hours; Common Things, 2 hours; Natural History, 1½ hours; Chemistry, 11½ hours; Physiology, ¾ hour; Music, 2 hours; Etymology, 1½ hours; Prospective, Model, Free Hand, Crayon, Practical Geometry, Drawing, each ¾ hour; Industrial Life, 1½ hours; Scripture Reading, 2½ hours.—Total, 26 hours. The average attention to each subject is not quite 1½ hours *per week*; of course no Reading, Writing, Arithmetic, Geography, Grammar, Dictation, Spelling, Abstracts—these are unavoidably omitted.

**VII. Secularizing Education.**—Now I come to the most dangerous principle. Newspaper harangues on the subject are a mere nothing, compared to the fact, that modifications of the theory have crept into educational periodicals, and, I fear, into teachers' minds. Religious or Scriptural training is becoming an obsolete term, superseded by the accommodating and diluted term *moral* training. What Jesus said to Peter, he says to us—"Feed my lambs;" and dare I, in the face of such a command, give them merely the *husk* of a secular education, and deny them the bread of life? No! As long as a kind Providence gives me a place among the teachers of young Christendom, I will attempt to impart a sound, substantial, christian education—and not rob the Bible of its *vitality*; and Christianity by substituting a hollow sentimentalism, or by enforcing virtue and holiness by the eloquence of a few flowers of rhetoric. I cannot

read a chapter of Scripture daily without offering a single explanatory remark, because my school is purely unsectarian, and because *virtually* there is a sign over the school door.—“No religions views taught here.” I would rather say, banish religion from our schools like men, or teach it like men. What I mean by imparting a christian education is, in addition to a thorough course of Scripture reading, to evolve from the child's mind practical ideas of *Repentance*, including, as it does, Conviction, Contrition, Reformation, Restitution. *Faith*, faith in general, and faith in Jesus Christ; *Pardon* or Justification &c., bringing scriptural passages to bear upon each individual definition. “But,” says the objector, “do you mean to teach *creeds*?”—creeds that are “mere skeletons, freezing abstractions, metaphysical expressions of unintelligible dogmas.” But would not our objector himself explain the morning chapter (according to the beat of his belief), and so unconsciously become a teacher of creeds? The only difference between him and me is—he gives *all* his out in a loose, fragmentary, miscellaneous, incidental, disjointed method; I try to *thread* the truths into so many definitions. Nevertheless, I do not so much encourage the use of catechisms, as adopt more precise and defined religious instruction than modern teachers seem disposed to do. I cannot but believe, that if this were more universally the custom, we should have more attentive worshippers in our assemblies.—*Papers for the School master.*

### How to do it.

Teach Astronomy without a celestial globe or maps, an orrery, or a telescope; Teach Chemistry without experiments; Geography without maps; or Philosophy without apparatus? Is this the true way to do it? Ah, indeed, truly there are too many. Yes, it is *rather* unfair to slide an avalanche of hard questions down on an unsuspecting investigator, nor would it be done but for the fact that they all can be met by one answer, and that the shortest one our language knows.

Somebody, yes, anybody and everybody in order to avoid disastrous consequences, is supposed to utter very promptly the monosyllable, No, and thus to admit that each and all of the branches of science in the preceding category need illustration by aid of various apparatus thereto adapted. So much all teachers, and a respectable portion of the rest of the world have admitted for some years past. But with a singular inconsistency it has been taken for granted that the more common branches of school study do not need such aid. Picture alphabets were admissible to amuse children, but they must go without other help till they have reached a tolerable maturity and the “ologies.” A toy ladder was permitted the little climbers for the first five yards (years), and at the end of fifteen an abundance of ladders add ropes awaited them, but the intervening ten yards of precipice they must get over as best they can—a few by digging into the solid rock, most by being carried from one resting place to another by strong companions or accommodating teachers.

As a matter of fact, the mind needs the aid of illustrations most in its earlier stages of development. Is it not too much to expect that a child accustomed to connect every thought with some visible object, will step at once into the world of abstract, intangible and invisible imaginations which we call ideas, and comprehend, classify, and handle these formless, airy nothings, as he would his blocks and toys? As well expect him to feast on imaginary oranges, or to fatten on a full and “well done” description of meat.

An example of our notion of the proper mode of teaching will be given in the following *Lessons on the Earth*, for most of which we are indebted to the “Teachers’ Guide to Illustration:”

The shape of the earth is the main point to be taught and the teacher asks:

1. If you put a plate on the top of a post, and place an ant on it, what will he find when he crawls to the edge? Will he fall off?
2. What would you see if you went to the edge of the earth? Would you fall off?
3. Has the earth any edge? Is it round like a plate?
4. What is the shape of the earth?

Thus far the object has been to awaken thought in the child. The next thing should be to satisfy the curiosity excited. The globe is now presented as a representation of the shape of the earth, and the place where the child is, pointed out on it. This statement of the teacher may be *believed*, but it is not understood, and it is directly contradicted by all the evidence known to the child. He states some objections which seem to him to prove the contrary, and which must be explained before his understanding accepts the new theory; and, 1st. *Why does the earth look flat, then?*

To answer this, cut a circular paper, perhaps three inches in diameter, with a half inch hole in the center. Place this on the

globe, and show him that the hole represents all that we can see of the earth at one time—i. e., our limit of vision, and that we are in the center. Ask him if that part of the globe seen through the hole does not look flat, and then explain that the earth is so very large that what we really do see of it is nothing like so large a proportion of the whole, as the half inch of globe surface is to the whole globe. Further show him that as one moves, his horizon—as represented by the edges of the hole—moves also, and that he must always be in the center, consequently he could never reach what seems to be the edge of the earth, where the sky and earth seem to meet, and that go where he would the earth would always *appear* flat.

The first objection of the little reasoner is satisfied, and by so much a disciple is gained. But suddenly a new and insurmountable one appears and he inquires, 2d. *Why do not people under the earth fall off.*

Take a magnet, and holding the end up, place a small tack upon it point downwards, which shall represent a man. Invert the magnet, and the tack does not fall off. Ask why it does not. Show that if it is removed a little distance it will fall up to the magnet, or come back again to it as we come back to the earth, if we move from it. Call the earth a great magnet, and say that it draws everything to it as the magnet does the tack. Place a knife in contact with the magnet, and let the child feel it draw the knife as he pulls it away. Then let him lift a stick of wood and tell him that the earth draws the stick to it, or else it would not be heavy.

He is now satisfied that the earth may be round and yet the people not fall off; also that its appearing flat is not inconsistent with the new (to him) theory. It is no longer an absurdity, and he is next ready for proofs, and asks, 3. *How does anybody know it is round?*

Let the north pole of the globe be directed toward any small object, as a wafer on the ceiling; then with a tack for a man, it will be shown that when the tack is at the north pole of the globe, the wafer will be directly over it, but as Mr. Tack travels towards the south pole, the wafer is less and less directly over head, and when he reaches the equator it is almost out of sight, and a little south of the equator he can not discover the wafer. Let the child put his eye where the tack is and try if he can see the wafer. Tell him there is a star which is always over the north pole, and that as people go towards the south pole, the north star seems gradually to set until they are south of the equator when it goes out of sight entirely. Open the *hemisphere* globe, and let him try on the flat surface the same experiment with the wafer. He will find it can be seen from the equator, or the south pole even, as clearly as from the north pole—proving that the earth can not be flat.

*Proof 2.* Tell him that when vessels on the ocean first come in sight of each other, they see the tops of the masts, and gradually the lower rigging comes in sight, and, last of all, the hull of the vessel. Let him try the experiment on the globe, with two tacks head downwards for his vessels; then try the same on the flat surface of the Hemisphere Globe.

*Proof 3.* Hold the globe in the sunshine, and, turning it in all ways, show that it casts a circular shadow in every position. Try a cube, cone, cylinder spheroid, book, and various shaped bodies in the same way, to show that no body but a globe will always cast a circular shadow. Then add that in eclipses of the moon the shadow of the earth is always circular.

*Proof 4.* State that men have sailed round the earth, and with the globe show if a person leaves any place on the globe, and travels an in a straight line he will come back to the starting point, while if it were flat he would go further from it continually.

In such lessons it is seen that only a globe, a few solids, a hemisphere globe, and some tacks would be required, articles too few and simple perhaps to be called apparatus, but yet of quite as much service to the child, as the air pump, electrical machine, chemicals and cabinets of minerals are to the youth. Do not all practical teachers appreciate their utility?—(*New-York Teacher*).

### What is the Type of a Perfect Recitation?

Closing my school duties to-day with an unsatisfied feeling, as though all had not been done well, I proposed to myself the above question; and hoping that you or some of your correspondents will be able to throw additional light upon the subject, I submit my reflexions—that we may know what a recitation should be, we must know its object. Within the memory of many now engaged in teaching, class recitations, as such were among the things of the future; occasionally the teacher visited the pupil at his desk, making such inquiries as was deemed necessary to satisfy, on the one hand the scholar that the teachers was doing *his* duty, and on



the other the teacher, that the scholar was making proper progress. This method, however, of conducting school exercises is now nearly or quite obsolete. And instead thereof, the teacher sits in his chair, and the scholars, not one by one, but in classes pass in review before him.

Now how shall this exercise be conducted? Beyond doubt there is a Scylla as well as a Charybdis to shun here, and the careful conscientious teacher will pause long and ponder carefully before he adopts any plan, the influence of which is to toll with such power upon the present and future welfare of his pupils. If the teacher regards the recitation *simply*, or even *mainly*, as the means by which he is to ascertain the pupil's knowledge of the subject, the pupil, as *surely* will come to look upon the recitation as the great end of all study. Indeed the relation existing between the object the teacher has in view in *hearing* a recitation, and the object the scholar has in view in preparing for it, is that of cause and effect. Now if this be so the question proposed at the head of this article becomes an all important one. The method justly characterized as the "drawing out process" has been sufficiently ridiculed; no teacher who cares for a reputation, will, knowingly, adopt it for an instant. Another equally fatal mistake, as it appears to me, is to require pupils to memorize the words of the author, and invariably give them at the recitation. Of the two errors, both radical in their effect upon character, I deem the former least objectionable. There is, however, I am confident a more excellent way. Suppose we have a class before us: the subject for examination is "The Cause of the Tides."

A member of the class is called upon to commence the recitation; he takes his position before his classmates, and for the time being becomes teacher; taking up his topic in clear and careful language, he unfolds his subject step by step, all the while looking at, and talking to the class, talking to them, too, as though this were the first time their attention had been called to the matter—in short, manifesting all the life and animation that an earnest teacher would, under like circumstances—repeating, or perhaps reviewing the subject from another stand point, if he finds he is not understood, the teacher meanwhile remaining a silent listener, noticing his mistakes, and correcting them himself, if they are not first corrected by some member of the class. After this pupil has occupied his share of the time, he should be asked to sit, and another called to begin the discussion just where he left off; and go on in the same way until the entire class has been called. By such a course the scholar feels, not that he is simply telling his teacher what he knows, but that he is really imparting *instruction*, and the observant teacher is able to judge not only of the pupil's knowledge of the subject, but also of the power of mind he is acquiring, his mental discipline without which all the knowledge he may gain will be of little worth. By pursuing such a plan, the fundamental principles of Grammar will become so wrought into the very texture of their conversation, even while attending to their studies, that they become part and parcel of their nature. Does some one say, the subject selected as a model is a peculiar one, all topics may not be treated in a like manner? I answer not so, the whole range of mathematics, history, the natural sciences, and I think, many of the studies belonging to the department of Belles-Lettres may be treated in the same way. The great point to be gained is to induce the scholar to talk, not to the teacher, but to his classmates.

If *this* is not the way, will some one point out a more excellent way?—(New York Teacher.)

### Mr. Prescott's Method of Literary Labor.

Everything that relates to the historical labors of the late William H. Prescott is of general interest. We have, therefore, prepared a somewhat minute sketch of the method of preparation and composition adopted by the deceased, by which he was enabled to overcome his impaired vision, and to place his name among historians of the very first rank. Mr. Prescott, it is well known, though not blind, was affected with a disorder of the nerve of the eye, so that he was wholly incapacitated for reading and writing in the ordinary ways. He was exceedingly systematic in his mode of life, and devoted five hours out of the twenty-four to his historical labors. After breakfast he listened an hour or two to some light reading, a novel, poem, or other entertaining book. He then walked for an hour. At half-past ten o'clock his secretary came to his study and remained till twelve o'clock. Another walk of an hour was then taken, after which he went to his study and remained another hour and a half with his secretary. After dinner light reading was again resorted to, and at six o'clock the secretary returned and remained

until eight. This routine of work and leisure was very rigidly observed throughout the season, during the years devoted to the preparation of his elaborate volumes.

Mr. Prescott's mode of writing history was this: we will take for example, his last work, "Philip the Second." He arranged in his study all books and manuscripts relating to that monarch, which he had been years in collecting, at an expense of many thousand dollars. They numbered three or four hundred printed volumes of all sizes. There were also some twenty thick folios of manuscripts, richly-bound, which probably cost more than all the rest of the collection, though some of the printed works are exceedingly rare and valuable—the libraries and bookstores of all Western Europe, from Cadiz to Amsterdam, having been ransacked by agents in search of everything that could throw light on the history of Philip the Second. Except dictionaries and other works of reference, books not specially relating to the subject in hand were excluded from the study.

With his material thus gathered about him, the Historian commenced his work. The secretary first read the only English history the King and his reign. Notes and observations were dictated as they were suggested by the book. Having freshened his recollections by hearing this volume read, Mr. Prescott proceeded to examine the treasures he had collected. Each book was taken from the shelf in turns by the secretary, who read aloud its title, its table of contents, and a few pages by way of specimen of its style and character. Notes were taken while this examination was going on which were preserved for future reference. Of the three or four hundred volumes, a great majority of course proved worthless, being either merely repetitions or compilations or translation of preceding authors, or else, if original, without authority. The number of books of real value would thus be reduced down perhaps to a hundred.

The huge MSS. were next attacked. These had been examined by a competent person, who prepared a careful digest and table of contents. The secretary read this, and notes were dictated. Having thus as it were taken an account of stock, and ascertained the general character of his materials, they were next inspected in detail in the following manner: The first chapter of Philip the Second contains an account of the abdication and last days of his father and predecessor, Charles the Fifth. The secretary gathered around him every volume, printed or MSS., which contained anything about the last named monarch. The books are in the English, French, Spanish, Italian and Latin languages. One by one they were read along and copious notes were dictated. When everything that related to Charles the Fifth had thus been perused and noted, the historian began to compose this work, or, more properly speaking, to write it—for the process of composition had of course been going on in his mind during these preparatory labors.

The apparatus used by Mr. Prescott consisted of a frame the size of a common sheet of letter paper, with brass wires inserted to correspond with the number of lines marked. Thin carbonated paper was used, and instead of a pen the writer employed a stylus with an agate point. The great difficulty in the way of a person's writing in the ordinary manner, whose vision is impaired, arises from not knowing when the ink is exhausted, and moreover the lines will be run into one another. Both difficulties are obviated by the simple arrangement just described. The pages thus written by Mr. Prescott were copied by the Secretary, and read, that such interlinations, alterations and amendments might be made, as were needed. The materials for the second chapter, on the early life of Philip, were next taken up, and the same process repeated, until the volume is ready for the printer. About six years were devoted to the first two volumes of Philip the Second, including the preparatory studies. These volumes appeared in 1855, the third of the series was issued within a few weeks, and it is understood that the fourth is considerably advanced.

The Hon. George Bancroft, in an eloquent tribute to his friend, before the New York Historical Society, thus referred to the studious and systematic habits of Mr. Prescott: "His habits were methodically exact; retiring early and ever at the same hour, he arose early alike in winter and summer at the appointed moment, rousing himself instantly, though in the soundest sleep, at the first note of his alarm bell; never giving indulgence to lassitude or delay. To the hours which he gave to this pursuit he adhered as scrupulously as possible, never lightly suffering them to be interfered with; now listening to his reader; now dictating what was to be written; now using his own eyes sparingly for reading; now writing by the aid of simple machinery devised for those who are in darkness; now passing time in thoughtfully revolving his great theme.

"The excellence of his productions is, in part, transparent to every reader. Compare what he has written with the most of what others have left upon the same subjects, and Prescott's superiority

beams upon you from the contrast. The easy flow of his language, and the faultless lucidity of his style, may make the reader forget the unremitting toil which the narrative has cost; but the critical inquirer sees everywhere the fruits of investigations rigidly pursued, and an impartiality and soundness of judgment, which give authority to every statement, and weight to every conclusion."

Mr. Prescott's library was adorned with striking portraits of Ferdinand and Isabella—of Columbus—of Don Sebastian, King of Portugal—and of most of the characters that figure in his histories. He possessed original letters of Ferdinand, Isabella and Charles V., and a piece of lace from the shroud of Cortes. The historian did not usually write in his library, but in a small room over it, made very light to meet the wants of one whose sight was imperfect. When fully prepared to write, Mr. Prescott's daily task would average about seven pages of one of his printed volumes. Most persons with perfect vision would complain if they were daily compelled to copy seven pages from those charming books.

The thirteen volumes which comprise Mr. Prescott's works are noble monuments to his life of labor and study. With a knowledge of the fact concerning their preparation, as above given, who will not say all honor to the memory of the man whose patient toil, careful training, rare scholarship, and heroic devotion, produced the Histories of Ferdinand and Isabella, the conquest of Mexico and Peru, and the Reign of Philip the Second!—(*Boston Evening Transcript.*)

### Good Humor.

Among all the essentials of success in the school-room, none, perhaps, is more important or difficult of possession at all times, than good humor. If the teacher has this quality naturally, the love of mischief, carelessness, and inattention which he will surely find in every school, in a greater or less degree, will put his good humor to the test, especially as his head cannot be free from pain, nor his body from weariness.

We do not mean by the term which we have used, that everlasting meaningless smirk which we have sometimes seen on teachers' faces. Neither do we mean that the teacher is never to speak reprovingly, perhaps sometimes severely. Yea, he may be obliged to administer stern discipline, even with the rod. But we do mean that state of mind which should proceed from a real love of his business and of his pupils, from making due allowance for annoyance and delinquencies, from which he cannot reasonably expect to be wholly free, and from not expecting more of scholars than it is reasonable to expect of frail humanity in its juvenile stage.

This state of mind will save its happy possessor from all peevishness, all whining and snappish remarks to his scholars; even if he is obliged to administer the sternest discipline, he will do it in such a spirit that permanent resentment can hardly follow it, for the pupil will see that it is done from a sense of duty and a regard for his own good. If the teacher possess such a spirit, he is better fitted to grapple with any difficulty which may present itself, while by its loss he can gain no possible advantage.

We doubt not that all teachers will agree with us that it is no small matter to maintain permanently this invaluable frame of mind; and we think they will be equally unanimous in the opinion that, could they accomplish such a result, it were a "consummation devoutly to be wished."—*Mass. Teacher.*

### Purity of Character.

Over the beauty of the plum and the apricot, there grows a bloom and beauty more exquisite than the fruit itself—a soft, delicate flush that overspreads its blushing cheek. Now if you strike your hand over that, and it is once gone, it is gone for ever, for it never grows but once. The flower that hangs in the morning, impearled with dew—arrayed as no queenly woman ever was arrayed with jewels—once shake it, so that the beads roll off, and you may sprinkle water over it as you please, yet it never can be made again what it was when the dew fell silently upon it from heaven! On a frosty morning you may see the panes of glass covered with landscapes—mountains, lakes; and trees blending in a beautiful, fantastic picture. Now lay your hand upon the glass, and by the scratch of your finger, or the warmth of the palm, all the delicate tracery will be obliterated. So there is in youth a beauty and purity of character, which, when once touched and defiled, can never be restored; a fringe more delicate than frostwork, and which when torn and

broken, can never be reëmbroidered. A man who has spotted and soiled his garments in youth, though he may seek to make them white again, can never wholly do it, even were he to wash them with his tears. When a young man leaves his father's house, with the blessing of his early purity of character, it is a loss which he can never make whole again. Such is the consequence of crime. Its effects cannot be eradicated; it can only be forgiven.

H. W. BEECHER.

### Punctuality.

Punctuality has been aptly termed the "hinge of business." It is a virtue that almost every person will regard with reverence as far as relates to the theory, and persons are always found ready to prate of its excellencies and advantages, but it is not every one who reduces it to practice in the business relations of daily life. We admire a punctual man, for we know he will regard our convenience, while he thinks enough of himself to honor his own word; and we detect an unpunctual man, because he often discommodates us by interfering with our matured plans, consumes our time, and leaves us to draw out the tacit inference that he does not hold us in sufficient estimation to render his engagements obligatory upon him. As it is usually possessed in common with other good traits, its absence denotes the want of other qualities essential to success in life. Individuals oftentimes through miscalculation, and imprudence in attaching obligations to themselves when they are aware of the probabilities of their inability to perform, occasion frequent disappointments to the persons in anxious expectation. The lives of great men show, in numerous instances, that pecuniary considerations have been sacrificed by them for the purpose of fulfilling an engagement. Blackstone, the eminent authority in legal jurisprudence, was scrupulously punctual, in his business affairs, and detested any one deficient in this particular. Lord Brougham, if we trace his history, affords a striking example of punctuality. Whether engaged in Parliamentary affairs, or in his connections with literary associations, his engagements were always promptly met. He placed the highest estimate upon his word, and regarded the voluntary forfeiture of that as a violation of honor irreparable. Barnum in his rules and observations for success in life, enjoins upon business men a strict adherence to their engagements, and remarks that when the character of a man for truthfulness is gone, when he can no longer be depended upon, his career is defined for a short duration.

### Make Home Happy.

It is impossible for youth, or manhood, or ripener year, to live and enjoy a good measure of health and happiness without amusement—without something that shall entirely relax the mind and body. To walk or ride alone is better than to sit still, but it is far from being sufficient to create or keep up a healthy tone of intellect or feeling. It is not exercise alone that is needed. A woman that sees well to her household has sufficient exercise in the common acceptation of the term; but the harder she works the more necessary it is that she should have amusement. The men who toil incessantly, or mechanics, do not need anything to give play to their muscles, or set the blood in motion, but the more active their labors, the more do they need the relaxation which some exhilarating amusement would afford.

The great desideratum in training children is to make home pleasant. This should be the parent's first study; and this cannot be done unless parents retain their juvenile tastes and feelings. *It is their duty to never grow old!* If they become morose and morbid, and frown upon hilarity and mirth, they banish children from their presence, inspire them with a slavish awe, and drive back all their youthful impulses, to corrode, and very likely to corrupt their hearts. Oh! how many families do I know where parents, fond parents, too, are scarcely less a terror to their children than a "roaring lion." To go forth from home is the only talisman which unlocks to them a single hour's enjoyment. To return home is to return to a gloomy prison, where they endure a worse than solitary confinement.

Many a mother do I know who confines herself so exclusively to wearing toil that she has no time or inclination for recreation in any form: and indeed there are many who think it almost a sin to pass an hour in anything but productive labor; who think time is wasted that is not spent in coining money in some form: and there is no exception to the rule that parents who thus value time, reap the bitter fruits of their theory in seeing grow rank in the hearts of their children, distrust and fierce, dark passions, that destroy all their better natures, that make them gloomy or else reckless, and not only make them wretched during all the time they remain under the

parental roof, but so fill their minds with sad associations, that the bitter is infused into every cup they drink through life. Divers is not less necessary for the old than for the young. Indeed, I am not sure that they do not need it more. The heart should never be permitted to grow old. It should be always young in its sympathies. Parents should not only countenance by their presence the innocent pleasure of the young, but participate in them.—*The Elevator*.

## OFFICIAL NOTICES.



### NOTICE TO SCHOOL COMMISSIONERS.

Those municipalities that have not transmitted receipts with the semi-annual reports shall not be paid, until that formality be fulfilled.

PIERRE J. O. CHAUVÉAU,  
Superintendent of Education.

### BOARD OF EXAMINERS FOR THE DISTRICT OF SHEBROOKE.

Messrs. Henry Hubbard, Alvan F. Sherrill and Francis E. Gilman, have obtained diplomas authorizing them to teach in model schools.

Messrs. Thomas P. Davis, Robert A. Davis, Wm. Forsythe et John McIver; Misses Mary Anne Grixton, Elizabeth Forsythe, Victoria Hallbrook, Mélissa Fuller, Mary Ann Harran, Mary Moulton; Madame Anna Hewison; Misses Rebecca Jane Elliott, Mary Jane Reed, Elizabeth Sutherland, Mary Ann Sutherland, Maria Mountain, Eliza Ann Atkinson, Elizabeth Elwyn, Fanny Wakefield, Diantha Allen, Louise Brisebois, Mathilde Brisebois, Mary Jane Miller, Georgianna Barlow, Julia Brady, Ann Brady, Susannah L. Hall, Judith Leawitt, Fanny Wakefield, Lucina Leawitt, Polly Gallup, Mary Jane Wakefield, Harriet E. Rankin, Mary Baker, Cynthia P. Carter, Elizabeth Carter, Loraine B. Parker, Irene Perkins, Mary Bickford, Sarah Daying, Mary Lee, Margaret Jane Greer, Mary Cleveland, Mary Ann Merrill, Cordelia Perkins, Clementina Trenholm, Clarissa F. Trenholm, Esther Stewart, Mary Stewart, Rosannah Neil and Elizabeth Neil, have obtained diplomas authorizing them to teach in elementary schools.

J. A. HIRD,  
Secretary.

### PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. William Webb has obtained a diploma authorizing him to teach in model schools.

Messrs. George Betts, Montagne Scott, Frédéric Jérémie, John Hall; Misses Catherine Lamb et Ann Sturrock, have obtained diplomas authorizing them to teach in elementary schools.

D. WILKIE,  
Secretary.

## JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) JUNE, 1859.

### Celebration of the Second Centenary of Mgr. Laval's Landing at Quebec. (1)

On the 16th June, 1659, the first bishop of Quebec landed on the shores of Canada. He came to plant the cross, to civilize the wilderness, redeem the redman, and open a new country to the inhabitants of the ever populous France. Two hundred years have rolled over since the Huron and the colonist, with evergreens and

(1) For an extended history of the Seminary of Quebec and of the Laval University, illustrated by a portrait of Mgr. Laval and views of the buildings, see the first volume of our journal.

maple boughs, welcomed the son of the proud Montmoreneys to the first diocese of North America, and the anniversary of the two hundredth year of his landing, proclaims how gloriously he has succeeded in his designs, how grateful are the descendants of his former flock for his labors and his sacrifices, for his zeal and untiring efforts; the flourishing state of the institution he founded, tells how happily the successors of the See of Quebec have fulfilled his designs, and how faithfully the people have listened to their voice.

On the 16th June, 1859, the Laval University determined to commemorate, in a manner worthy of its position, the auspicious day on which the vessel bearing Mgr. Laval anchored opposite the fortress of New France. Science, patriotism, religion were called to commemorate it becomingly; they assisted, science with her gentle and beneficent light, patriotism with her enthusiasm, and religion with the majestic pomp of her mystic worship.

The eve was celebrated by a reunion of the students of the Quebec Seminary; they, the most indebted to the illustrious bishop, were the first to celebrate the coming of his two hundredth anniversary. In our youth, we were all critics, and nothing were we more disposed to criticise than the nature and plan of our studies; to gratify this desire the question as "to which is the best means of educating youth," was submitted to discussion, and each different view sustained in a lively manner. The defenders of classical studies were victorious, convincing their auditory and their opponents, that for the cultivation of the higher intellectual faculties, an intimate acquaintance with the Greek and Latin languages is necessary. The talent displayed by the young orators in this debate is a fair promise of their future success, and an evidence of their past studies. During the evening the band of the 39th regiment assisted, and their able performance contributed largely to the enjoyment of the assistants.

The same day, Mr. Larue passed the examination and sustained the thesis, necessary for receiving the degree of Doctor of Medicine. The thesis was suicide, and taking for epigraph these words of Lisle: "The religious sentiment is the safest and most powerful guard against suicide," he illustrated the subject with all that erudition well directed put at his command. His statistics—on suicidism among the Indians, and in Lower Canada since its settlement, gave a practical interest to the subject, and the comparison established by the learned licentiate, between suicidism in this country and other parts, throws a new light on this profound question of medical jurisprudence. During three hours the candidate sustained his thesis against the objections of the professors, answering the many questions with a promptitude and a fulness that so satisfied his examiners, that they unanimously consented to drop the white ballot.

Thus passed the eve. It seems to bring to our view, Mgr. Laval maturing in his cabin or on deck, amid the beauties of the wilderness plans for the future welfare of his flock, sketching perhaps the future seminary; if his spirit hovered near the scene, how delighted must it not have been to see the son of the last chief of the Hurons, foremost among the students of his beloved seminary.

A cloudless morn ushered in the new and memorable day, emblem, we hope, of a cloudless future for the Canadians and their institutions.

On stepping on the shores of New France, the first act of the illustrious Laval was to return thanksgiving to God; the first act of his welcomers, kneeling to receive his benediction, and by kissing his cross recognize his authority. The country, to return thanks for the success of his undertaking, commenced the celebration of his two hundredth anniversary by the most solemn offices of religion. Mgr. Laval returned thanks to God for his prosperous voyage by offering a high mass; and one of those who had received their education in the seminary he founded, the Right Rev. E. J. Horan, Bishop of Kingston, returned, in the name of the assembled people, thanksgiving to that Providence who had so blessed the great work of the first bishop of New France.

The metropolitan church of the ecclesiastical province of Quebec, decked out with all those ornaments that are so well adapted to its architecture, seemed to smile in lofty grandeur; flags and banners, some soiled with the dust of age, others rent by the bullet; two pannels with the escutcheon of the Montmorency-Laval House, graced the walls of the cathedral. The picture of the Immaculate Conception, illumined by a thousand lights, chastened the scene. A touching incident occurs during the collects: at the Font, an infant is baptized, an offering to God of Canadian Nationality.

Music, without which nothing great has been achieved, lent its aid. A Mass Royal, chaunted by a choir of two hundred voices formed from among the students of the seminary, assisted by the

principal choirs of the different churches, accompanied on the organ and harmonium by Messrs. Dessanes and Gagnon; the whole under the direction of Abbé Morel, lately from France, organist to the Quebec cathedral, and professor of music at the seminary. Before the Gospel and after the Communion, the student of the L. N. School, under the able direction of Mr. Gagnon, sang the chorus of the Mountaineers, and the Inflammatus of Rossini's *Stabat Mater*. At the Offertory, the *Veni Creator*, set to music by l'Abbé Morel, was sung by the students of the seminary; at the end of the mass, the *Regina Cæli* was sung by the students, accompanied by the band.

The descendants of the colonists left the cathedral, not to collect provisions against an impending scarcity, not to repel the acts of a cruel enemy, but to meet a few hours after and see the work of their first pastor crowned with success, thanks to the men who, during the last two centuries, toiled in obscurity, to raise each successive generation to the knowledge of the beauty of science and of the sublimity of the christian religion.

Wednesday evening, at half past three, a young physician was to receive the reward of his vigils, his travels and his fatigues; a testimonial to his merits, and a place among the men of science.

For a moment, we thought ourselves transported to the college halls of the old world, where Boerhave defended his thesis and received the scroll of parchment, promise of future success and never dying fame, when entering we saw the rich robes of the professors and of the students. Observe the flushed cheek and kindling eye of yonder student; he hopes to take his place, one day, in the ranks of science, perhaps, he thinks, Canada can give the world a Cooper.

The professors are seated on an elevated platform; the candidate is before them, to whom the Rector is to confer the degree of Doctor of Medicine. Before doing so, the consent of the senior of the medical faculty is asked and granted; then, takes place an interrogatory between the rector and the recipient; the licentiate promises that his conduct, blameless as to the past, shall ever be such as to reflect honor on his *alma mater*; he declares that in his instructions to his pupils, truth will always be his guide; promising ever to be attentive to his patients, to give them the best remedies, and to warn them when death draws near; he promises ever to feel for and manifest to the University a filial love and gratitude; finally, he consents that, if he should fail in but one of these conditions, to lose his grade.

The degree was then conferred with all the ceremonies which, since the foundation of Oxford, are identified with the University customs of Europe. Two of the eldest students of the medical faculty, carrying, on silver plates, the ring, wedding the licentiate to science, and the scarlet bordered epigone.

The doctor, and now ordinary professor, clothed with his robe of office, after having thanked, in an eloquent address, his former professors, took his seat among the professors of the Laval University.

Dr. Sewell, in a speech alike honorable to his intellect and to his heart, congratulated Dr. Larue; he spoke of the responsibilities of a physician, of the rising reputation of the university; he failed not to compliment the medical profession on its early entry in the university lists.

Thus ended this interesting ceremony. We congratulate the young professor for his success, the university for his acquisition.

The day which we shall mark as a *dies fas* in the annals of education, was closed by a grand concert. Not only the students of the Seminary and the University, but also the Normal School and city amateurs joined. L'Abbé Morel presided. The following is the programme: 1o. Overture de la Dame Blanche, Boreldieu; 2o. Chorus from Handel; 3o. Grand Duo, Halevy; 4o. Trouvère de Verdi; 5o. A chorus in two parts from Zimmerman; 6o. Andante of Herz, fifth concerto-piano; 7o. Vive l'Empereur, Gounod; 8o. Huguenots, Meyerbeer; 9o. Cantate to the honor of Mgr. Laval, Music of Rossini; 10o. Grand Duo, from William Tell; 11o. Prelude B-ch; 12o. La Cigale et la Fourmi, de Gounod; 13o. A Galop, by Selt; 14o. God Save the Queen, sung by the students.

At intervals, during the concert, speeches were delivered: One by the Rev. Mr. Taschereau, D. C. L., the other by Professor Tessier. The former spoke of the life of Mgr. Laval; of the difficulties he had to surmount in founding the seminary; of the donations he made that institution; of his patriotism and love of civil liberty, by obtaining for the colonist the Sovereign Council, to which were called the principal inhabitants.

Professor Tessier spoke of the illustrious men the Quebec semi-

nary has given to the country; the Hon. L. J. Papineau, twelve bishops, and Mr. Brassard, founder of Nicolet College; Mr. Girouard, founder of St. Hyacinthe College; Mr. Painchaud, founder of St. Ann's College. At the close, the Hon. Judge Mondelet, in delicate and appropriate terms, thanked the Rector for the benefits his zeal had conferred; deeply moved, the reply of the Rev. Mr. Casault touched all present.

The assembled multitude then returned to their homes, proud of their country, of their noble institution, of the great man who founded it, of the disinterested men that govern it.

The time worn walls of the seminary appear now still more venerable, when we remember that nigh two hundred years have seen them.

Well did Mgr. Laval merit the name given him by the Hurons; truly he was "Harronauquini," the man of the great work.

### The War in Italy.

At the present time one object alone seems to occupy the public mind. All eyes are turned on Italy. The merchant forgets the rise and fall of stocks, the politician his intrigues, the student his classics; even the labourer rests from his toil, to read the last extra, to discuss the future partition of Italy. Correspondents, deeply conversant in strategics, boldly surmise the future operations of the campaign, some condemning the retreat of the Austrian General, others praising it as a skilful manœuvre. All resemble the Sophister in his address to Annibal. We, seated, in the easy editorial chair, fearless of the conical bullet or destructive ball, quietly indulge our speculations as to what may be the effect of this dire conflict on educational progress. All men to whom learning is dear, and its monuments sacred, feel towards Italy a filial affection; and it is not without dropping a tear, that we behold the shades where Virgil tended his flocks, where Levy mused, and where Petrarch sang, again invaded by the rough soldier and selected for his bivouac. Our desire for the progress of education, that is for the spread of knowledge and cultivation of the intellectual faculties, is not circumscribed by the limits of our province; neither is it chilled by our frosts, nor bounded by our mountains; it can extend beyond the Magdalene Islands, and sympathize with Italy. We regret then to see this fair and beautiful country, rich in the gifts of nature and products of art, laid waste by contending armies; its universities closed and the sixty thousand manuscripts of the St. Ambrose College, no longer consulted by the inquirer; it is with sorrow we miss the school boy with his satchel taking his morning walk to school. But, war admits not the refusal of a sacrifice, and there is none greater than to deprive parents of the power of obtaining instruction for their children. If we can judge of the state of education in Sardinia and Austrian Italy, from that in Rome, where the highest intellectual culture is given, we must say that those whom the ambition of Kings have involved in warfare, are deprived of a great advantage. No longer can the Milanese study the structure of the human form, contemplate the pictures of Raphael, or the bold chisel of Canova, for now the war trumpet has sounded his fatherland requires his arm, and away he goes to the battle, *dulce et decorum est pro patria mori!*

Past ages tell how inimical war has proved to the culture of letters and to the progress of civilisation; it thinks little—of a painting a torch can burn, of volumes that can feed the camp fire, of a statue which the stroke of a sword can shiver. Also, during the invasion of the barbarians, the feudal wars and the civil contests in England, there was a great disregard for education; a pen would not be held by the hand that wore the gauntlet; soldiers alone were required and the profession of arms alone held in estimation. The campaigns of the Roman Consuls in Greece gave the Romans a taste for the fine arts, poetry and eloquence, and the learned men accompanying the crusaders brought to Europe the master pieces of the Greeks. We need not from this war dread the disastrous consequences of Turkish conquerors, and it is to be hoped that we shall not meet in the future conquerors an Eliza Bacciochi, who to please a fastidious taste required the ancient cathedral of Massa to be levelled to the ground.

The rifle shall now become the chief study of the Italian youth, and to strike the target will be the object of his ambition; the sword and bayonet exercise will supersede spelling books and arithmetics. Education, in the places in the vicinity of the contending armies, being neglected and the state monies applied to the war department, may suffer some temporary injury. Yet even in those places it will derive some benefit. The wounded soldier recounting the

battles in which he fought, describing the countries which he visited, will excite in the mind of the youthful listener the desire to read of the battles and the history of former times; it will render him desirous of knowing the past history of his country, that of his allies, that of his enemies; so that being acquainted with the extent of their respective territories, the number of inhabitants, the fertility of the soil, the natural and artificial resources of the states engaged in the war, he may be enabled to have a just idea of the issue and effects of the war. Hearing, of the rapid transmission of news by the wire, the speedy conveyance of troops by rail, of the destructive engines of war, &c.; when told that talent, aided by science and persevering industry produced such powerful instruments, he shall feel reverence for science and a desire to receive that education, which will give him the key of so many mysteries and an insight to the secrets of nature; which will enable him to take a rank among his fellow-men, render him a useful citizen, perhaps the deliverer of his country; seeing his country attacked, threatened with anarchy, a noble ardor will animate him to defend her rights. Fired with the daily accounts of sanguinary conflicts, illustrated by personal bravery and heroic achievements, his emulation excited by the noble deeds of his brothers in arms, then shall rise in his soul a zeal and a disinterestedness ready to sacrifice everything for the public good. As he thinks of the privations they suffer, the fatigues they undergo, a spirit of hardihood and daring will be infused into him, impelling to the obtaining of immortal renown. When such a sentiment as the love of country can be evoked in youth, and never is it more powerfully called forth, as when hostile armies invading the land of our birth, menace destruction to our homesteads and exile to our families, it tends much to ennoble the man and enlarge the view of the intellect, as it considers great and vast events; and as the ideas of greatness and vastness expand the powers of the mind one of the objects of education is thus indirectly accomplished. To the child are given pictures, representing battles and sieges, naval engagements and deeds of personal bravery, so as to excite the love of reading, which would give him a knowledge of the events depicted; how much more strongly is the desire excited, when the horrors of war invade his own land, and the passing events to be at a future time narrated in history, interest his own person. In this country education suffers not the evils of war and the cause of education here seems to derive some benefit. The recent nursing hearing nothing talked of, but battles, nothing spoken of but military manœuvres, the advance and retreat of battalions, nothing discussed less it be protocols, diplomatic notes or bulletins; seeing the morning newspaper usurping the rights of the breakfast, and hearing a certain grumble escaping papa, when the attentive wife, requests her lord's consideration of the falling temperature of the coffee; surely he must say that a newspaper must be something interesting and to be able to read it, a great amusement.

The growing lad takes a livelier interest in the study of geography, now no longer an ungrateful task, as it enables him to form an idea of the seat of war, and of the position of the belligerents. The map is eagerly scanned, and the details as to the population, resources and habits of the people, whose sovereigns are at war, are now eagerly sought for. The attentive boy can give his opinion and furnish his quota of intelligence to the village elders. We imagine a group of villagers, seated under the shade of a maple attentively lending ear to the school master, as he reads this our narrative of the war in the western part of Italy. We shall first give a short account of the geographical position of that part of Italy concerned in the present war, of its cities, towns, and rivers, and shall furnish a few statistics as to the resources of the belligerent powers, after a slight mention of the principal actors in this field, we shall note the progress and principal occurrences of the war, since the opening of the campaign.

France is divided from Piedmont and Savoy by collateral ridges of the Alpine Mountains; the S. E. extremity is bounded by the little river Var, which divides France from the county of Nice. France exports annually to Austria to the value of \$1,832,500, and imports from the same place to the value of \$2,000,000; the imports consisting principally in fire wood, hemp, tobacco, steel and hides. There is a direct telegraphic communication between Paris, Genoa, Corsica, the Isle of Sardinia and the coast of Algiers. The french army number 600,000 men, the navy, 342 vessels.

The possessions of the King of Sardinia, comprising Savoy, the county of Nice, the Duchy of Montserrat, part of the Duchy of Milan and the territory of the former Genoa Republic, are bounded on the North by the Alps, separating Sardinia from Switzerland; on the East by the Lombardo-Venetian Kingdom, or Austrian Italy, the duchies of Parma and Modena; on the West by that part of the Mediterranean which forms the Gulf of Genoa; on the South by France. It covers an area of 30,000 square miles and supports a

population of 3,500,000 inhabitants. For administrative purposes, the Kingdom is divided into 11 portions, called divisions, which are subdivided into 39 provinces. The administrative divisions are, Alessandria, Anzei, Coni or Cuneo, Genoa, Ivrea, Nice, Novara, Savona, Savoy or Chambery, Turin, Vercelli; the respective capitals of those divisions are of the same name. The revenue in 1854 amounted to \$25,000,000, the expenditures to \$27,000,000, the public debt for the same year amounted to 114 and a half millions of dollars. The army amounts on the war footing to 140,000 men, but in peace only to 48,000, the navy comprises 40 vessels of war, mounting 900 cannon. There are elementary schools in each commune, secondary schools in the large towns, and four universities. There are also schools for the deaf and dumb, for agriculture, etc. Sardinia was formerly known under the name of Liguria and Gallia Cis-Alpina.

The principal cities are: 1o. Turin, the capital of the dominions of the King of Sardinia, seated in a fertile plain at the confluence of the Doria with the Po, 68 m. N. W. of Genoa, 80 m. S. W. of Milan, 200 m. distant from Paris. It fell into the hands of the French in 1796, taken from them in 1799, surrendered to France in 1800, and restored to Sardinia in 1814; population, 143,000 inhabitants. 2o. Genoa, 80 m. S. E. of Turin and W. of Milan, 86 m. N. W. of Leghorn, 95 m. N. E. of Nice. In 1800, it was taken by the French and restored to Sardinia at the peace of 1814; population, 125,000 inhabitants. 3o. Ivrea, 15 m. S. E. of Casal, 35 m. N. W. of Genoa, 40 m. S. by W. of Milan, 13 m. S. E. of Marengo. Taken in 1706 by Prince Eugène, in 1746 by the French, in 1749 by the King of Sardinia. In 1798 it fell again into the hands of the French. Driven out of it in 1799, it surrendered to them after the battle of Marengo. 4o. Nice, distant 4 m. from the mouth of the Var, 6 m. from the French frontier, 83 m. E. of Aix; population, 25,000 inhabitants.

Sardinia imports from France to the value of \$14,000,000; her exports to the same place amount to \$17,000,000. The climate of Sardinia is mild and temperate. Her inhabitants are surnamed the gascons of Italy.

The Lombardo-Venetian kingdom, or Austrian Italy, is bounded on the North by Switzerland and the Tyrol; West by Lago Maggiore and the Ticino, which separate it from the Sardinian States; South, by the Sardinian States, the Duchies of Parma and Modena, from all of which, with the exception of Modena, it is separated by the Po; and East, by the Adriatic Sea and the Kingdom of Illyria. Greatest length 243 miles, E. to W.; greatest breadth in the government of Lombardy 108 m., in the government of Venice, separated from that of Lombardy by the river Mincio, 130 miles; area 17,000 square miles; population, 5,000,000. The delegations of the Government of Lombardy, are: Bergamo, Brescia, Como, Cremona, Lodi-Crema, Mantua, Milan, Pavia, Sandria. Those of the government of Venice, are: Belluno, Padua, Rovigo, Treviso, Udine, Venia, Verna, Vicenza. The surface consists of a vast plain on the north bank of the Po. The Ticino, the Adige, the Lambro, the Oglio, and the Mincio, confluent of the Po, irrigate the western and central parts of the Kingdom; and the Adige, Bacchiglione, Brénta, Rana and Tagliamento, entering the Adriatic, water the eastern part. The principal lakes of Austrian Italy, all situated in Lombardy and the largest in Italy, are the Garda, Idro, Iseo, Como, Tugano and Maggiore; this common to Lombardy, Switzerland and the Sardinian states; that partly in Switzerland. The course of the rivers, are as follows: 1o. The Po, rises in Mount Viso, in the Piedmontese frontier, flows N. E. to Turin, and then proceeding in an eastern direction, it divides Austrian Italy from the States of Parma, Modena and the Pope's dominions; and after a course of 300 miles enters the gulf of Venice by four principal mouths. It is subject, like most Alpine rivers, to the overflowing of its banks. 2o. The Adige runs South of the lake of Glace, and passing by Tyrol, Brisan, Trent and Verona, falls into the gulf of Venice, a little North of the River Po.

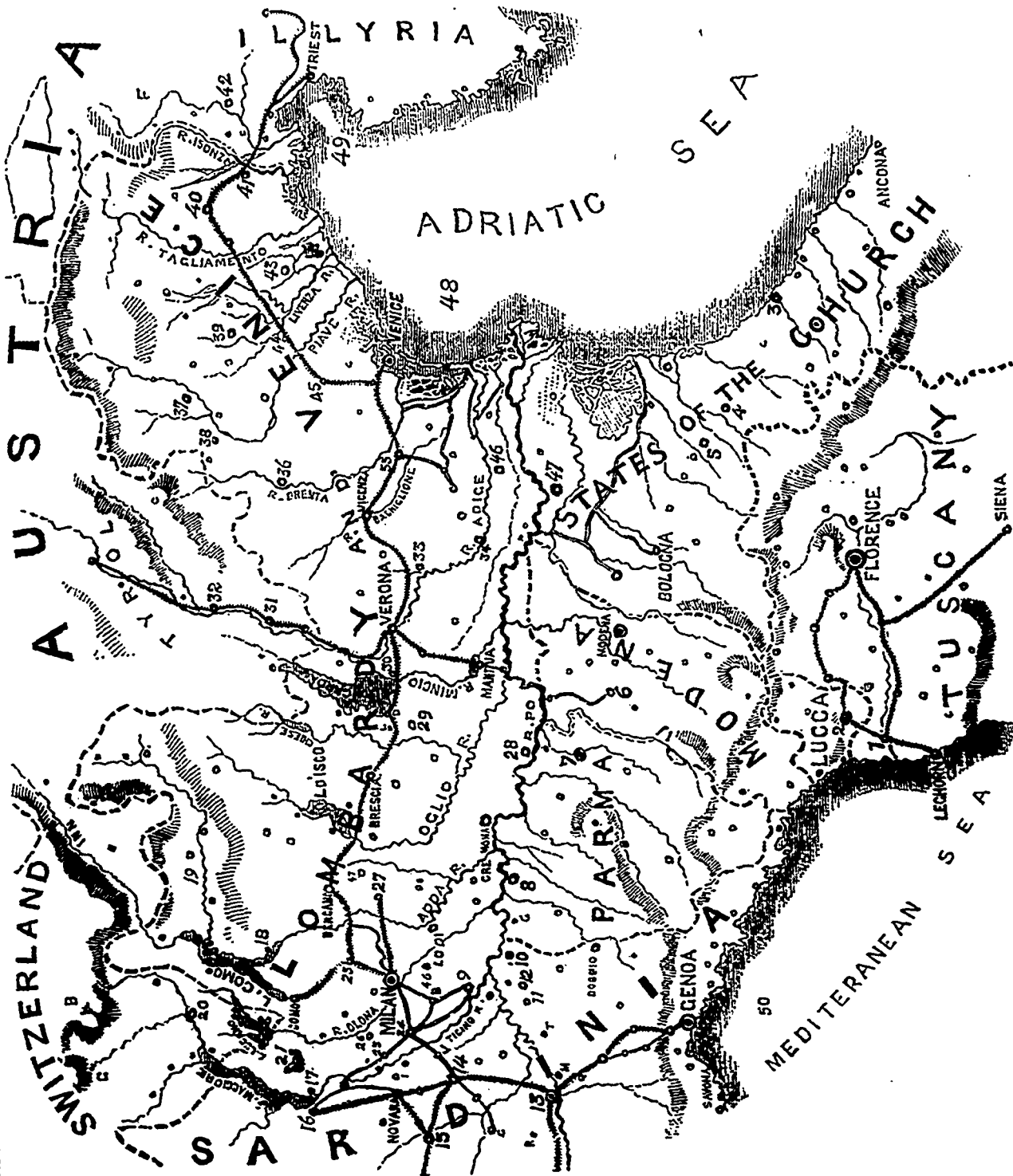
The soil of Austrian Italy is well cultivated and remarkably fertile. Every year the same land can raise a crop of corn, of silk, and of wine.

The people of Lombardy, wrote a geographer of the beginning of the present century, are the most benevolent, moral and good natured of the Italians.

The principal towns, are:

1o. Milan, capital of Austrian Italy, distant 660 m. from Paris, stands in a delightful plain between the rivers Adda and Ticino, which communicate with the city by means of two canals. A railroad connects Milan with Venice by way of Verona, Vicenza and Padua.

2o. Verona, the birth place of Plinius the elder and Cornelius Nepos, 20 m. N. E. of Mantua and 54 m. W. of Venice. The river



The following are the names of places marked by figures on the map:—  
 1. Pisa; 2. Lucca; 3. Rimini; 4. Forli; 5. Faenza; 6. Reggio; 7. Parma; 8. Piacenza; 9. Pavia; 10. Stradella; 11. Voghera; 12. Montebello; 13. Alessandria; 14. Mortara; 15. Vercelli; 16. Arona; 17. Sesto Calendi; 18. Lecco; 19. Sondrio; 20. Bellinzona; 21. Varese; 22. Logano; 23. Monza; 24. Abbiate Grasso; 25. Buffalora; 26. Magenta; 27. Treviglio; 28. Cassel Maggiore; 29. Castiglione; 30. Peschiera; 31. Roveredo; 32. Trent; 33. Arcole; 34. Legnago; 35. Padua; 36. Bassano; 37. Belluno; 38. Feltri; 39. Sacile; 40. Udine; 41. Palma; 42. Gorizia; 43. Portogruaro; 44. Oderzo; 45. Treviso; 46. Rovigo; (46. Melegnano); 47. Ferrara; (47. Martignano); 48. Gulf of Venice; 49. Gulf of Trieste; 50. Gulf of Genoa.

B. Binasco; C. Casale; D. Desenzano; G. Castel; S. Giovanni; I. Trecale; L. Lonato; R. Valenza; T. Tortona; V. Vigerano; M. Marengo; G. Mt. St. Gothard; B. Mt. St. Bernardin; C. Mt. Gimo d'Asto; F. River Gradisca.  
 The routes marked by two parallel lines, thus =, represent the lines of the canals Naviglia Stortvesca and Naviglia Grande.  
 The numerous rivers represented on this map, present very indifferent lines of defense. They are almost everywhere fordable.  
 Verona, where the Austrians have an entrenched camp is the decisive strategic point. It is at this point that the Austrians troops will try to stop the enemy, and it is there that we shall see the armies of Victor Emmanuel and Louis Napoleon, arrested in their rapid progress.

Adige divides it into two parts, which communicate by four bridges. 7 m. S. E. is Arcola, and 4 miles N. W., Rivoli. Beautifully situated on a ridge, which forms the last swell of the Alps and partly on the borders of an immense plain, extending from those mountains to the Apennines; population, 60,000 inhabitants.

30. Padua, the birth place of Livy, situated on the Brenta and the Bacchiglione, is 20 m. W. by S. of Venice; population, 60,000 inhabitants.

40. Mantua, the birth place of Virgil, contiguous to the duchies of Parma and Modena, is seated on an island in the middle of a lake, formed by the Mincio, 20 m. in circumference and 2 m. in breadth. It is one of the strongest fortresses in Europe. It can only be approached by means of two moles defended by a fort and strong fortifications. It is 35 m. N.-E. of Parma, and 70 m. E. S.-E. of Milan; population, 30,000 inhabitants.

50. Pavia, 17 m. S. of Milan, capital of the fertile province of Pavia, called for its fertility the garden of the Milanese, is built on the Tesino, near its conflux with the Po; population, 30,000 inhabitants.

60. Vicenza, capital of the province of Vicenza, is so fertile that it is called the flesh market of the Milanese. It contains 30,000 inhabitants. It is 22 m. E. of Verona, and 15 m. W. of Venice.

70. Bergamo, the capital of Bergamo, stands on a hill between the rivers Brembia and Sesia, 20 m. N.-E. of Milan; population, 30,000 inhabitants.

So. Como, at the N.-W. end of the lake of Como, 18 m. N. of Milan and 80 m. N.-E. of Turin; population, 15,000 inhabitants. The lake of Como is 35 m. in length.

The commander in chief of the Sardinian army is King Victor Emmanuel; generals Della Marmora and Petit, seconds in command; aide-de-camps, General Della Rocca, count de Robiant, majors Nassi, Castelleno et de Billior; captains Babilo, Cocority, Riccardi, Jacquize and Deforay, orderly officers. The five generals of division, are: Giovanni, Durando, a Spanish soldier distinguished in the revolutionary war of 1818; Yanti and Cealdeno, refugees from Modena; Bastiziboro and Ecchiani di Carrara.

The army amounts to 150,000 men, exclusive of the Italian volunteer corps, numbering 30,000 men; navy, 60 vessels, mounting 900 cannon.

Austrian army: Gen. Gyulai, governor of Austrian Italy and commander in chief of the forces. He fought under Radetsky. General Hebel, second in command. Gen. Hess, chef d'état major, general Benedick.

The Austrian army is 650,000 strong. But the large garrisons required by her different citadels, and her extended eastern frontier leave an available force of 400,000 men.

The French army amounts to 550,000 men. France can bring an army of 400,000 men into Italy. Thus the two principal contending powers are nearly equal in point of numbers. The Austrians possess in the Tyrolese, better marksmen, but the superior weapons used by the French, as the Minie rifle, and the rifled cannon, more than counterbalance this superiority.

The cause of the present war was the hostile attitude assumed by Piedmont; the increase of her military force, and her levy of Italian volunteers. Called upon by Austria to reduce her army to a peace footing, she refused. Desirous of peace, Austria accepted the mediation of England; France refused. On the 29th April, the Austrians entered the Sardinian territory, crossed the Ticino, ravaged the most fertile province of Piedmont, laying exhausting contributions upon the inhabitants. The Austrians then fell back.

On the 3rd May, the King of Sardinia, in an official bulletin, declares war against Modena, for conceding a passage on its territory to the Austrians troops. The same day, the neutrality of the Papal government is formally announced, and formally accepted. On the 7th May the Piedmontese 70,000 strong occupied the defensive positions of Novi, Alessandria, Valencia, Frassinello, Paulesura, Verona and the line of the Dora.

On the 10th May, the Emperor Louis Napoleon left Marseilles on board the *Reine Hortense* and landed the 12th at Genoa, where he was received with the utmost enthusiasm. The stern unbending features of Louis Napoleon quivered with emotion, at the strong feeling of affection manifested for him, when leaving Paris, and the Empress was seen to weep.

On the 20th May, a severe action was fought at Montebello. The engagement lasted six hours. The Austrians appear, in the first instance, to have taken Montebello from the French and to have been afterwards expelled by the French. A desperate hand to hand conflict took place in the village, which had to be carried house after house. The Austrians, after the battle, evacuated Casteggio and retired along the CREATISMA road. Montebello is a small village situated about 6 m. N.-E., of Voghera. It was between

it and Casteggio, that Lannes won over the Austrians the victory of the 9th June 1800.

The French loss was 700 men, among them an unusual proportion of officers. The Austrians loss was much greater.

On the 22nd May, a 2nd engagement took place near Villa'z; the Austrians were repulsed and the Borgo Vercelli occupied by the French. On the 27th May, Gen. Garibaldi, with a force consisting chiefly of Italian volunteers, after having taken the town of Varese, defeated the Austrians on the 26th, entered Como after a severe fight, on the 27th. On the 29th May, was fought the battle of Palestro. The Austrian avant-garde 1,500 strong, occupied the villages of Palestro and Vinzaglio. They were carried by the allies at the point of the bayonet, and two canons, the first captured since the opening of the war, were taken. The next morning the Austrians advanced to retake Palestro. Having cannonaded the village, a body of Austrians advanced to cut off the communication between the Piedmontese troops and the river. Perceiving this, the Zouaves, who had arrived during the night, throw themselves, in spite of a murderous fire on the Austrians, take eight guns and put the Austrians to flight. During this engagement the King of Sardinia headed an attack on a battery. The Emperor of the French, a few days afterwards, complimenting him on his bravery, told him that if he wished to be King of Italy, he must take rather more care of his august person. This last engagement has inspired the Austrians with a great dread of the zouaves, whom they call the *quel terribili zanti*.

On the 31st of May the Emperor of Austria arrived at Verona.

On the 4th of June took place the battle of Magenta, the Austrians lost 15,000, the allies 12,000. The Austrians then rapidly retreated and evacuated Milan, now in possession of the Franco-Sardinian army. At the present moment the Austrians are retreating towards Mantua, having evacuated Lodi, Pavia, Piacenza, and withdrawn their garrisons from Ancona and Bologna, in the Papal states.

The battle of Magenta was begun by the Austrians, who although in full retreat towards Pavia, were ordered to change their front and attack the advanced guard of the allies, who had crossed the Ticino at Buffalora. Suddenly 25,000 Austrians attacked a battalion of zouaves together with two battalions of grenadiers; a close and dreadly fire was now exchanged. Then the Austrians charged with the bayonet. At 12 o'clock the French were retiring, having lost Gen. Leclere, a colonel, a lieutenant colonel and 12 officers, when reinforcements appearing on their left, they rallied and forced the Austrians to withdraw. The bold assault of Gen. McMahon decided the victory; and for his brave conduct and efficient generalship, Napoleon has conferred on him the rank of Marshall with the title of Duke of Magenta. Gen. Gyalai brought into the action 120,000 men; he left 20,000 of them wounded and dead on the battle-field. 7,000 were taken prisoners; 5 flags, 4000 knapsacks, 12,000 muskets, 4 guns, have fallen into the hands of the French. During the battle of Magenta the bridge and village of Magenta were taken and retaken seven times. It was only at half past eight at night that the Austrians withdrew. Their retreat was slow and orderly.

Since the battle of Magenta, general Hess has superseded Gen. Gyalai.

After the defeat of Magenta, the Austrian force divided into two strong bodies, one taking the direction of the river Adda, the other division advancing towards Pavia. Over the former a great advantage has already been gained by marshal Baraguay d'Hilliers.

### The Eighth Conference of the Association of Teachers in Connection with the Jacques-Cartier Normal School.—27th May 1859.

This conference was opened by the celebration of mass by his Lordship the Catholic Bishop of Montreal, at the church of Notre-Dame de Bon secours. After the divine sacrifice, Mgr. Bourget addressed the assembled pupils on the holy mission which the teacher has to fulfill, and the vigilance which he should keep over the precious deposit confided to his care. The pupils then returned to the Normal School, where Mgr. Bourget again addressed them. After the President had opened the conference, and the Secretary had read his report, the following subject, viz: "Which is the best method of teaching grammatical analysis and logical analysis," was discussed in a lively manner. Messrs. Dalaire, Emard, Simays, Archambault and Jardin, took part in this discussion. Revd. Principal Verzeau, thanked the members for their interest in the conference, and made some practical remarks of great utility. The President

then rose and closed the debates. Thanks were voted to Mgr. Bourget, to His Excellency, the Governor General and to the Executive Council, for the nomination of a teacher as School Inspector for the district of Gaspé, to the newspapers for their insertions gratis of the meetings of the institution, to Mr. Verreau for his zeal, to Mr. Regnaud, for his address to the meeting. The meeting then adjourned to the last Friday of the month of August, at 7 o'clock A. M. The teachers, retired, on the invitation of the Principal, to the refectory, where they partook of a slight collation. They then went to the Philosophical cabinet where the Rev. Principal explained certain electrical phenomena. The conference closed at 4 o'clock P. M.

### Distribution of Prizes to the Pupils of the High School, M'Gill College.

On Thursday afternoon, at three o'clock, a large number of ladies and gentlemen, assembled in the M'Gill Normal School Room, Belmont Street, to witness the distribution of prizes to the pupils of the High School, who had been in course of Examination for the last three days. We observed, amongst many other leading citizens present,—Hon. Judge Day, Hon. M. Chauveau, Superintendent of Education, Lower Canada; C. Dunkin, Esq., M.P.P.; Alex Morris, Esq.; Benj. Holmes, Esq.; Andrew Robertson, Esq.; Professor Dawson, Prof. Johnson, McGill College; H. A. Howe, Esq., Rector of the High School; Rev. Dr. Wikes, Rev. Mr. Kemp, John Dougall, Esq. Rev. Mr. Kemp opened the proceedings with prayer. The Rector then addressed those present, stating that though the school had not, during the past year, received such an accession of pupils as on the one previous, still there was no ground for complaint. The number of pupils now was two hundred and fifty. He was of opinion that the interests of the School would be greatly served if the parents of the pupils made visits more frequently. He regretted that M. Bowman, Master of the Preparatory School, had given up his charge, as that gentleman was one who spared no exertion to advance the character of the institution to which he belonged. After the Rector resumed his seat, the prizes were distributed. In the interim there was a pleasant diversification of the proceedings, in the shape of recitations, in English, Latin, Greek and French, and the pupils also sang several beautiful pieces of music. When all the prizes had been given out, the assemblage was addressed in appropriate terms, by Dr. Wilkes, Rev. Mr. Kemp, Rev. Mr. Bain, Registrar, High School; Mr. Bowman, late Master; Hon. Judge Day. The proceedings were characterised by a very pleasing incident—the presentation to the Rector, by the pupils of the 6th class, of a handsome copy of Professor Wilson's far-famed *Noctes Ambrosianæ*.—(*Herald*.)

### Honour List of High School Department of McGill College for Session 1858-59.

#### SIXTH FORM.

Dux—George Ross, son of Arthur Ross, Esq., Montreal.

Latin—1 Ross, maj; 2 Plimsoil; 3 Gough, maj. Greek—1 Ross, maj; 2 Plimsoil; 3 Patton. English—1 Eberts; 2 Ross, maj; 3 Patton. French—1 Ross, maj; 2 Patton; 3 Wainwright. German—1 Wartele; 2 Plimsoil. History—1 McCord, maj; 2 Eberts; 3 Lyman, maj. Geography—1 McCord, maj; 2 Ross, maj; 3 Eberts. Algebra—1 Ross, maj; 2 Gough, maj; 3 Patton. Arithmetic—1 Eberts; 2 Ross, maj; 3 Ramsay. Geometry and Trigonometry—1 Ross, maj; 2 Ramsay; 3 McCord, maj. Natural Philosophy—1 Ramsay; 2 Eberts; 3 McCord, maj. Religious Studies—1 Ross, maj; 2 Eberts; 3 Gough, maj. Writing—1 Eberts; 2 Gough, maj, and Ross, maj. Book-Keeping—1 Eberts; 2 Ross, maj. Drawing—1 McCord; 2 Ramsay and Lyman; 4 Patton. Vocal Music—1 Eberts; 2 Wainwright. Good Conduct—Wartele. Punctuality—Eberts.

#### FIFTH FORM.

Dux—Thomas Fairbairn, son of John Fairbairn, Esq., Montreal.

Latin—1 Fairbairn, maj; 2 Smith, min; 3 Hicks, maj; 4 Gordon, max. Greek—1 Bond, maj; 2 Fairbairn, maj; 3 Baynes, max. English—1 Fairbairn, 2 Hicks, maj; 3 Rose, maj; 4 Baynes, max. French—1 Gillett; 2 McGinnis; 3 Hicks, maj; 4 Rose, maj. German—1 Fairbairn. History—1 Baynes, max; 2 Fairbairn, maj; 3 Grant; 4 Colwell. Geography—1 Fairbairn, maj; 2 Gillett; 3 McGinnis, 4 Hicks, maj. Algebra—1 Bond, maj; 2 Hill, maj; 3 Fairbairn, maj; 4 Hicks, maj. Arithmetic—1 Hicks, maj, and

McCulloch, equal; 3 Fairbairn, maj; 4 Hill, maj. Geometry—1 Bond, maj; 2 Fairbairn, maj; 3 Hill, maj; 4 McCulloch. Religious Studies—1 Bond, maj; 2 Hicks, maj; 3 Baynes, max, and Rose, maj, equal; Writing—1 Fairbairn; 2 Allan and Gordon, max. Book-Keeping—1 Fairbairn; 2 McCulloch; 3 Hicks, maj. Drawing—1 Rose, maj; 2 Bethune, max; 3 Gordon, max. Vocal Music—1 Bethune, max; 2 Walton. Good Conduct—Gordon, max. Punctuality—Smith, mi.

#### FOURTH FORM.

Dux—Robert Kneeshaw, son of the late Rich'd Kneeshaw, Esq., of Ottawa.

Latin—1 Coun, min; 2 Macduff; 3 Fairbairn; min; 4 Fowler; 5 Fergusson. Greek—1 Kneeshaw, 2 Macduff; 3 Court, min; 4 Fowler. English—1 Wardlow; 2 Kneeshaw; 3 Brewster; 4 Macduff; 5 Hadley. French—1 Blackwell, min; 2 Cowan; 3 Dickinson; 4 Williams. History—1 Court, min; 2 Brewster; 3 Kneeshaw; 4 Wardlow; 5 Macduff. Geography—1 Kneeshaw, 2 Wardlow; 3 Fowler; 4 Macduff; 5 Court, min. Arithmetic—1 Hadley; 2 Clare, maj; 3 Blackwell; max; 4 Kneeshaw; 5 Macduff. Religious Studies—1 Wardlow; 2 Brewster; 3 Hadley; 4 Kneeshaw; 5 Macduff. Writing—Blackwell, max; Chipman, maj; Chipman, min. Drawing—1 Cunningham, maj; 2 Blackwell, max; 3 Vennor, maj; 4 Chipman maj. Vocal Music—1 Cowan; 2 Fowler; 3 Macduff. Good Conduct—McCord, min. Punctuality—McDougall, maj.

#### THIRD FORM.

Dux—John L. Marler, son of Geo. L. Marler, Esq., Montreal.

Latin—1 Marler, maj; 2 McDunnough; 3 Hicks, min; 4 Morgan, maj; 5 Taylor, min. English—1 Hicks, min; 2 Kintoch; 3 McDunnough; 4 MacKay; 5 Marler, mj. French—1 Marler, maj; 2 Oir, maj; 3 Marler, max; 4 Blackwell, maj; 5 McNab, maj. History—1 McNab, maj; 2 McDunnough; 3 Thomson; 4 Philbin; 5 Hicks, min. Geography—1 Philbin; 2 Morgan, maj; 3 Thomson; 4 Marler, maj; 5 McDunnough. Arithmetic—1 Hicks, min; 2 Stevenson; 3 McNab, maj; 4 Philbin; 5 Drummond. Religious Studies—1 McNab, maj; 2 McDunnough; 3 Taylor, min; 4 Morgan, maj; 5 Bigelow. Writing—1 Marler, max; 2 Marler, maj, and Thomson; Vocal Music—1 McDunnough; 2 Foster; 3 Birks, mj. Good Conduct—Bigelow.—Punctuality—Foster and Philbin.

#### SECOND FORM.

Dux—William H. Lulham, son of George Lulham, Esq., of Montreal.

Latin—1 Lulham, 2 Royd, 3 Holiday, 4 Marler, min; 5 Cunningham, min. English—1 Lulham, 2 Morgan, min; 3 Torrance, min; 4 Badgley, 5 Cunningham, min. History—1 Holiday, 2 McNab, min; 3 Hodgkinson, 4 Morgan, min; 5 Lulham. Geography—1 Holiday, 2 Morgan, min; 3 Torrance, min; 4 Lulham, 5 Hodgkinson. Arithmetic—1 Lulham, 2 Wood, 3 Boyd, 4 Holiday, 5 McNab, min. Religious Studies—1 Holiday, 2 Badgley, 3 Fraser, 4 McNab, min; 5 Cunningham, min. Writing—Cross, Lulham, Morgan, mi. Good Conduct—Vennor, mi. Punctuality—McCorm, and Marler, min.

#### FIRST FORM.

Dux—Montgomery Jones, son of John M. Jones, Esq., of Montreal.

Reading, &c.—1 Jones; 2 Rodger; 3 Torrance, min; 4 Ostell; 5 Macintosh. Spelling—1 Jones; 2 Rodger; 3 Bond, min; 4 Macintosh; 5 Moir, min. English Grammar—1 Jones; 2 Rodger; 3 LeMoine; 4 Clark; 5 Porteous, min. Geography—1 Jones; 2 Rodger; 3 LeMoine; 4 Porteous, maj; 5 Ostell. Arithmetic—1 Jones; 2 Ostell; 3 Macintosh; 4 Geddes; 5 Smithers, min. Religious Studies—1 Jones; 2 Rodger; 3 Porteous, maj; 4 Bond; 5 Torrance, min. Writing—2 Hall, 1 Shipway, min; 3 Watson. Good Conduct—LeMoine. Punctuality—Ostell.

## MONTHLY SUMMARY.

#### EDUCATIONAL INTELLIGENCE.

—His R. H. the Prince of Wales, who has returned from the continent is preparing to follow some of the courses at Oxford, and will afterwards attend the Sister University of Cambridge. During his presence at Rome, His R. H. visited the Irish and English Colleges in that great



metropolis of catholicity and was most enthusiastically received by the students on whom he also made a most favorable impression.

— The convocation of Bishop's College, Lennoxville, met on the 29th ultimo. Among the clergy and laity assembled on the occasion, were—Their lordships the Bishop of Montreal, the Bishop of Quebec, the Bishop of New Hampshire, the Revds. Slack, Lonsdell, R. Lindsay, D. Lindsay, Houseman, Horton, Hamilton, Wood, Judge McCord, Lieut.-Colonel Munro, C. B., &c., &c.

The Convocation met at the College at 3 P.M. Proceedings having been commenced by the Vice-Chancellor, Hon. Judge McCord, the following Degrees were conferred:—

Bishop Chase, D.D., of Harvard Coll. *ad eundem* ;  
Dr. Horton, D.D., " " " "  
Rev. W. S. Perry, M.A., " " " "  
Rev. C. Hamilton, M.A., Oxford, " "  
Rev. E. Wood, M.A., Durham, " "  
Col. Munro, C.B., D.O.L., *honoris causa* ;  
Rev. G. V. Houseman, B.A., of St. John's Coll., Cambridge, M.A. *honoris causa* ;

Rev. R. Lonsdell, formerly of Trin. Coll., Dub., M.A., *honoris causa* ;  
—Lewis, Bishop's College, M. A.

The following from the speech of the Vice-Chancellor will be found interesting:—The Vice-Chancellor said that he could have but little to say on the subjects previously so ably discussed, but he had to give an account of the educational monetary affairs of the University. Those who had visited the College and examined the students had expressed, as they had just heard, a high opinion of the progress made. Some superficial inquirers might indeed think that enough had not been done, but if they would look more closely into matters, they would see that nothing more could have been effected with such small means. They had been disappointed in their expectations of government support. They had never received from parliament building aid, such as other institutions had—it was therefore their intention to appeal to their friends for funds for school buildings, &c. Many donations had been given to the library, and Museum, during the past year. The present Archbishop of Canterbury had presented them with a complete edition of his own works. M. Hussey had given 400 volumes; and Mr. M. Rivingtons, the printers, had also sent a handsome donation. The library had, in all, received an accession of upwards of 1,000 volumes. The University had now, he hoped, reached its minimum, and fresh recruits were expected both the country at large, and from the Preparatory Department, under the able management of its Rector. He begged also to say a few words of thanks to the R. R. Bishop Chase, Mr. M. Horton and Mr. Perry, for their kindness and the interest they had shown in the University. It was another instance of the warm-hearted kind reciprocity they had always found in the Clergy of the United States. (Applause.) The Vice-Chancellor also congratulated the University upon the addition that day made to its list of graduates, of some names not unknown to fame, amongst whom were the R. R. Bishop Chase, New Hampshire; the Rev. Dr. Horton, Mass.; and the Rev. Mr. Perry, M. A. They have the pleasure of recording the name of the gallant commandant of H. M.'s 39th Regiment, Colonel Munro, C. B., in command of H. M.'s Forces in B.N.A., alike distinguished in arms and letters. He expressed himself rather disappointed that the modesty of the collegians should have prevented them from addressing any remarks to the audience. He trusted that that would be remedied at the next Convocation; if such should not be the case, he hoped that the boys of the Normal School would give the collegians a good example. [Great applause].

The Convocation was then declared closed.

The thunder showers, towards the close of the afternoon and evening, did not prevent the conversation from being well attended. The decorations and refreshments were unexceptionable, as were the duets, glees, and songs, that gave an additional spirit and zest to the scene.

#### LITERARY INTELLIGENCE.

— The *Academie des Jeux Floraux*, at Toulouse, which is one of the most venerable of Europe, since it was founded in 1223, still opens every year a competition for the several gold and silver flowers, which are the reward of the best poems offered. The *Recueil des Jeux Floraux* for 1859 is divided in two parts, the first contains the prize poems and essays, the second, literary contributions by the members of the Academy. The first prize, a gold violet, was given to Mr. Boulay-Paty, for a poem on the transatlantic cable. Among the contributions of the members of the Academy we notice two poems by our friend, Mr. Adolphe de Puibusque, who has been during several years a resident of Canada. Many specimens of Mr. de Puibusque's poetical talent can be found in our *Journal de l'Instruction Publique*.

#### SCIENTIFIC INTELLIGENCE.

— Among the most useful of the periodicals which we receive, is the *Scientific American*, published at New York. It is chiefly devoted to mechanical and scientific inventions and discoveries, and is abundantly and remarkably well illustrated by wood-cuts in all its departments. We have received a supplement which is intended to give an *avant-gout* of what the paper is to be in its next volume. From and after the first of

July it is to be enlarged and otherwise greatly improved, and is to contain sixteen pages instead of eight. We congratulate its enterprising publishers and much more their readers on these *good signs of the times*.

— Owing in a great measure to the efforts of Professor Agassiz the movement in favour of a museum of comparative zoology at Cambridge, is assuming a most encouraging aspect. The legislature of Massachusetts has appropriated to that object \$100,000 on condition that as much more should be subscribed by the citizens including the legacy of \$50,000 left by Mr. Gray for the same purpose. The subscription soon amounted to \$80,000; besides this legacy or in all, including the bounty of the State to \$235,500. It is now proposed to make up the whole amount to a quarter of a million. Besides this great project, the citizens of the State of Massachusetts are also striving to secure to the State a truly National Museum, which is to be on the broad plan of the British Museum, or rather it is said to unite the features of the Paris Garden of Plants with the *Conservatoire des Arts et Méliers*. It is proposed to place this great institution in the city of Boston.—(*Silliman's Journal*.)

## ADVERTISEMENT.

### BISHOP'S COLLEGE, LENNOXVILLE.

#### JUNIOR DEPARTMENT AND GRAMMAR SCHOOL.

RECTOR.—The Rev. J. W. WILLIAMS, M. A., Pembroke College, Oxford (late Classical Master in Leamington College, England).

ASSISTANT MASTERS.—A. CAPEL, Esq., C. C. C., Cambridge; J. J. PROCTOR, Esq., St. John's College, Cambridge.

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June 24, 1859.

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