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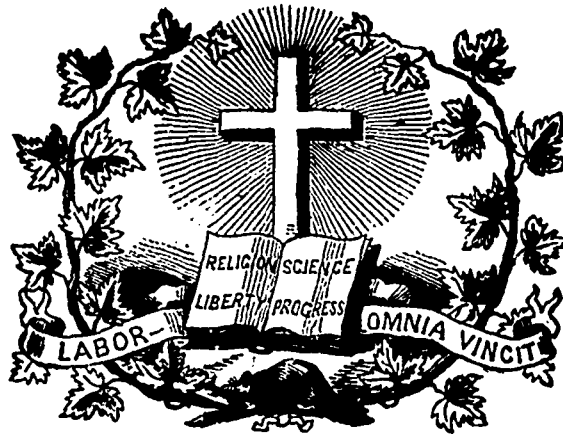
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# JOURNAL OF EDUCATION.

Volume II.

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No. 5.

**SUMMARY.**—**LITERATURE.**—Poetry: The giant, by Charles McKay.—Persevere.—Wit and humor.—The late Freeman Hunt.—**EDUCATION:** How to govern a school.—To parents.—Catechism of methods of teaching (continued), geography.—Red River settlement and the buffalo hunters.—**OFFICIAL NOTICES:** Laval Normal School.—School commissioners.—Donations to the library of the department.—Situation as teacher wanted.—Notice under 19 Vict. chap. 54.—**EDITORIAL:** Convocation of McGill University.—Laval Normal School.—Report of the Superintendent of Education for Lower Canada for 1856, (continued).—**MONTHLY SUMMARY:** Educational intelligence.—Literary intelligence.—Scientific intelligence.—Artistical intelligence.—Statement of monies paid by the Department of Education for Canada East, between the 1st. January and 31st. May 1858.

## LITERATURE.

### POETRY.

#### THE GIANT. (1)

There came a Giant to my door,  
A Giant fierce and strong,  
His step was heavy on the floor,  
His arms were ten yards long.  
He scowl'd and frown'd ; he shook the ground :—  
I trembled through and through ;—  
At length I look'd him in the face  
And cried :—" Who cares for you ?"

The mighty Giant, as I spoke,  
Grew pale and thin and small,  
And through his body, as 'twere smoke,  
I saw the sunshine fall.  
His blood-red eyes turn'd blue as skies,  
He whisper'd soft and low.  
" Is this," I cried, with growing pride,  
" Is this the mighty foe ?"

He sunk before my earnest face,  
He vanish'd quite away,  
And left no shadow on his place  
Between me and the day.  
Such Giants come to strike us dumb—  
But weak in every part,  
They melt before the strong man's eyes.  
And fly the true of heart.

CHS. MCKAY.

#### PERSEVERE.

Never weary, ever toiling  
On thy course still persevere,  
In the right, whate'er thy calling,  
Never weary, never fear.

Though the skies are dark and lowering,  
And the tempest fierce and high,  
Gloomy mountains round thee towering,  
Piercing through the very sky ;

Never fear ; beyond the mountains  
Lies the land forever blest,  
Gushing streamlets, living fountains.  
Region of eternal rest.  
In the morning, in the evening,  
Labor stoutly for the right,  
Future time will bring the blessing,  
Truth is full of power and might.

In the right, 'tis safe to struggle,  
Ever constant at thy post,  
In the darkness, never slumber,  
Labor on, whate'er the cost.  
Friends may leave thee, foes may gather,  
Bitter words may greet thy ear,  
Show thy manhood in the conflict,  
In the truth still persevere.

On thy journey, never tarry,  
Idly sporting by the way,  
Time is flying, night is coming,  
Make the most of every day ;  
Thine to labor, thine to struggle,  
Thine to hope and persevere,  
God's to give the final victory,  
When thy toils are ended here.

" Victory," every blow is telling,  
Words of triumph, day by day,  
Tones of certain victory swelling,  
All along the toilsome way.  
Stout of heart, and brave of spirit,  
Living, hoping for the best,  
Thou the " kingdom shall inherit,"  
Mansion of eternal rest.

J. W. B.

Niagara Falls.—New-York Teacher.

#### Wit and Humor.

Wit and humor are of different species. One may be likened to a flash of lightning, the other to a rosy sunlight. Swift, Voltaire, Talleyrand, Jerrold, Congreve, and Sheridan, were masters of wit ; Fielding, Smollet, Dickens, and Shakspeare, are the greatest of humorists. Moliere and Rabelais had more humor than any two French writers that ever lived, for it must be confessed that the French are not famous for that faculty.

Johnson defines wit as the faculty of associating dissimilar images in an unusual manner. We take it that the leading feature

(1) A French translation in verse will be found in the last number of *Le Journal de l'Instruction Publique.*

is keenness, while that of humor is *breadth*. Wit is more the offspring of the brain, while humor comes from the whole soul—one's *nature* is more seen in the latter, and one's *intellect* in the former. We *admire* wit, but we *relish* humor; one is a dainty, the other a meal—one is piquant, the other satisfying! Wit depends upon nicety, humor upon exaggeration.

Caricature, which flavors humor, spoils wit. When Jerrold defined "Dogmatism as full grown puppyism," he was witty, but not humorous—but when Crockett tells a man to cool himself by stripping his flesh off and sitting in his bones, the absurdity passes into fun.

Dickens abounds in humorous passages. What can surpass the mock gravity of this in *Pickwick*. Talking of the soldiers he says: "Nothing can exceed their good humor—it was but one day before my arrival; that one of them had been most grossly insulted in the house of a publican. The barmaid had positively refused to draw him any more liquor, in return for which he had, merely in playfulness, drawn his bayonet and wounded the girl in the shoulder—and yet this fine fellow was the very first to go down the next morning and express his readiness to overlook the matter, and forget what had occurred." And a little further on, when he says, "that Winkle was so fired by the martial music of the band at a review, that he carefully selected the smallest boy in the crowd and deliberately pitched into him."

Sometimes extreme simplicity has the semblance of humor—we will give an example. One evening at Talfourd's the conversation turned upon wit—Moore, Sidney Smith, Barham, and many other eminent men were there. Wordsworth, the great poet, said, "I don't think I ever was witty but once in my life!" This, of course induced all to beg him to relate his solitary witticism. "Some years ago," continued Wordsworth, "as I was standing at my gate at Rydal Mount, a man came up to me, and asked if I had seen his wife pass that way? Whereupon I said 'Why my good man, this is the first time I have heard that you ever had a wife,'" when Wordsworth stopped. All roared with laughter at the absurdity, and the old poet to his dying day considered the merriment his obtuseness occasioned, as a tribute to his wit.

As an instance of that French courtly wit, which is of so volatile a nature as almost to escape in the translation, we may give Fenelon's retort to the imperious Cardinal Richelieu. Fenelon, one of the best of men, was often soliciting favors for others from the great minister, who too frequently shut his ears to his benevolent friend. Upon Fenelon telling Richelieu that he had seen a portrait of his eminence at the Palace, the Cardinal sneeringly said, "Did you not ask it for a subscription for some poor friend of yours?" "No," mildly returned Fenelon, "the picture was too much like you." (1)

Lord Erskine's *répartie* to Rogers is a case of *non sequitur* becoming humorous for its equivocation. Upon the death of some wealthy London merchant, Rogers said, "He has died worth a million—what do you think of that, Erskine?" "Why," returned the other, "I say it's a snug little sum to commence the next world upon." The connection of these incongruous images here makes an absurdity amusing and suggestive? The impossibility of ultimate benefit from earthly riches is put before all in its strongest light. It is a sermon in a nutshell on the text of (2) "What shall it profit a man, though he gain the whole world, and lose his own soul?"—*Democratic Review*.

### The late Freeman Hunt.

The sad record of the death of Freeman Hunt finds fit place in the pages of the *Merchants' Magazine*, of which he was the projector, and the sole editor and proprietor, from the first day of July, 1839, when the first number appeared, until the second of March, 1858, when he died; to which, during the best twenty years of his life, he gave all his business energies, his vigorous intellect, a comprehensive view of his subject, marked tact and skill in selection and arrangement, and a large experience as publisher and editor, and which is therefore the truest and fairest memorial of what he was and what he did. But we are not writing his eulogy. We shall early take occasion to pay that tribute to his worth which he always had ready for the excellence and eminence of others.

(1) This witty retort is difficult to account for. Richelieu died in 1642. Fenelon was born in 1651.—(Edit. L. C. J. E.)

(2) In Crockett's advice a Frenchman would see nothing but the absurdity; while he would admit that Lord Erskine's *répartie* is the wittiest thing that could be said.—(Edit. L. C. J. E.)

Of the two hundred and twenty-five numbers of the Magazine, this is the first that comes to the reader without having received his personal supervision, although for many months, during his last illness, the chief editorial duties were confided to friends, who are entirely familiar with his editorial views and wishes. To many of our subscribers in foreign lands, this number may bring the first news of our loss. There can be, therefore, no impropriety, now that he is gone, in saying that by all our readers his name will be mentioned, his loss regretted as that of one honorably identified with the Literature of Commerce; and both at home and abroad—at Sydney and Hong Kong, at Honolulu, Valparaiso, and Rio de Janeiro as well as London, Vienna, Paris, and Constantinople, and wherever else Hunt's *Merchants' Magazine* has regular subscribers and readers, it will be acknowledged to have not unfaithfully represented the trade of America and the world.

The thirty-seven volumes of the work show at a glance how rapidly its scope, tolerably broad at the start, has widened with growing experience, and with the growth of the nation. No narrow spirit ever presided over its pages; nor is there wanting another quality, scarcely less important than clear insight, a wise plan, or valuable matter; for without a careful arrangement and classification of subjects, a work of this kind loses half its value, and is the more confusing from the variety and richness of its material. But by means of a rigid classification, the series of the *Merchants' Magazine* is made to present, with something of the method of an encyclopedia, in leading articles and under appropriate heads, Commercial History, Doctrine and Opinion, Mercantile Law, the monthly movement of Trade and Finance, Marine Regulations, the Statistics of Railroads, Canals, and Population, Banking and Currency; in short, the trade of the country and the age, discussed in its theory, developed in practice, and *journalized* into books of lasting usefulness for the library shelf and counting-house desk.

The rich field of Commercial Literature, in which Mr. Hunt industriously worked, never wore a more attractive aspect, never promised richer results, than at the moment of his leaving it.

Since the *Merchants' Magazine* was established, twenty years ago, the population of the United States has increased from 17,000,000 to 28,000,000 in round numbers; its territory from 2,000,000 to 3,000,000 square miles; the coinage from \$60,000,000 to nearly \$600,000,000; the tonnage from 2,000,000 to 5,000,000 tons, making our mercantile marine the largest in the world; ocean steam navigation, during this period, has come into existence; the electric telegraph has come into existence; the entire territory of the Union has been brought under organized State or territorial government; a reciprocal free trade with the Canadas has been established; England has proclaimed freedom of trade and navigation, and the United States has become, for the first time, a regular grain exporting nation; some sixty ocean steam companies, not one of which, that we are aware of, existed twenty years ago, employing about 350 steamers have been established in Europe and America; Californian and Australian gold has built up two great communities of our race on the Pacific and at the antipodes; and railroad enterprise has, in this country, done in twenty years the work of a hundred. Indeed, the growth of trade has been the controlling movement of the world in the present generation, which all influences in politics and science have united to push forward. Japan expeditions, African explorations, gold discoveries, Chinese wars, all have trade for their key note. Science and invention, which, until our day, devoted their most brilliant discoveries and ingenious contrivances to increasing the productiveness of industry, have done more within the last thirty years, than in all the centuries which went before, to multiply means of communication and transportation, facilities not for production, but for the exchange of products; in short, for the development, on the grandest scale, of trade and commerce, by land and water, domestic and foreign. The facts and figures we have briefly noticed, show plainly enough that the United States, one of the first among producing nations, and certainly the greatest of consumers, has felt the fullest force of this commercial movement. And the growth of our trade is not more striking than the new directions it has taken, and the vehicles it employs. Exports from the East go west: the morning newspaper reports in New York, news by telegraph of the arrival at New Orleans the day before of a steamer from Havana, bringing news of the arrival there of a steamer from Aspinwall, bringing news of the arrival at Panama of a steamer which left San Francisco with two millions of dollars in gold two weeks before. Such a paragraph in the first, or in the one hundred and first, number of Hunt's *Merchants' Magazine* would have been simply unintelligible. Where was Aspinwall? Where was the gold? Where was ocean steam navigation, or the electric telegraph, twenty years ago? Freight cars will soon

be fetching and carrying the goods of England and China across this continent on a Pacific track, and railroads bid fair to re-assert, in our day, for land traffic, the importance which belonged to it in early times, when hardly a tithe of the carrying of the world was done in ships.

Nor has there been material growth alone. Commerce has other and higher relations, which the readers of Hunt's *Merchants' Magazine* need not be told—have never been lost sight of in these pages. Never have the relations of trade to Morality and Religion, Literature, Science, and Public Economy, been so fully recognized as of late years. The moral responsibilities of the mercantile calling have become the frequent theme of the press, the pulpit, and of public addresses. Poetry sees in the locomotive and telegraph realities transcending fiction. The most popular novel of the day in Germany, of which there are two English translations, is a story of commercial life. It has come to be fully understood that literature, which should reflect life, must be defective indeed if trade, which, on a larger or lesser scale involves the interests of all, is lost sight of. The censuses and annual reports of trade published by the leading commercial nations were never so full as now of material of the highest public interest, only requiring to be popularized and made accessible in the pages of a "*Merchants' Magazine*." The old question, which yet is ever new, of Protection and Free Trade, which is now in a position to be discussed with more fairness and less passion than ever before; the relations of Labor and Capital; our Public Land Policy; the Factory System; the Condition of Seamen; Banking and Financial Reform, and the lessons of times of crisis; the question of a National Paper Currency; the Credit System and the Legal Sanctions and Remedies for debt; the law of Insolvency and Bankruptcy, and the system of Assignments for the benefit of Creditors in its bearing upon trade; Stock Companies and Corporations, and the law of Stock Transfers, with reference to the protection of shareholders against fraud; Railroad, Steamship, and Telegraph enterprise; the prospects and growth of our young American cities; Marine architecture, in reference to the material, capacity, and safety of ships; Insurance—its principles, practice, and applicability to all the risks of life: Immigration; Geographical explorations, and the new openings for trade which they disclose; Labor-saving Machinery—its actual and possible applications, and its influence on society, and the condition of the laboring classes;—such are a few of the topics which invite the pen of him who would illustrate, in its freshness and life, the Commercial Literature of the day.

The sneer that merchants read nothing but their day-books and ledgers, loses all semblance of truth, and fades into shallowness, before the brilliancy of the names which, in every age, have adorned the mercantile profession, and shows a poor appreciation of the intelligence of a class which could produce men like Gresham and Roscoe. In our day, when, under the influence of our Mercantile Library Association, a body of merchants is growing up, partaking in a more than ordinary degree the general culture of the age, it is simply absurd. Our younger merchants will find it hard to believe that, while almost every other science and profession, while agriculture, the mechanic arts, law, medicine, divinity, and even special industries, have long had representatives in our periodical literature, commerce had no "organ" except the newspaper press, until the *Merchants' Magazine* was established. If such a work was needed twenty years ago, it is indispensable now.

## EDUCATION.

### How to Govern a School.

*How to govern a school* is a vital question to the teacher, yet not to all teachers alike. An assistant teacher, or one who has a small, select, private school, may never be called upon to consider the question of government in the same light as does the teacher of a promiscuous school of a hundred, or several hundred pupils. We have all heard teachers remark, "I like to teach, but not to govern." Now, I think, Mr. President, that every teacher should have something to do in the government of the school, or of the classes, at least. I can not do justice to myself as a growing teacher, or to my pupils, in developing their characters, if I do nothing but hear their recitations.

It is very difficult for one teacher to tell another how he governs his school. A friend once applied for a situation in a Boston school. "Can you govern that school?" asked the Chairman of the Committee. "Yes." "How?" "I can't tell you." "Who says you

can govern?" "I say so," replied the candidate. The examination ended. The Committee, satisfied with his confidence in his own ability, wisely omitted details. That teacher was successful. The grand secret of governing is to do it without seeming to govern. The machinery of government should be kept out of sight. Let the teacher commence his work in such a manner that his pupils shall see that what is right and proper is expected as a part of their duty, and what is wrong and improper will not be allowed at all. It is dangerous business for a teacher to write out, and read to the school, a code of rules all in the imperative mood. It used to be done, and is now by some, but such rules can not always be carried out, and when they can not, the government is good for nothing, and amounts to nothing. Cautiousness in this respect is, therefore, a very important agency in judicious school government.

The first impressions made by the teacher upon his pupils materially affect his success. He should, therefore, be *gentle, polite, and obliging*. A teacher who is boorish, uncouth, and vulgar, will not secure the sympathy of his pupils, and will not govern them easily. I once knew a troublesome boy who was the pest of the school and of the neighborhood. He had a savage delight in "vexing the teacher," and seldom did a day pass without trouble with him. At length a new teacher entered the school. Days and weeks passed without any of the conflicts formerly so common with this old offender. A schoolmate asked the reason of this wonderful change. His reply was, "That teacher is a gentleman. When I am wrong he tells me of it, and corrects me; but does not attempt to annihilate me. Had as I am, you do not suppose me mean enough to give him trouble?"

The teacher must be *consistent*. He must regard the feeling, the faults, and the failings of his pupils. I have great confidence in young people as reasonable beings. The person who stands behind the pupil—the parent—is often more unreasonable than the child. The teacher should be reasonable with his pupils, especially in his reproofs and punishments. The habit of whispering, for instance, is a source of much evil in school, and unless checked or eradicated, especially if the school is large, will thwart the best efforts of the instructor. But the teacher who represents whispering as a heinous crime, as much so as rebellion against the authority of the school, and worthy of punishment in the house of correction, commits a fatal mistake. Whispering in a school is a pernicious habit, an offence, and should not be allowed; but it is not the *greatest crime* that can be committed there. It is not reasonable to represent it as such. Unreasonable reproofs and punishments are the source of much trouble, and of many failures in school government. Many a teacher in such cases, for the want of a discriminating judgment, often finds himself in the predicament of the redoubtable knight in his well-known contest with the windmills. Another important agency for the teacher is the ability to know the material upon which he works; the dispositions and peculiarities of his pupils. He can not adapt all his pupils to the Procrustean bed, stretching those that are too short, and chopping off the extremities of those that are too long, until they are all of the same length. In governing a school, as elsewhere, there must be a fitness, an adaptation of means to the end. Several pupils may have the same faults, or may have committed similar offenses; but it by no means follows that the corrections, reproof, or punishment needed will be the same. Their temperaments, their sense of right and wrong, the temptations under which they acted, and other circumstances, must all be considered. The teacher must know his pupils—their peculiarities, the influence they are under at home and in the street—and adapt his methods of government and discipline to the peculiarities of each case. The artist who makes his mould in clay, uses not the same implements as does he who works in marble.

An ability to disarm pupils of prejudice and hostility, is a very happy faculty in a teacher. It is also a rare faculty. Physical ability and sternness of countenance alone, can not govern a school. The co-operation of the pupils is necessary and must be secured. The ship-master who governs his crew by main strength, will tell you that it wears upon his health and spirits; that his sailors care more for their wages than for his good will, and will desert him in foreign ports. The teacher must be enthusiastic, fond of teaching; and his interest must be seen in his work. They who teach for pay merely, or because they can do nothing else, will not be earnest teachers, and they have not within themselves the elements of success.

Freedom from ambition to assume and exercise too much authority, in another efficient agency. Teachers are frequently too jealous of their authority, and become imperious and repulsive. In their over-anxiety to govern, by forbidding offenses before they are committed, they suggest transgressions to the pupil, who otherwise

would never have thought of them. All teachers must expect many provocations, but must, nevertheless, be forbearing.

The teacher's character should have a decided moral tone. He will then stand high in the estimation of his pupils, and will govern by a kind of magnetic—an unseen influence. From his own personal influence his pupils will soon become imbued and impressed with a sense of right, and with such a degree of conscientiousness as will lead them to govern themselves—one of the most desirable objects he can hope to attain. The teacher, in order to succeed, must have and exhibit unwavering faith in his ability to govern his school. The co-operation of parents must be secured, by convincing them that you are the earnest friend of their children, and earnest in your efforts for their improvement and welfare. Where parents are convinced of this, they will sustain the teacher in all reasonable and wholesome discipline. A favorable state of public opinion is also very desirable. To a certain extent it is in the teacher's power to shape public opinion in this respect, and, most certainly, it is always for his interest. When the public generally feel their responsibility in regard to their schools, and manifest a lively interest in their improvement; when they point to them as the pride of their village or city, and the fountain of good influences to their children and to the world; then the teacher has in his behalf, an agency that is enviable indeed.—A. P. S. *Mass. Teacher.*

### To Parents.

I wish to call your attention to one fact: that interlarding with the teacher's discipline for preserving punctuality not only does injustice to him, but has a very deleterious influence on the school, and also founds a principle of non-obedience to your own injunctions, and diminishes their estimate of the importance of regular habits. To explain, take the instance of tardiness. You say, "My children will always be punctual, unless necessarily detained, and I do not think it a just requirement." Did it ever occur to you that all children are not as honest as yours? that the dishonest seek extenuation from the liberty given the honest? Your boy goes late, and you give him an excuse which you desire to serve for the term, viz: "He will always be punctual if possible." Let the teacher accept this general excuse, and the next time your boy is tardy he takes his seat, under the observation of the school, without rendering the usual account. Every heedless and dishonest scholar says to himself, "I won't bring an excuse next time." He comes tardy. "Where is your excuse, sir?" "I have none; you let so-and-so take his seat without one—why not me?" Thus the teacher is pricked with the sharp horn of a dilemma and must prevaricate to retain his dignity.

How much trouble would have been saved by complying with the teacher's wishes! But why make this ado about punctuality? Because its importance is daily and hourly forced upon our observation. Show me a lad punctual at every roll-call—starts the moment a recitation is called, with quick but quiet step and brightening eye, and you show one that is always prepared for every question, and eager to drink in every observation and explanation.

Again, take one who has no regard to discipline. He is indifferent to noble incentives—tardy in the morning—tardy at noon—tardy at recitation; throws down his books and slate with a clatter: is laughing, or looking another way when questioned; in fact, is a troublesome character generally. Of these two examples, the latter will probably become an indolent and worthless fellow; the former and honest, capable and trustworthy citizen.

Judge you, now which course you would prefer for your boy. If you wish him to be a spoiled child, an ungovernable youth and worthless man, let him go and come when he chooses, reproach the teacher before him for not overlooking his faults, and take him out of school because he will not do it. If, on the contrary, you wish him to be an honour to you, take an interest in his progress—teach him to make his wishes subservient to the regulations of the school, and implant in his mind the importance of obedience, punctuality and assiduity.—*Illinois Teacher.*

### Catechism on Methods of Teaching.

TRANSLATED FROM DIESTERWEG'S "ALMANAC," (*Jahrbuch*), FOR 1855 AND 1856,

BY DR. HERMANN WIMMER.

(Continued from our last.)

#### VII. ASTRONOMY, BY A. DIESTERWEG.

1. Is instruction about the nature of the universe about astronomy, expedient?

Most certainly; we require the same from every man. To any one who does not admit that this is requisite, I address the following questions: Has that man an idea of the work of the Creator, and of his relation to both, who is ignorant of astronomy? or even, is he a man? No; he is like a brute confined to a narrow sphere, and has not even learned to make the right use of his upright stature, and of his sense for the universe, the eye; he has not enlarged his faculty of observing beyond the smallest compass, satisfied the inborn desire of knowledge, developed his intellect; he might be compared to a mole that closes its eyes to the light. We justly pity the poor man who has had no opportunity to learn the wonders of the starry sky; we despise him, if he has neglected an opportunity; we blame indignantly whatever would prevent his acquiring that sublime and elevating knowledge.

#### 2. What should every body know of the universe?

He should know of infinite space, its laws, the qualities of the sun, the moon, and of our solar system, the relation of the planets to the sun, the position of the earth relatively to the same, its rotations and all that result therefrom, as years, seasons, day and night, in short, the substance of popular astronomy.

#### 3. How is the pupil to learn this?

By observation—not by books; for from these we get empty words, hollow notions and phrases; books may at best assist the preceding instruction, but they can never replace it—ask among the "educated" people, what ideas they have in this respect, though they have heard of all and can talk of all. The true, vivid and moving ideas of the great subjects in question are exclusively acquired by an intuitive, developing instruction.

#### 4. What, therefore, is the teacher to do?

He stimulates the pupil to observations; he makes him conscious of what has been observed, by illustrative questions and conversations; he draws his attention to the sublime phenomena of the sky by day and night; he talks over with him such observations as can be made daily all the year round on sun and stars; he fixes these observations in good order, and in clear, well defined propositions. This is the first step. Scientifically expressed, the pupil advances to the point of view—of what appears to the senses—of spherical astronomy.

This point being attained, considerably and firmly, (we must know first what *appears*, before we learn what *is*;) then reflection follows, whether the things really are such as they appear. The pupil advances from appearance to essence or nature. This step is very important, not only in astronomy, but in *all* things, and astronomy, for the very reason that it furnishes the clearest and greatest example of this important progress in human education, is of inestimable value. The pupil learns the nature of the things; his perceiving is raised to knowing. Disorder becomes order, variety uniformity, and chaos rule and law. *One* power reigns in the universe, every thing obeys his laws, and every where there results order, harmony, development, life; and each heavenly body becomes a part of the universe in its infinite sublimity and brightness.

It is worth while, not only to hear or to read of that, but to know and to understand it. The pupils now advance to *theoretic* and the *physical* astronomy.

At last there commences the construction of the whole, at least of our solar system, out of the centre. From the beginning, instruction proceeds from the periphery, from the point on which the pupil stands; the individual is himself the centre, around which every thing is grouped, and to which every thing is referred; the observation is *subjective*. Afterward, it is made *objective*, and man recognizes himself, the human race and the globe, as a part of the infinite universe.

#### 5. What has the teacher to attend to more particularly?

This necessary instruction being still uncommon, we may give here several suggestions:

(a) He excludes every thing that can not be brought to sight.

(b) He goes always from observation and experience over to reflection and deduction. Astronomy is an inductive science; hence teaching follows the inductive method. The teacher does not "docere," (teach or lecture,) he guides; he does not say one single sentence that could not be found by the pupils themselves; for such as can not be found by them—except historical notices—are not fit for them.

(c) He fixes the results in the most definite and pregnant expressions.

(d) He brings the things observed, thought, spoken of, to view on the black-board, and directs the pupils to similar representations. But he does not begin with drawing, this is secondary to the finding of perceptions. He employs every where the pupil's imagination; astronomy is an excellent means to lead it on a sure and safe way. Drawing proves the correctness of the ideas, therefore it should not

precede. If the pupil makes a correct drawing, it is the surest proof of his having viewed and reflected right.

(e) He abstains throughout from any use of models, (telluria, lunaria, etc.) They serve afterward as proof, but they may be entirely done without. Who uses them in the beginning, is wrong; who requires the pupils to transfer that which is represented by those models, to the universe, requires what is impossible: nobody succeeds. The value of models, even of the best, is very much confined. They show the apparent things better than the real; but even for the former they are not necessary. The teacher may sometimes, by means of a larger and smaller globe, a candle, etc., represent every thing needed. But the perception and representation of what is going on in space, even with shut eyes, is what is indispensable, because it is the principal thing. Whoever does not succeed so far, does not really know or understand.

### Red River Settlement and the Half-Breed Buffalo Hunters.

Professor Hind lately delivered a lecture in the Mechanics Institute in regard to the Red River Settlement and the Half-Breed Buffalo Hunters. The subject being of a very attractive nature at the present moment, there was, as might be expected, a good attendance. The President of the Institution, Mr. J. E. Pell, occupied the chair, and introduced Mr. Hind to the audience.

The lecturer began by stating that, he proposed to give a very general outline of the social condition of the people of Red River, and of the capabilities of the country they inhabit. The plan he would adopt was, first to describe the appearance of the settlement, and then to refer to the statistics of population, with the habits and custom of the people, the state of education and religion at present among them, and the condition of husbandry. The capabilities of the country might then be appropriately referred to.

#### DESCRIPTION OF RED RIVER SETTLEMENT.

The valley of the Red River may be described as a boundless level plain, elevated about thirty feet above Lake Winnipeg, and for a distance of upwards of one hundred miles in a due south direction, rising so imperceptibly that, except by instrumental measurement, its inclination was not apparent. The river flowed through this vast horizontal plain in very tortuous windings. It has excavated for itself a trench, having an average depth of 15 to 30 feet, and only at the ancient beaches and ridges of Lake Winnipeg in its former extension, did any rise above the general level become visible. The tract of country to which this description applied, contained many million acres of the richest prairie soil, supporting a rank growth of natural nutritious grasses, from which, in the autumnal months hay might be made, and was in fact made over a large extent of country, by the people of Red River. The Assiniboine River, which enters Red River at Fort Garry, flows for over 100 miles through similar prairies, due west from Red River, and also uniformly level and inviting. Both rivers are heavily timbered for about a quarter of a mile deep on their banks, and beyond this timbered portion, the vast ocean of prairie stretches away until it finds its limit in ancient banks of a former extension of Lake Winnipeg.

#### THE SETTLEMENTS.

The settlements lie for fifty miles on the immediate banks of the Red River, and about thirty miles on the Assiniboine. They are divided into parishes, the outlines of these parishes were shown on the map before the audience. The houses of the inhabitants are generally built quite close to the river, and their small farms of from 50 to 200 acres stretch back in long strips into the prairie, to what is called the boundary line of the lots. In the whole settlement there are 922 houses, among which 20 or 30 may be considered as good, roomy, comfortable two-story dwellings—some built of stone, others of wood. The remaining number are estimated in the census returns to vary in value from £100 sterling to £12 10s. each, out of which, however, 597 or more than half the houses of the settlement, are estimated to be worth from £25 sterling downward. We may thus form an idea of the nature of the majority of the dwellings of the people.

#### POPULATION.

In 1856 the total population was 6523, in 1849 it was 5291, giving in seven years an increase of 1232 souls. But a change of remarkable character occurred in these seven years in the origin of the population by birth, a decrease of no less than 102 families of European or Canadian origin took place, while an increase of native or half-breed families of 132 occurred. Between 1843 and 1849, the

Europeans or Canadians increased by 74 families and the half-breeds by 113 families. It has happened that this diminution of late years in the number of European and Canadian families has very visibly affected the habits and customs of the half-breeds, and there is no doubt but that the influx of Canadians or European people would vastly benefit the so called 'natives' and prevent them from deteriorating and approaching more and more closely to the pure Indian races in outward habit and tastes, but never it is to be hoped in mind or religion.

In many ways does this yearly diminution in the Canadian or European element affect the natives, and in one particular it is remarkably distressing, as showing the probable decline of a race gifted with many noble and rare qualities, if means are not taken to resist their degenerating tendency by the introduction of civilized races who may refine and elevate them. Poverty is greatly on the increase in the settlement. No fact seems to be more surprising than this, and I am inclined to attribute it to the diminution of Europeans and Canadians, who have not hitherto found encouragement to live there.

In 1849 there were five members to each family.

In 1856 there were six members to each family.

The difference during the same time in the population was 1232, but the difference in number of families only 30—and this arose from poverty, compelling two or three families to live in one house instead of remaining as before distinct. Then again in 1849 there were 137 more males than females in the settlement, but in 1856 there were 73 more females than males. The young rising male generation has gone to the United States, where there was a market, and work, and good food for all, and some prospects for future years; but the females were compelled to remain behind. What can be the consequence if this continues long? Often have I wondered that the Missionaries did not view Red River in relation to the changes in its population, and the results to which those changes, if continued, must inevitably lead.

#### THE DWELLINGS AND FARMS.

A hunter's life is not compatible with husbandry, so that the houses, barns and stables of three-fourths of the population are necessarily thriftless in the extreme. In the Scotch settlement, where the European element prevails, either directly or in a large indirect proportion, much comfort, and, indeed, wealth is apparent; but among the population, which are, *par excellence*, "native," farming is a mere apology for employing the period of the year during which they can neither hunt the buffalo nor trap. Let it be understood, that this description applies only to a large majority, but has no reference to many good farmers, hospitable, thrifty, and industrious men among the French half-breeds, some of whom exhibit a comfort and neatness in their homes, which for a quiet, rural life in so remote a part of the world leaves little to be desired. It is well known that, generally speaking, any crop you can profitably raise in Canada, say east of Kingston, can also be profitably raised in Red River; but some kind of farm produce, such as the root crops, attain extraordinary excellence there. Potatoes, turnips, beets, and onions are singularly productive in this rich prairie soil. In a word, it may be said, that every natural condition is eminently favourable at Red River for the farmer and for farming operations. But there is still something wanting, or there is something present, which succeeds in paralyzing all efforts among the mass of the people to take advantage of the rich material so profusely lying untouched around.

A native reasons in this way: "If I catch that silver fox which I saw the other day drinking at the river, it will be worth more to me than 50 bushels of wheat, and it may be worth more than 500 bushels, for the Company may not take the wheat from me, but I shall be certain to get eight pounds for a silver fox." Again, suppose before the spring hunt begins, that reports come in from the plains that the buffalo are scarce this year, or they are very distant, at the other side of their great feeding grounds, "the native" reasons and says, "There is a chance that I shall not kill a buffalo; there are ten chances to one that I shall not kill more than one cart load, but if I stay at home and farm, what am I to do with the wheat, others will stay at home and farm too for the same reason, and we shall not be able to sell more than 15 bushels each to the Company to keep us from starving and provide for the winter hunt. Then again buffalo meat and pemmican will be dear this year, I must run my risk, I will go for the buffalo." He goes for the buffalo, and as has happened to hundreds this last fall hunt, he fails to bring home more than will enable him to reach the settlement. He is consequently in poverty until he can redeem his fortunes by trapping in the winter. Such is the condition of at least one half of

the "natives" of Red River. The necessity of this condition will be seen more fully shortly.

#### FARM STOCK.

The facilities for raising stock are very remarkable on the prairies about the settlement. Pasture of very rich description and hay *ad libitum* in the fall would almost compel the supposition that Red River would swarm with the domesticated animals. This, however, is not the case. There are now in the Red River settlements 2799 horses, 2726 oxen, 3883 cattle, 2644 calves, 4674 pigs, and 2429 sheep. With the exception of sheep, all the other domesticated animals show a slight increase in their numbers since the census of 1849. But in 1856 there were 667 fewer sheep than in 1849, and 1130 less than in 1843. How can we account for this extraordinary diminution in so valuable an animal. Wool is comparatively worthless at Red River, blankets and clothes being supplied by the Company. There exist no manufactories even of the simplest kind that can compete with the Company. Encouragement for this kind of home industry is not offered. The same applies to hides and leather, to tallow and soap, and to numberless other articles which might be manufactured there, but which are imported from England. I will read to you an extract from two letters I have just received from two clergymen at Red River, one being the Bishop of Rupert's Land, the other, the Rev. Mr. Black, Presbyterian Minister.

His Lordship says, "After all, our grand want is division of Labour. We have no separate trades; all are engaged in every thing—farmers and carpenters at the same time, and so on. We want one skilful in tanning, for the hides of the animals are wasted at present. We want one to instruct them in making soap, to save the importation of this bulky and necessary article from Britain."

The Rev. Mr. Black says, "As to suggestions of an industrial kind I am not a very competent person to make such. There is one thing, however, which I do think of great consequence, especially in view of an increased population, and that is to afford facilities for domestic manufactures. The climate requires large quantities of heavy woollen goods, and these might just as well be manufactured here as imported from England. You saw what a splendid country it is for sheep pasture, and were there means of making wool into cloths, blankets, &c., great attention would be given to the rearing of sheep. Great quantities of such goods are also required for the fur trade, and it would be an advantage to have them manufactured here. Among the emigrants coming up to take possession of the land, it would be a great advantage were there somebody to establish machinery for carding, fulling, and dyeing—perhaps spinning and weaving also."

Who would think of bringing soap from England, through Hudson's Bay, over 700 miles of barren, rocky country, to a country where tallow and ashes are thrown away, where salt exists on the spot in great abundance, and rosin could be produced without difficulty from the Winnipeg? Why, it will be asked, have simple machinery and instructed workman not being introduced to work up the wool which is so easily produced in a country where it is so much wanted? The answer is clear in this as in all other cases. A settled industrious life is incompatible with the pursuits of a hunter. A hunter's home is the prairie or the woods, and he can never afford to remain long in one spot. The necessities of the fur trade require pemmican and buffalo meat as well as the skins of the fur-bearing animals. And the buffalo require grazing grounds. To convert the brave and daring half-breed hunters into quiet agriculturists, or contented artisans might lay the foundation of a great province; but it would endanger a most lucrative monopoly, and therefore it cannot be wondered that those who enjoy that monopoly should have endeavored to maintain the settlement at Red River as the entrepot or station of a hunting establishment on the grandest scale, to which their employees might repair during the seasons when their services were not required in the field.

The machinery of Red River is represented by 15 windmills, 9 watermills, 8 thrashing machines, 2 reaping and 6 winnowing machines, and one carding mill. As means of locomotion they possess 2045 carts, 522 canoes, and 55 freighters' boats, capable of carrying 3 or 4 tons.

In all that relates to religion and education they are well provided for. The churches are 9 in number, and some of them very imposing stone buildings—5 Church of England, 3 Roman Catholic, and one Presbyterian—besides those belonging to outlying districts. Of schools there are 17, some of them well supplied with competent masters. Of so-called merchant's shops, or petty trader's shops, there are 53; in other words, there are 53 persons who import goods and carry on a small trade, purchasing furs for goods.

#### THE HALF-BREED HUNTERS OF RED RIVER.

About the 15th of June the professed hunters start for their summer hunt of the buffalo. There are now two distinct bands of buffalo hunters, one being those of Red River, the other of the White Horse Plain on the Assiniboine. Formerly these bands were united, but owing to a difference which sprang up between them, they now maintain a separate organization and proceed to different hunting grounds. The Red River hunters go to the Coteau de Missouri and Yellowstone. The White Horse Plain settlers generally hunt between the branches of the Saskatchewan and also over the same grounds as their Red River brethren.

The improvidence of many of the half-breeds is remarkable. During the winter before last, those of the White Horse Plain camped out on the distant prairies and killed thousands upon thousands of buffalo in wanton revelry, taking only their skins and tongues, little caring that the reckless destruction of these animals must probably exercise a very important change for the worse in their condition.

As the buffalo diminish and go farther away towards the Rocky Mountains, the half-breeds are compelled to travel much greater distances in search of them, and consume more time in the hunt; it necessarily follows that they have less time to devote to farming, and many of them can be regarded in no other light than men slowly subjecting themselves to a process of degradation by which they approach nearer and nearer to Indian habits and character, relinquishing the civilized, but to them unrequited, pursuit of agriculture, for the wild excitement and precarious independence of a hunter's life.

The fascination of a camp on the high prairies, compared with the hitherto almost hopeless monotony of the farms of Red River, can easily be understood by those who have tasted the careless freedom of prairie life. I was often told that the half-breeds are always sighing for the hunting season when in the settlements, and form but a feeble attachment to a settled home, which, to the great majority, can never offer, it is said, under present circumstances, a comfortable living, and much less a reasonable maintenance, or the consciousness of possessing a free and manly spirit, with rational aspirations and hopes.

But few simple aids are required at Red River to ameliorate and vastly improve the condition of the more improvident and careless half-breeds. They frequently bring in a large quantity of buffalo meat or robes to the trading posts, and receive a large sum of money in exchange, or, if they insist upon it, a certain quantity of rum. The money is spent at once in simple necessities, dress and ornaments. The establishment of a Savings Bank would have an excellent effect, and doubtless become the source of much permanent good, with other objects in view than those incident to the exclusive prosecution of the fur trade.

The following information, concerning the buffalo hunter, in the field, was given me by Mr. Flett, who resides on the Assiniboine River, and at whose house I was very hospitably entertained:—

The start is made from the settlement, about the 15th of June, for the summer hunt, and the hunters remain on the prairie till the 20th of August or 1st September. One division (the White Horse Plain) goes by the Assiniboine River to the Rapids, crossing, and then proceeds in a south-westerly direction. The other, or Red River, division pass on to Pembina and then also proceed in a southerly direction. The two divisions sometimes meet, but not intentionally. In Mr. Flett's division in 1849 there were, according to a census taken near the Chief's Mountain, not far from the Shayenne River, Dacotah Territory, six hundred and three carts; seven hundred half-breeds; two hundred Indians; six hundred horses; two hundred oxen; four hundred dogs, and one cat. After the start from the settlement had been well made, and all stragglers or tardy hunters were thought to have arrived, a great council was held and a president elected. A number of captains were nominated by the president and people jointly. The captains then proceeded to appoint their own policemen, the number assigned to each not exceeding ten. Their duties is to see that the laws of the hunt are strictly carried out. In 1849, if a man ran a buffalo without permission before the general hunt began, his saddle and bridle were cut to pieces for the first offence. For the second offence of the same description his clothes were cut off his back. At the present day these punishments are changed to a fine of 20s. for the first offence. No gun is permitted to be fired when in the buffalo country before the "race" begins.

A priest sometimes goes with the hunt, and mass is then celebrated in the open prairie. At night the carts are placed in the form of a circle, with the horses and cattle inside the ring, and it is the duty of the captains and their policemen to see that it is rightly

done. All laws are proclaimed in camp, and relate to the hunt alone. All company orders are given by signal, a flag being carried by the guides, who are appointed by election.

Each guide has his turn of one day, and no man can pass a guide on duty without subjecting himself to a fine of 5s. No hunter can leave the camp to return home without permission; and no one is permitted to stir until any animal or other property of value supposed to be lost is recovered. The policemen at the order of the captains can seize any cart at nightfall and place it where they choose for the public safety, but on the following morning they are compelled to bring it back to the spot from which they moved it the evening previous.

This power is very necessary in order that the horses may not be "stamped" by the night attacks of the Sioux or other Indian tribes at war with the half-breeds.

A heavy fine is imposed in case of neglect in extinguishing fires when the camp is broken up in the morning.

In sight of buffalo all the hunters are drawn up in the line, the president, captains and police being a few yards in advance restraining the impatient hunters.

"Not yet! Not yet!" is the cry of the president: the approach of the herd is cautiously made. "Now!" and as the word leaves the lips of the president, the charge is made, and in a few moments the excited half-breeds are among the bewildered buffalo.

The half-breed hunters, with their splendid organization when on the prairies, their matchless power of providing themselves with all necessary wants for many months together, and now, since a trade with the Americans has sprang up,—if they choose for years; their perfect knowledge of the country, and their full appreciation and enjoyment of a home on the prairie wilds, winter or summer, would render them a very formidable enemy in case of disturbance or open rebellion against constituted authorities. The half-breed population of Red River could pass into open prairies at a days notice and find themselves perfectly at home and secure, where white men, not accustomed to such a life, would soon become powerless against them, exposed to continued peril.

The causes which have led to the present condition and prospects of this people is truly a painful subject. It is one which cannot escape the attention and care of philanthropists. Men will enquire how it is that a race giving evidence of admirable discipline, self-government, and courage when in the open prairies, should subside into indifferent and indolent husbandmen when in the settlements. Considered as the native population of Red River, how is it, will be asked, that so few among the many have succeeded in the course of many years in acquiring comfortable homesteads, and well-stocked granaries and farm-yards, and why has the European or Canadian element disappeared? The chances of nearly all have been equal; land of admirable fertility everywhere surrounds them; with unsurpassable advantages for rearing horses, cattle and sheep, yet little or no progress has been made in many years: and in respect of sheep, which might soon in a measure supply the place of the buffalo, a serious diminution in numbers has taken place. It is true that within the last few years many hundred head of cattle have been driven across the prairies of Minnesota to St. Paul, and sold well there. This new export trade should have given encouragement to raising stock, yet stock, with unlimited pasture, is diminishing; time is wasted at the distant hunts which might be given to far more profitable home industry; and those who really enjoy a settled life, and know the advantages which industry confers, from experience gained in Canada or Europe, leave the country and seek their fortunes elsewhere. Every stranger is struck with surprise that the houses of half-breed hunters show no signs of recent improvement—show no signs of care and attention devoted to gardens, or the cultivation of fruit. Plums grow wild in the forest, but none are seen in the settlements. Apple trees are only now beginning to be tried at the Stone Fort. No effort of manufacturing industry can be seen in the settlement beyond the wind-mill for grinding wheat. It must not be supposed that this stationary, or rather retrograde, condition is unnoticed by the mass of the people; they see the comfort by which the retired factors, the clergy, and the traders of the settlement are surrounded, and the comparative luxury which exist at the forts; but they do not rightly understand how their own condition might be remedied, for the majority cannot discover in what way the rewards of industry may be won, or where a market for labour is to be found, except that kind of wild labour in the distant prairie, or in the woods, which they have always been taught to love instinctively, or consider most profitable and alone capable of securing their comfort and happiness. Under such circumstances it cannot cause surprise that discontent prevails. At the settlements much disappointment and dissatisfaction is everywhere seen, and wrongs, real or imagin-

ary, for which they have no redress, form the constant subject of complaint in daily conversation. In these reprimands all who are not in the service of the Hudson's Bay Company, or in some way connected with them, as far as my experience enabled me to judge, uniformly agreed. Let the condition of the half-breeds generally be contrasted with the present prosperity of many of their Scotch and French brethren, who farm and hunt with discretion and judgment, and the splendid capabilities of Red River will not be overlooked in surveying the paralyzed efforts of those who are taught to rely chiefly on the hunter's precarious gains.

The learned professor concluded his interesting and able lecture, by giving a very graphic description of the route to the settlement, which in substance, was the same as that contained in his report to the Government, and which was published a day or two ago in the *Colonist*. The lecturer, we need hardly say, was listened to with the greatest attention, and retired amidst much applause.—*Canadian Journal of Science*.

## OFFICIAL NOTICES.

Education Office—Montreal, 31st May 1858.

All municipalities, whose reports of the census for 1857, shall not have been received at this office, on or before the fifteenth day of July next, will be deprived of their share in the government grant hereafter to become due to them.

### APPOINTMENTS.

His Excellency, the Governor General, has been pleased to approve of the following appointments:

#### LAVAL NORMAL SCHOOL.

The Reverend Jean Langevin, Pr., to be Principal, Ordinary Professor and Director of the boarding establishment for the pupil-teachers of the Laval Normal School, in the place of the Right Reverend Dr. Horan, appointed Bishop of Kingston, C. W.

Mr. Joseph Matte, to be director of the study in the same Normal School.

#### SCHOOL COMMISSIONERS.

County of Ottawa.—Wakefield: Messrs. Joseph Erwin and James McLaren.

County of Hochelaga.—St. Henri: Mr. Adolphe Wilscam.

#### DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges with many thanks the receipt of the following donations to the library of the department.

From Messrs. Robert S. Davis & Co., Boston: Greenleaf's New Primary Arithmetic, 1 vol. in-18, and Greenleaf's Intellectual Arithmetic, 1 vol. in-18.

From Mr. Aug. Braud, heretofore professor, and now a resident member of the Society for the Promotion of Elementary Education, in Paris: "Les premières leçons par cœur pour les enfants des deux sexes de six à neuf ans," 1 vol. in-18.

From Mr. J. J. Rapet, of Paris: "Manuel de Morale et d'Economie Politique, à l'usage des classes ouvrières," 1 vol. in-12, "Cours Élémentaire de la Langue Française," by himself and Mr. L. C. Michel, 3 vols. 1n-12.

From Mr. Th. Valade-Gabel, of Paris: "Méthode à la portée des instituteurs primaires pour enseigner aux sourds-muets la langue française," 1 vol. in-8.

From Mr. H. Emile Chevalier, of Montreal: "L'Héroïne de Château-guay, épisode de la guerre de 1812," by himself, a pamphlet in-32.

From Charles Northend, Esq., A. M., New-Britain, Connecticut, U. S.: *The Teacher and the Parent*, a treatise upon Common School Education, by himself, 1 vol. in-8.

#### LIBRARY OF THE DEPARTMENT OF EDUCATION.

All persons having books in their possession, belonging to this library, will please return them at as early a date as possible. It being intended to prepare a detailed and classified catalogue, the library will be closed until it is completed.

J. LENOIR,  
Librarian.

#### SITUATION AS TEACHER WANTED.

Mr. John Keys, a teacher provided with a diploma for an elementary school, and prepared to pass examination for a model school diploma, requests employment. Mr. Keys is a protestant, and is married.



Miss R. D. Généreux, provided with a diploma, will undertake to teach, natural history, the elements of rhetoric, mythology, needle work, netting and embroidery, &c. Address to the Revd. O. Larocque, curé of St. John, C. E., to the Revd. Mr. Robert, at Blairfindie (Lacadie), or to the Education Office.

Mr. Augustin Hallaire, a married man, and provided with a diploma authorising him to teach elementary schools requests employment. Mr. Hallaire would also accept the situation of singer in a parish church. He would be enabled to teach the boys, and Mrs. Hallaire, who is also provided with a diploma, would teach the female scholars. Address Mr. Augustin Hallaire, St. Vincent de Paul.

NOTICE TO THE DIRECTORS OF INSTITUTIONS CLAIMING AID ON THE GRANT FOR SUPERIOR EDUCATION UNDER THE ACT 19 VICT., CHAP. 54.

The distribution of the fund, granted for superior education having been much delayed in consequence of several institutions having alleged, that they had not been supplied with blank forms of demand and returns, within the usual time, or, that their returns had been duly mailed during the prescribed term, although they had never been received at the education office:

NOTICE IS HEREBY GIVEN.

1st. That this year, no institution shall be entitled to or receive any aid unless the return, and demand therefor, be filed within the period prescribed, that is to say, before the first day of August next. No exception will be made under any pretence whatsoever.

2nd. Acknowledgment of the receipt of such return and demand will be made immediately to the party forwarding same.

3rd. Any party not receiving such acknowledgments, within eight days after mailing the documents should make enquiries at the post office and also at this office, failing which, such demand and return will be deemed, as not having been sent in.

4th. Blank forms will be transmitted during the first fortnight in June next, to all institutions now on the list, and institutions not receiving them during that period, must apply for them at the office of this department.

5th. Institutions not on the list, who may be desirous of making the necessary return and demand, can obtain the requisite blank forms by applying for them at this office between the 1st and 15th of June next.

Education Office,  
Montreal, 15 May 1858. }

PIERRE J. O. CHAUVEAU,

## JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) MAY, 1858.

### University of McGill College.

#### ANNUAL CONVOCATION.

A large audience assembled to witness the proceedings. Many persons had to leave the Hall, unable to obtain entrance. The President of the Board of Governors, the Hon. C. D. Day, LL.D., presided, having the Principal, Dr. Dawson, on his right hand, and the Vice-Principal, the Rev. Canon Leach on his left. There were present on the dais:—D. Davidson, B. Holmes, W. Molson, and A. Morris, M. A., Esquires. Governors—Prof. Holmes, Dean of the Faculty of Medicine; Prof. Abbott, Dean of the Faculty of Law; Prof. Howe, Rector of the High School; and B. Chamberlin, M. A., and W. B. Lambe, B.C.L., Fellows. The other members of Convention, whom we noticed as present, were Professors Campbell, Scott, Wright, Howard, McCallum, and Dr. Craik, of the Medical Faculty; Professors Torrance and Lafrenaye, of the Law Faculty; and Professors DeSola, Markgraf, Fronteau, Cornish, and Johnston, of the Faculty of Arts; The Hon. P. J. O. Chauveau, LL.D.; Drs. Hings-ton, Bergen, and Church, and T. Gibson, Esq., A.M.

The proceedings were opened with prayer by the Rev. Vice-Principal Leach.

The minutes of last Convocation were read by the Secretary, W. C. Baynes, Esq., B.A.

The Convocation then proceeded to ballot for Convocation Fellows for the coming year, when W. B. Lambe, Esq., B.C.L., was unanimously re-elected to represent the graduates in Law; T. W. Jones, Esq., M.D., those in the Faculty of Medicine; and B. Chamberlin, Esq., M.A. those in the Faculty of Arts.

The Vice-Principal, as Dean of the Faculty of Arts, next announced the list of graduates, the prize men, and those taking honors among the students of that faculty, as follows:

#### PRIZE MEN.

##### Students of the First Year.

GREEN—1st prize in English Literature; prize for German; College prize for Classics.

WRIGHT—1st prize in History, in French, and in Mathematics.

MATHESON—2nd prize in French.

##### Students of the Second Year.

BULLOCK—Prize in Logic; 1st in History; Professor's ditto in Mathematics; ditto ditto in Classics; prize in German.

DOUGALL—Wheeler prize in Zoology.

#### PRIZE POEM.

HALL—Logic, College prize in Classics and in French, and Professor's prize in History.

WALKER—2nd prize in French; College ditto in Mathematics.

JENKINS—Prize Essay.

MCINTYRE—2nd prize in Zoology.

##### Students of the Third Year.

KIRBY—1st prize in Moral Philosophy and Mental Science; College prize in Classics; 1st ditto in Botany; College prize in Mathematics: ditto ditto in Hebrew.

MATTICE—2nd prize in Botany; Professor's ditto in Classics; 2nd prize in French; Professor's ditto in Moral Philosophy and Mental Science; ditto ditto in Hebrew.

MASON—1st prize in French.

##### Students of the Fourth Year.

McLAREN—1st prize in Rhetoric; 1st ditto in Geology, Mathematics and German.

PLIMSOLL—1st prize in French.

PERKINS—Professor's prize in Geology.

#### CLASS IN CIVIL ENGINEERING.

WALKER—1st prize in Engineering.

McLENNAN—Professor's prize for Drawing.

#### HONORS.

##### Students of the First Year.

WILLIAM MCKAY WRIGHT, }  
JOSEPH GREEN, } 1st Honors.

##### Second Year Students.

WILLIAM E. BULLOCK, }  
THOMAS WALKER, } 1st Honors.

##### Third Year Students.

JAMES KIRBY—1st Honors.

#### GRADUATING CLASS.

HENRY McLAREN—Chapman Medalist. (1)

R. J. PLIMSOLL—2nd Honors.

The following is the list of the schools from which the prize-men were sent up to the University:—

Green—Barnston High School and Huntingdon Academy.

Hall—High School, Montreal.

Walker—Grammar School, Beamsville, C.W.

Bullock—Newbury Academy, Vermont.

Wright—High School, Montreal.

(1) This is the highest University distinction in this Faculty.

John R. Dougall—High School, Montreal.  
 Jenkins—High School, Montreal.  
 Mathieson—High School, Montreal.  
 McIntyre—Cornwall District School.  
 McLaren—High School, Montreal.  
 Mattice—District School, Cornwall.  
 Plimsoll—High School, Montreal.  
 Mason—High School, Montreal.  
 Perkins—High School, Montreal.  
 McLennan—Upper Canada (locality not given.)  
 Gooding—England (locality not given.)

In announcing the award of a prize to Mr. Dougall for Zoology, the Vice-Principal stated that it was the gift of Dr. Wheeler, of this city, offered with a desire to promote the study of that science among the young men attending the College. He thought that there were other subjects for which prizes could be wisely given by citizens, and commended the taste of a lady who desired, on entering her son at the High School, that he should be taught Logic, and suggested that somebody might well offer a prize for proficiency in that branch of learning.

The certificates of Honors and Medals were distributed—Messrs. Henry McLaren, Reginald J. Plimsoll, and John A. Perkins, were announced as having passed their examination and become entitled to the degree of B.A. by the Dean of the Faculty, and Mr. Oliver Gooding to receive his diploma as Graduate in the class of Civil Engineering and Land Surveying. The Vice-Principal said that the conferring of this latter Diploma formed an era in the history of public education in Montreal, and he believed in the Province. They would recognize a peculiar fitness in this first honor falling to the person who had received it. (We understand Mr. Gooding is nephew of Mr. Hodges of the Grand Trunk Railway.) Mr. Perkins then delivered his valedictory address; Mr. Jenkins read his prize essay; Mr. Dougall his prize poem. After which the Graduates were presented by the Dean of Faculty to the Principal, and, the *sponsia academica* having been first administered by the Registrar, received their degree. Professor Cornish addressed the Students and Graduates in the Faculty of Arts.

The Dean of the Faculty of Medicine, Professor Holmes, next announced the names of the Graduates in Medicine, which we subjoin with their several places of residence and subject of Thesis:—

James Kerr, London, C. W., Pneumonia.  
 T. F. English, London, C. W., Tuberculosis.  
 James McGarry, Niagara Falls, C. W., Cirrhosis.  
 William Harkin, Hawkesbury, C. E., Spontaneous Human Combustion.  
 George Pattee, St. Johns, C. E., Albumen in Urine.  
 L. T. Robitaille, Varennes, C. E., Bleeding at the Bend of the Arm and its Accidents.  
 W. H. Taylor, Montreal, C. E., Cardiac Dropsy.  
 J. S. Duncan, Montreal, C. E., Paraplegia.  
 C. W. E. Glenn, Chambly, C. E., Leucorrhœa.

The prizes for Essays in this Faculty were awarded to W. H. Taylor and T. F. English. For the best Examinations, Primary, L. J. Audy; Final, Wm. Harkin.

Dr. Robitaille delivered the valedictory in french on behalf of the Graduates in Medicine. The Graduates were then severally presented by the Dean of Faculty and received their degrees, after which they were addressed by Professor Hall.

The Dean of the Faculty of Law announced the prizes awarded and honors conferred on the Students in that Faculty:—

## FOR GENERAL PROFICIENCY.

Students of the 1st year.—Girouard.  
 2nd year.—R. Leach.  
 3rd year.—Daly and Jodoin.

## GLASS OF COMMERCIAL LAW.

1st year.—Girouard.  
 2nd year.—Ricard.  
 3rd year.—Daly.

## ROMAN LAW CLASS.

1st year.—Girouard.  
 2nd year.—Leach.  
 3rd year.—Jodoin and Dautre.

## LEGAL HISTORY AND BIBLIOGRAPHY.

1st year.—Walshe.  
 2nd year.—Pariseau.  
 3rd year.—Jodoin.

Mr. Daly delivered the valedictory on behalf of the Students in this Faculty, after which the Dean of Faculty presented the following gentlemen, who received the degree of B. C. L.:—Messrs. D. Browne, B. A., Daly, Dautre and Jodoin.

The Principal then announced that the Corporation had, during the past year, conferred the degree of L. L. D. on Professor DeSola, who had been long connected with the University as its Hebrew Professor, and had this year collected a class pursuing the study of that language. They had the more pleasure in conferring the degree upon him that his name was not unknown in the literature of his own people. Also, the same upon W. S. Smith, Esq., Rector of the High School of Quebec, a worthy competitor of our own High School, in the diffusion of a sound education. Also, the same degree upon Professor Holmes. The Principal was sure the announcement of this degree would be received with great satisfaction. The Professor had been connected with the Medical Faculty of the University since its first establishment in 1823, and had been Dean of that Faculty through many years, when it alone gave evidence that the University possessed any vitality. He was now the Senior Professor of the University. He had, too, when few men gave attention to these subjects, been most influential in founding the Natural History Society, and promoting the study of that science. The Principal concluded with a few appropriate parting words to graduates and students.

The President made a statement at considerable length of the educational progress and capabilities and pecuniary position of the University. He said:

Before closing the proceedings of the day, it may be interesting to the members of Convocation and the audience generally to receive a statement of the present condition of the University. This I shall endeavor to give, without unnecessarily occupying your time; but before entering upon it, I must give expression to the feeling with which I have witnessed the want of comfortable accommodation for those who have favored us with their presence here. The crowded state of the hall, and the number of ladies, as well as gentlemen, who are compelled to stand in the passages and at the doors, while they afford a gratifying proof of the interest felt in the progress of the University, cannot but occasion sentiments of regret—I might almost say of mortification and shame—that we are unable to provide a fitter place for the reception of our friends upon this grand ceremonial, which completes and announces to the public the labors and results of the College year. I can only say in apology that "our poverty and not our will consents." Let us hope that before another Convocation, there may be found among our many rich and generous fellow-citizens some heart large enough to aid us in this matter, by the erection of a Senate House, to bear the founder's name—thus securing for it the respect of the present generation, and perpetuating it in the grateful recollection of those to come. To return to the immediate business before us, I have much satisfaction in stating that the University, in

all its educational departments, is enjoying a prosperity which a few years since, its most sanguine friends could scarcely have ventured to hope. It is now educating 405 persons. Of these, 245 are pupils in the High School Department, 35 in the Faculty of Arts, 83 in the Faculty of Medicine, and 30 in the Faculty of Law. Besides these, 300 are receiving education in the McGill College Normal School, of which 70 are young persons in the course of training for the profession of teachers, and 230 are children in the Model School. The entire number of persons taught in the University, or under its immediate direction, is 705. In order to avoid prolixity, and to secure precision in my statements, I shall read from a report recently prepared for submission to His Excellency the Governor General:—

Your Memorialists beg leave to submit to your Excellency a statement of the condition and pecuniary wants of the University of McGill College, with the view of obtaining a Legislative grant of money for its present relief, and a permanent endowment for its future support.

"They deem it unnecessary to enlarge upon the fact already familiar to your Excellency, that the University has been raised, by great exertions, from an absolutely prostrate condition to one in which it has become in a high degree useful, and is daily becoming more so.

"It is now instrumental in educating upwards of 700 persons—including pupils in the Model and Normal Schools, and upwards of 400 in the University proper. For a statement of its complete success and prosperity in all its departments, your Excellency is respectfully referred to the annexed copy of the Annual Report of the Corporation.

"This position has not been attained without great difficulty and the necessity for incurring grave responsibility. The Governors have, nevertheless, gone on in the trust that the results would justify their course and secure for them the confidence and support of the public and the Government; and thus far they have not been disappointed. The liberality with which an endowment fund, amounting to £15,000, has been recently established by the subscription of a number of the citizens of Montreal, is known to your Excellency, and the Provincial Government has always met the application in behalf of the University in a wise and fostering spirit. But the Endowment Fund does not yet yield the full benefit which will hereafter be derived from it, and the Legislative aids, upon which the Governors greatly depended, have been suddenly and materially diminished by the introduction of the new system of distribution through the Superintendents of Education, still falls short of the amount necessary.

"Thus, notwithstanding the partial assistance received, and the exercise of the most rigid economy, the income of the University is still insufficient to defray its current expenditure. It is also burdened with a debt, while the want of books, of apparatus, and of suitable accommodation, is severely felt. So great indeed has been the pecuniary pressure, that the Governors have been lately obliged to incur a personal liability to the amount of £1000, to meet the existing deficiencies and to prevent the diminution of the present means of instruction. They have done this under a deep conviction that any check on the progress of the University would be most disastrous, and is to be avoided at all risks.

"The embarrassment under which the Institution now labors, arises from an unexpected degree of success. Its rapid growth is so far beyond what could have been reasonably hoped for, that it has become exceedingly difficult to make its financial means keep pace with its extending usefulness; and the difficulty is increased by the necessity which this growth imposes, of erecting within a short period of time a new College Hall.

For relief under these circumstances, your memorialists can only look to your Excellency and the Provincial Parliament. The grant of an aid of £5000 for this year, to be applied toward the payment of the debt and in the erection of a new building, and of a sum of £2000 yearly, afterwards, would enable them to meet the necessary expenditure and to carry on with efficiency the business of the University on its present footing. But they are desirous of urging in an especial manner upon your Excellency's attention that provision ought also to be made for the future enlargement of its operations to meet the wants of an increasing population, by the establishment of a permanent fund. And they respectfully suggest that this object seems likely to be most easily and effectually attained by an appropriation of a sufficient portion of the public lands of the Province.

"Your memorialists feel that their application for assistance in both these forms, ought to be favorably received upon very broad grounds of public interest, and for the following special reasons:

First,—The late Mr. McGill undoubtedly made his bequest under the expectation and implied, if not direct promise that a further and sufficient endowment would be made by Royal authority or by the Provincial Government.

His endowment was long anterior to the establishment of any protestant college in the province, and still is the only one made in it for that purpose. Since that time hundreds of thousands of pounds have been bestowed by annual grants on other Educational Institutions in Lower Canada. While, in Upper Canada, several universities have been founded, all of them participating more or less in the grants of public money. One of them, the University of Toronto, enjoys an endowment of 226,201 acres of land conferred by Royal grant in 1828, from which a sum exceeding £293,883 has been already derived, and in addition to this it received, during many years, for the college connected with it, a grant of £1,111. The Upper Canada College, established in 1832, was endowed

by various grants, between that year and the year 1855, with 63,805 acres of land, which has yielded £55,434, and has also received an annual grant of £1000, which still continues. Yet no permanent provision whatever has been made for McGill College, and all the monies received by it from public sources (of which the first was in 1854) do not together amount to one-fourth part of the annual revenues of the University of Toronto, or to one-tenth of the value of Mr. McGill's bequest. The largeness of that bequest, and the munificence with which the fund has lately been increased in the sum £15,000 by subscriptions in the city of Montreal, coupled with the character of the University, surely justify your memorialists in the hope that a corresponding spirit will be manifested by the Legislature, and that, after so much has been done by private beneficence, the work may be completed by granting the relief now sought, and providing for the future a permanent public endowment.

Second,—The University of McGill College is the only one in Lower Canada, which is Non Sectarian. As such it possesses the confidence of the protestant community of every religious denomination. This is shown by the list of subscriptions to the Endowment Fund, in which are to be found the names of members of the English and Scotch churches and of the Free Church, Methodists, Baptists Congregationalists, American Presbyterians, and Unitarians, members of the Jewish faith have also contributed.

Third,—The University is not a mere private institution, founded by individual benevolence, but it is public and provincial in its character. The governing body is appointed by the Crown and is removable at pleasure.

The Governor General is its visitor.

A large number of scholarships in the Faculty of Arts are at the disposal of His Excellency, and he has the presentation to 30 scholarships in the High department. To this may be added that the University is prepared to confer degrees not only upon the students of its own colleges, but under just and salutary rules upon those of any others now existing in which may hereafter be established in the province. Thus rendering it inconvenient as it is without doubt inexpedient to multiply the number of educational institutions possessing that power.

Fourth,—This provincial character of the University and the prosperity and influence which it has attained, marks it out as the great centre and support of the higher protestant education in Lower Canada. As such the establishment and management of the Normal School has been confided to it with the approbation of the whole community, and the confidence has their far been justified by a complete success, further indication of the same nature is afforded by the now nearly-completed affiliation with it of the St. Francis College (a flourishing institution in one of the Eastern Townships) under the liberal terms provided by the Statutes of the University.

"The affiliation of other Colleges and Theological Schools may be expected, and thus the aids to higher education, which this country so much needs, will always be available to all who may require them. And that in the most ample form; for it is to be observed that this University offers to its students not only an ordinary liberal education, but the means also of high important culture and thorough instruction in the professions of Law, Medicine and Engineering, and that its present position in this respect will enable it, with additional pecuniary resources, to extend itself still further in the direction of professional education.

"The importance and claims for support of such a central institution are too obvious to require argument; and these, great as they now are, will be augmented by the increase of population, wealth, and intelligence, bringing with them an appreciation of the value of learning and a demand for the means of its general cultivation.

"The University of McGill College ought not then to be confounded with the ordinary schools and other educational establishments, sectarian and non-sectarian, which abound in the province. It stands alone in its character and objects, and requires from the Government a direct and special support adequate to its importance and its wants. To place it, in the distribution of Legislative aid, upon the same footing with all those minor establishments, which share in the funds placed in the hand of the Superintendent of Education, is an error and an injustice, not only to the University itself, but to the whole Protestant community of Lower Canada.

"It would be easy to extend the reasons by which your memorialists have felt themselves bound in duty to the trust confided to them, to make the present applications; but the whole matter has been so frequently presented, and is so well understood by your Excellency, that it seems unnecessary to enlarge upon it further. The accompanying documents exhibit in detail all that can be required for full information in relation to the subject.

"Your memorialists therefore humbly pray that your Excellency will be pleased to take the premises into favorable consideration and to recommend to the Provincial Parliament the grant of an aid for the present relief and support of the University; and, also, the appropriation to its use of such portion of the public lands as will form a permanent endowment sufficient for its future maintenance upon an scale of usefulness."

In addition to the matters embraced in the report, the attention of the officers of the University has lately been directed to the formation of a scheme for holding annual examinations of pupils in any of the schools of the Province, who may present themselves for that purpose. Certificates of two classes will be granted by the University upon these examinations. Youths under 15 years of age, who pass the examination succe-

fully, will receive the Junior School certificate, and those under 18 years of age, who pass a higher examination, will receive the Senior School certificate. The subjects of examination have been carefully prepared, and it is anticipated that these examinations will tend to introduce a higher and more uniform standard and method of instruction in the schools of the province. The university certificates of proficiency will be of benefit to young men in making their way in life, even though they should not follow the University course; but in many instances it is hoped the parents of those who give evidence of ability and taste for study, may be induced to prolong the term of their education for two or three years, in order to render it complete; and with a view to facilitate those who may be so disposed, free scholarships in the arts will be given to the best three pupils, on each examination. The University, in adopting this scheme, which is derived substantially from the University of Oxford, has placed the schools of the province, public and private, upon the same footing with its own schools. Its tendency is to establish a free and generous competition for producing the best scholars, and to show in what school the best teaching is likely to be found. The relation which we desire the University should bear to all the educational institutions of the province, which are conducted by faithful and competent men, is not one of rivalry, but of encouragement and aid as a centre and support: and we hope that practically this movement may produce the beneficial results which we have contemplated in adopting it. I pass now to the financial condition of the University. But here I cannot make to you the satisfactory announcements which I could desire. The funds of the institution are inadequate to its support. Its rapid growth, and the necessity of providing for extended operations upon its constantly enlarging scale of usefulness, have created pecuniary embarrassments which it is difficult to dispose of. The present annual income is not sufficient to defray its current and indispensable expenditure. The library and museum are not what are required for an institution of this character, and within a few months it will become necessary to provide further accommodation for our students by the erection of a new building. The endowment fund which now amounts to very nearly £15,000, has been of very great service to the University, not only in affording direct aid to the amount received, but its investment has greatly facilitated us in disposing on favorable terms of a portion of the lands of the College. Of the sum subscribed, the £5000 for endowing the Molson Chair of English Literature were at once paid over by the Messrs Molson to the Governors, and the interest has been running upon it since 1st Jan., 1857. Of the general subscriptions, £1974 have been received upon the instalments overdue, of which in round numbers £278 have been expended on books for the library, £142 on philosophical apparatus, £302 on improvement of the College grounds, including the avenue, and the balance of £1278 has been advantageously invested. The Governors, under the pressure of the wants of the University, have felt it their duty to apply to the Government, and in a full memorial have urged its claim to present relief, and the establishment of a permanent fund out of the public lands of the province for its future extension and support. I shall economize your time by at once reading this memorial, instead of attempting to explain verbally the grounds taken in it:—

"Since the date of the last Annual Report which we had the honour of presenting to your Excellency, the history of the University has been characterised by quiet and steady progress in maturing its organization and developing its means of usefulness."

In the earlier part of the year much time and effort were devoted to the organization of the McGill Normal School and the repairs of the building intended for its use. These labours are now nearly completed and the school has entered on its second session with a large class of pupil teachers derived from various parts of the province and from all the protestant denominations; and with overflowing Model Schools.

We feel that we cannot overestimate the benefits likely to result to common School education in this Province from this very important institution. Though in no respect auxiliary to the pecuniary resources of the University, the Normal School is sufficiently supported by the public grant to prevent it from being burdensome, and we anticipate that it will tend indirectly to increase the reputation of the University and the numbers of its Students. On the other hand the University is able greatly to aid the teachers intraining in their studies. In the organization of this School the Principal of the University upon whom the burden has chiefly fallen has invariably been aided by the ardent and efficient co-operation of the Superintendent of Education. I am happy to see that gentleman now among us and to bear testimony to the devotion and even-handed justice with which he discharges the arduous duties of his important office.

In the High School Department greater efficiency has been secured by devoting the whole of the time of the Rector to the management of the school. Music and Drawing have been added to the regular studies instead of being optional as heretofore. The number of pupils is larger than in any previous year, and we are glad to find that the merits of the School are attracting pupils from distant parts of the province in greater numbers than heretofore. The scholarships 30 in number, in the gift of his Excellency the Governor General are all at present filled.

In the Faculty of Arts the Chair of Mathematics has been separated from the Rectorship of the Highschool, and has been filled by Prof. Johnson, a graduate of Trinity College, Dublin. The Chair of Classical Literature vacated by the Rev. Pro. Davies, has been filled by the Rev. Pro. Cornish, a graduate of University College, London.

A Chair of Botany has been established and is ably filled by Professor James Barnston, M.D.

The apparatus and museum of this faculty have been increased by the purchase of Electrical and other apparatus, and objects in Natural History, to the amount of £150, and the library by purchases to the amount of nearly £300. These sums have been derived from the endowment fund contributed by the citizens of Montreal. Many additions to the museum and library have been made by the kindness of friends of the University.

The number of matriculated students in Arts has increased to 35; of these 17 are resident in Montreal, the remainder belong to various parts of Lower and Upper Canada; and we regard the increase of the number of students not resident in Montreal, as one of the most promising features in the present aspect of this Faculty.

We anticipate that the larger number of Students now entering the Faculty of Arts will enable us successfully to attempt in the coming session the disposal of free scholarships by competition in the manner suggested by your Excellency.

In the Faculty of Medicine there are 83 students. The staff of this faculty remains unchanged. Its museum and library have received important additions, wholly due to the activity and liberality of its own members. At the last convocation 16 students graduated in Medicine.

In the Faculty of Law the staff remains unchanged, and the number of students has increased to 30, a very satisfactory proof of the appreciation of the labors of the Faculty of the legal profession.

The special course of Engineering, in connection with the Faculty of Arts, though still in its infancy, may be regarded as a successful experiment. It has 8 students regularly entered for the course. We anticipate a large increase of students as a result of the Act of last session, entitling this course to be regarded as a part of the preparation required by law for the profession of Provincial Engineer.

The University is now occupying with energy and success every field of usefulness which its present limited means permit it to cultivate. It offers opportunities for literary and scientific education not formerly enjoyed in this country, and, while providing for the training of persons destined for all the more important professions, it endeavours to give to its work a thorough, permanent and practical character. The benefits which must flow from the continued existence and growth of such an Institution are incalculable. Nor are they very local. The influence now felt over the whole Province must daily become more extensive.

In conclusion, I shall only say that we believe we are doing a national work. Of all the elements and agencies which go to the formation of the greatness and dignity of a nation, none is of more importance than the establishment of institutions of learning. Colleges, which send forth minds enriched with knowledge, strengthened by study, and prepared by a course of systematic training for filling the great offices of the State, or discharging the scarcely less important duties which society often demands from private life, are at once the most efficient instruments and the most certain evidence of the high civilization of a people. Holding this view, it is our endeavor to lay the foundation of this University broad and deep enough, not only to supply the wants of the present day, but to meet also the development and requirements which certainly lie in the future of our country. To succeed in this object we must be sustained by the confidence and aid of those who appreciate its importance. These we have hitherto enjoyed in a large measure, which I trust may not by any untoward circumstance hereafter be diminished; and I close with a grateful acknowledgment for what we have already received, and with an expression of sincere thanks for the interest manifested by the large and intelligent audience which has met us here to-day.

Mr. Chauveau said that, being called upon unexpectedly, he would address the convocation in the language more familiar to him. He said that the very large attendance, too large, indeed, for the room, was one fact, among others, which proved the increasing interest felt in educational matters in this community. There is at present over the whole extent of Canada an intellectual movement, which not only bids fair for our future prosperity, but will contribute to call on this hitherto unknown region of the earth, the attention of the whole civilized world. Every day he could read in the American, in the English, in the French, and in the Belgian periodicals and newspapers, mention made of the educational progress of Canada, highly creditable to the country, to the wisdom of its legislators, and to the noble exertions of its people. The large attendance here did not surprise him, when he had noticed that, during the whole winter, there had hardly been an evening without some public lectures being given at different places in the city, and that all of them were, notwithstanding, respectably attended. It had been said that the success of any great undertaking ought to be measured by the difficulties attending its commencement. If so, a bright prospect, part of which is already realized, may be predicted to this University. It has made, during the last four years, wonderful progress, and such as may compensate the difficulties it had to contend with. Each branch of the University has increased its utility in many respects, and we have here three of the great elements of society, well represented—two of which are indispensable to its existence, while the other is almost as important; and it would be almost useless to save a man's life by the skillful practice of medicine, to protect his fortune by a correct interpretation of the laws if the existence of that man was not to be ended and adorned by science and literature. There was one feature in the recent improvements carried out in this University which he could not too highly praise: it was the extension given to the study of the French language. He need not say that a perfect knowledge of that language was indispensable in Lower Canada, although for years it had been greatly neglected in many institutions. But it is not only as an instrument for our own use, as a

means of influence on the minds of others that the study of any language is useful; it is still more beneficial, if possible, as an instrument of mental cultivation. He who is master of two languages has doubled at once the sphere of his own ideas; and if the two languages happen to be those of the two greatest nations of the world, he will have secured to himself the two greatest repertoires of knowledge that can be sought for. To attain such an object one must become really master of a language and not confine himself to that fashionable and superficial knowledge, which in reality amounts to nothing, which at all events is of no practical utility, one must not be merely coquetting with a few easy sentences, but must fairly attack and conquer the greatest difficulties of the grammar; and such he was happy to see was the practical study which the directors of this institution were desirous of enforcing. He would not detain the meeting any longer but he could not help thanking the President of the Board of Governors for the eulogium he had passed on him this day. He conceived that he had no right to any praise for his exertions; it was his duty to exert himself to the utmost to discharge the great trust confided to him; but inasmuch as no reproach could be more keenly felt by him, if he could be made to believe that he deserved it than that of dealing unjustly with any class of the community, on the other hand no encomium could be more pleasing and refreshing to him than the declaration made by a gentleman occupying such a high position that he had been giving even handed justice to all parties. He looked on justice and mutual tolerance as the only thing that could save this country and secure its ultimate prosperity. He had seen enough to be convinced that without mutual tolerance the great prospects of Canada will be frustrated and all that nature has done for us will be thrown away.

Professor Cornish closed the proceedings with the benediction.

### Laval Normal School.

We congratulate the public generally, and especially that portion of it residing within the limits of the Laval Normal School, on the appointment of the Rev. Mr. Langevin, heretofore the Curé of Beauport, and for several years the professor of mathematics in the Quebec Seminary, to the important situation of Principal of the Laval Normal School. The Rev. Mr. Langevin is a member of a family whose devotion to the public service is well known and appreciated, and by his constant methodical and persevering study, he has acquired a high reputation. Mr. Langevin, senior, for a long time, and with great advantage to the public service, held a very responsible situation in the Crown Lands department. Mr. Hector Langevin, the mayor of Quebec and who is also member of Parliament for the county of Dorchester, was editor of the *Mélanges Religieux* and subsequently of the *Courrier du Canada*, and has published an elaborate work on the present state of Canada, a work which was only set aside by the judges of the prize essays on Canada, on the occasion of the world's fair in Paris, on account of its being too voluminous. The Rev. Mr. Edmond Langevin has for several years performed the important and arduous duties of Secretary of the archi-diocese of Quebec.

After having gone through a course of studies, with great credit to himself and obtaining the highest honors, the Rev. Jean Langevin was appointed professor of mathematics in the Seminary of Quebec, and while there, published a treatise on *differential and integral calculus*, the first, we believe ever published in this country. While curé of Beauport, a very extensive and important parish, but, unfortunately, frequently disturbed by the spirit of party, the Rev. Mr. Langevin exhibited a degree of ability which combined with his many personal good qualities, rendered his departure, a cause of regret throughout the whole of the parish.

With one consent, his appointment, as successor to Bishop Horan, has been hailed with approbation. It being impossible to point out any one more fit, either on the score of capacity or experience, to fulfil the duties of his responsible position. He carries with him the good wishes of the whole body of teachers, of all heads of families, for the success of this establishment, almost, we may say, created by his worthy predecessor now elevated to the Bishoprick of Kingston and they all hope to see the designs of this beneficent prelate carried out to their fullest extent.

### Report of the Chief Superintendent of Public Instruction for Lower Canada for 1856.

(Continued from our last.)

Finding a whole class of institutions invested with a title of which I could not deprive them, it became my duty to make a distinction between the Classical Colleges, and those which, for the want of a better appellation, I have called "Commercial Colleges." In most instances there is very little difference between

these Institutions and those which the Legislature have called Academies, (1) corresponding with Institutions bearing the same name in the United States, and which are termed in Upper Canada, "Grammar Schools." It would be, at the same time, more simple and intelligible were they all comprehended under whatever name would seem best to apply to them. The existence of both, are absolutely necessary in the present state of our Society in which we are obliged to recognize as an integral part of Public Instruction, what in Belgium is termed "*Education moyenne*," or a medium class between elementary and superior Education. At present, the only mode of distinguishing them is, that generally, the Institutions known as "Commercial Colleges" receive boarders, while boys' academies in most cases are attended by day scholars only. It may appear puerile perhaps to attach so much importance to a name; it is, however, of much importance that an incorrect nomenclature should be rejected; one of the least disadvantages attending it being, that it causes general confusion and either creates or sustains false impressions. This confusion also threatens to become greater, for besides the many names adopted by Institutions with which we are familiar, others have lately been introduced, such as *Lycées*, *Institutes*, and *Grammar Schools*.

This classification once established, the programme of Institution for each class of Institution should comprise obligatory and optional branches of studies. In order to entitle any institution to receive a share of the grant, it should be compelled to teach all the obligatory branches, and should not be permitted to teach anything not comprised in the programme, even as a part of the optional course.

A maximum and a minimum amount of grant should be fixed for each class of Institutions, and the share granted in proportion to the number of scholars.

A maximum and a minimum should also be established to fix the period required to complete a course of studies in each class of Institutions.

The principals of all commercial colleges should be provided with diplomas authorising them to teach in academies, and all the other professors should be at least provided with model school diplomas. The degree of Bachelor of arts may be considered as equivalent to the above. The teacher in every model school should be provided with a diploma for that particular class of schools and he should have an assistant provided with an elementary school diploma. As it has been satisfactorily established that in the cities and old parishes, the number of classical colleges is sufficient, no aid should be granted to any new institution of this class unless it be for some part of the Country in which new and extensive settlements would render it necessary.

No new academy either for girls or boys should receive aid if situated in counties in which there are already more than one of the same class, unless required by a portion of the population, Catholic or Protestant, French or English, who have no Institution of that class.

There should not be in any municipality more than one model school for the majority, and one for the dissentients when their resources will permit, and when they exceed in number a certain proportion of the population.

The Legislature has permitted the Executive Government to impose conditions when granting aid to the several institutions.—This will materially assist in introducing many important improvements. One of the most important, and one which it is my intention to recommend in 1859, (so that time may be given for the necessary preparations) will be the general use of desks and seats such as those now used in the Normal Schools, or constructed on any other plan possessing the same advantages. Seats without backs, and tables on which the pupils are obliged to rest in too inclined a position, are unhealthy, and on weak children, are apt to cause consumption or physical deformity.

I must add, that however painfully I felt the necessity of diminishing, to a considerable extent, the amounts granted previously, or altogether to refuse new applications, I have in general found the Directors of Institutions, aware of the difficulty of the task which I had to perform, extremely moderate in the expression of their disappointment.

The second and third parts of the Report, are in our opinion of such paramount importance, that we deem it advisable to copy them *verbatim*. We would however especially direct the attention of Secretary-Treasurers to the necessity

(1) In France this word has several acceptations very different from the one implied here.

of compiling the census of the children in their several municipalities with the utmost care, in as much as when confidence can be placed in the statement given in, a tolerably correct calculation can be made yearly, of the total population.

### 20. Reforms yet to be effected.

The Inspectors' Reports, not only show the progress in Statistics, but also that a substantial improvement has been effected in the manner in which the affairs of the Municipalities are conducted by the Commissioners, in the order kept up in the schools, and also in the choice of teachers. These improvements can scarcely be very rapid, unless the Commissioners become less parsimonious in the disposal of their resources.

The principal difficulty will always consist in the number of Schools that each municipality is obliged to maintain, as well in consequence of the distance and other obstacles local and physical, which have often prevented this Department from reducing the number, as from the difference in language and religion, which much necessarily be taken into account.

On this account, Public Instruction will always be more expensive in Lower Canada than elsewhere. However great the sacrifices made by the different municipalities, and to which I have alluded in the first part of this Report, and whatever desire they may entertain of raising their assessments, it is much to be feared that all their efforts will not permit them, for some time to come, to give suitable salaries to their school teachers, to furnish their schools properly, and to supply them with school implements, unless the annual sum distributed among them be considerably augmented. I very much fear, indeed, that the impulse just given to Education cannot be kept up, unless this increase be soon forthcoming. It must also be remembered that as the amount to be annually distributed is always the same, the share of all the older municipalities must naturally be subject to a slight diminution, to meet the demands of the new municipalities, which a rapidly increasing population, render it necessary to erect around them.

At the head, then, of the list of improvements by which increased efficiency may be attained, I place the augmentation of the grant to common schools. This, should be at least increased one third, (although it is much to be desired, that it should be augmented one half.)

The complaints of the School Inspectors almost always refer to the same subject, although at the same time, the extent of the evils complained of appears to be considerably diminished. Each of these officers forms his judgment according to the peculiar tendencies of his own mind, some are therefore induced to exaggerate the progress of the institutions within their districts, others again, to multiply the obstacles which they suppose, interfere with such progress. It will be perceived, however, from the reports of Messrs. Dorval, Hubert and Tanguay, (who certainly, cannot be accused of optimism,) that with a few exceptions, one or two good schools are established in each municipality within their respective districts of Inspection. It is so in almost every other district and greater results may yet be found within the districts under the charge of Messrs. Childs and Archambault, which besides forming a matter of special reference in their respective reports, is also one of public notoriety.

The insufficiency of the salaries paid to school teachers, the incompetency of many of them, particularly of female teachers, the want of books, paper, &c., in the school rooms; the defective construction of the school houses, and the bad state of repair in which they are kept, the insufficiency of their furniture, the want of globes, maps, and charts, the too great variety in the books in use in the schools and the want of punctuality in the attendance of the scholars are the principal subjects of complaint.

The salaries of the school teachers must have been slightly raised by the increase in the assessment, and, as I stated in my first Report, I feel convinced that the Normal Schools by exciting the emulation of the municipalities will greatly contribute to the attainment of this were joined, an increase in the grant, there is every reason to believe that it would not be long before this profession would offer to young men, the same advantages as any other.

The proper construction of school houses is also a point of the highest importance. It is to be regretted that the suggestion made by me in my first Report to allow another special grant for this object has not been followed. I am however far from desiring that it should be distributed in the same manner as the former grant. Such an allowance, divided into small sums, among the different municipalities would very soon be exhausted, and no possible good

could result from it. The object in view is not, or ought not to be, to construct a great number of school houses, but to instruct School Commissioners how they ought to be built, distributed and furnished. Every county, then, should be allowed a sum sufficient to build a model or superior primary school, and three elementary schools, with lodgings for the school teachers. To entitle the municipal Council of each County to this allowance, they should be bound to levy an equal sum on the whole County, and the school houses should be built in those parishes which would offer the best lots for building and the highest additional amount. The school houses should be built under the superintendence of competent persons from plans furnished by this department and should be properly furnished and supplied with modern school furniture and materials of every kind. With the spirit of imitation and emulation which happily is so prevalent in our country parishes, these school houses and all that they contain, would to a certainty very soon become popular, and a rapid change would quickly follow.

It is also my opinion that the schools can never be properly supplied with books, maps, object lessons, globes, counters, orreries and other implements of this nature so long as a depository is not established by the Department well supplied with all kinds of schools apparatus, &c., from which the schools in the municipalities could be supplied at cost price, as is the case in Upper Canada.

The Parochial Libraries, also, cannot prosper until like means are resorted to for the purpose of establishing and developing them. I hope that by permitting the amount of the allowance to accumulate for some time, I shall be enabled, with the consent of the Government, to set on foot a store or depository, the establishment of which, may be a means of encouraging the literature and books of the country, and also of facilitating the formation of Mechanics' Institutes and Literary Societies.

The Council of Public Instruction, the establishment of which I had recommended in my preceding Report, is empowered by law to prepare regulations for the internal management of schools; as also to select the books, maps, &c., that are to be used in them, to the total exclusion of all others. I must add, that I shall always be happy, as a member of this body, to assist them to the utmost of my power, in the performance of their important duties.

Until His Excellency the Governor General shall be pleased to organise the Council of Public Instruction, I do not consider that I should undertake anything in these matters that might fetter their future action; but I thought it my duty to take advantage of the Teachers' Conferences to obtain their opinion relative to the choice of school-books, being convinced that it would have some weight with my future colleagues. After several long and interesting discussions, they appeared to me to be of opinion, that, to prescribe only one grammar, geography or arithmetic to schools, to the total exclusion of all others, would be very difficult, if not impossible. They, however, declared themselves in favor of a system which would gradually tend to bring about the desired uniformity. Thus, two or three of the best grammars, two or three of the best geographies, and two or three of the best arithmetics, among those now distributed throughout the country, should be authorised, to the exclusion of all others; and the one of each sort, considered the best, specially recommended. In this manner the present variety of books would be considerably diminished, and an absolute uniformity be established, quicker even than may be imagined, without causing too much expense to parents, or too general dissatisfaction.

The depository of school-books, where works only could be found that had been specially recommended, and the Normal School,—the pupils of which would naturally use, in their respective schools, the books with whose assistance they had previously learnt and taught,—would greatly tend to bring about this result.

The irregularity of the attendance of the pupils is an evil arising in a great measure from the bad order kept in the schools, it is also attributable partly to the apathy shown by a great number of parents, and partly to the great poverty and extreme neediness of many of them. It would be difficult to find a remedy for the last-mentioned cause; but everything having a tendency to reform the schools themselves, by preparing competent teachers, by assuring them good salaries, and by placing within their reach everything required for teaching well, will help to combat successfully the two first-mentioned causes.

The influence of the clergy and the friends of Education, with the example shown by the latter, will have great effect in stimulating the zeal of parents. Public lectures given by the Inspectors would also produce a similar effect; but, considering the vast extent of country over which they have to travel, it would perhaps be difficult for them to prepare and deliver lectures. The prizes which they have been instructed to distribute among the most assiduous and the most deserving, at the time of their visits, cannot fail to

produce good results. In this point of view, it is much to be regretted, that, with the exception of the members of the clergy, the other *ex-officio* visitors perform the duties imposed upon them but very rarely. It is also a lamentable fact, that in most municipalities the Commissioners themselves may be accused of the same negligence. This is a further proof of the necessity for demanding a certain amount of education as a condition and qualification for the office of Commissioner, as suggested in my first report.

To conclude, the Journals of Education will aid not a little in reminding parents of the high importance of sending their children to school at an early age; of sending them punctually and assiduously, and of allowing them to remain there until they can reap, on leaving the schools, the benefit of the education they have received.

For this reason, all friends of youth,—all who have at heart their instruction and improve it,—should use their utmost endeavours to circulate and render popular the two journals (French and English) lately established and published by the Department.

*3rdly. Statistics for the Year 1856.*

The Statistical Statement, comprised in Appendix A. of this Report, is deserving of the attention of all persons of education desirous of becoming acquainted with the intellectual progress of the country.

The Department of Education had not, until lately, any officer whose particular duty it was to collect and compile the information obtained by this office from the various sources from which it is derived.

It will not be considered surprising, then, that this branch has this year assumed an importance which it did not previously possess, and which can but augment considerably with the experience and proficiency daily attained by the clerk of accounts and statistics, M. de Lusignan, whose perseverance, assiduity and ability have been of the greatest assistance to me.

In a re-examination of the calculations of the last year, some errors were discovered, resulting from figures in the tables of some of the Inspectors having been twice added. The revised summary of all the Educational Institutions, of the pupils, and of all the contributions and assessments, will show as follows, and exhibits considerable progress during the present year:—

	1853.	1854.	1855.	1856.	Incr. over 1855.	Incr. over 1854.	Incr. over 1853.
Institutions .....	2352	2795	2869	2915	50	124	667
Pupils .....	108234	119733	127054	142141	15123	22408	32837
Contributions .....	£ 41462	£ 62284	£ 62284	£ 101691	£ 39407	£ 42153	£ 60229

The total number of Institutions, as shown by the statements given in by the Inspectors, is less than the one given above, which is taken from Statement D., collected from the reports made by the different Institutions for superior Education, from the reports of the School Commissioners, and from information directly obtained by myself. The Inspectors' Statement G. shows only 2,867, but I have every reason to believe that the first total is correct. On the other side, the 142,141 pupils in all classes of Institutions above given, is the number given by the Inspectors; to which is added the number of pupils of the first section of the first division, (Universities and special Superior Schools). Statement D. gives 142,908. I preferred the first figures, not being so certain of the correctness of Statement D. in that respect, inasmuch as several of the preparatory classes, (connected with Institutions for Superior Education) which are under the control of the Commissioners, might have been included twice in this Statement. Nevertheless, as the Inspectors' Statements do not give exactly the number of pupils in Institutions not under the control of the Commissioners, it is most probable that the real number may be considered as being between the 142,141 and the 142,908 numbers above given. The difference between these two statements, it may be remembered, was much more considerable in my preceding report; it will disappear in proportion as the Secretary-Treasurers, the School Inspectors, and the Principals of Institutions will acquire more experience, and will be better enabled to comprehend the nature of the instructions from time to time addressed to them. There is no person, in the slightest degree acquainted with the science of statistics, who will not perceive that this difference in the numbers given, being collected from so many sources, cannot at present be remedied; and at all events the lowest number given may be relied upon as having been reached during the year.

As I have already remarked, real progress should be judged more from the number of children who really derive benefit from what is taught them, than from the number of children attending the schools. The following statement will, however, prove (although we might wish for a more satisfactory one) that in this respect we are not altogether stationary:—

	1853.	1854.	1855.	1856.	Increase over 1855.	Increase over 1854.	Increase over 1853.
Pupils reading well.	27367	32861	43407	46940	3533	14079	18573
" writing "	50072	47014	58039	60086	2083	13072	10012
Learn. simple arith.	18281	22897	30631	48359	17728	25462	30078
" compound "	12448	18073	22586	23431	845	5358	10982
" book-keeping.	.....	799	1976	5012	3036	4213	5012
" geography...	12185	13826	17700	30124	12434	16308	17949
" history.....	6738	11486	15520	17580	2060	6094	10842
" French gram.	15353	17851	23260	39328	16068	21476	23975
" English "	7066	7097	9004	11824	2820	4727	4758
" parsing.....	4412	9283	16439	26310	9871	17027	21898

The Statement A. contains the report of the census of the children in the different municipalities, as made by the Secretary-Treasurers under the provisions of the new law. It must necessarily be imperfect, from want of experience on the part of these officers, and in a great many instances from the unwillingness of the rate-payers to furnish correct statements. The reader will notice many blanks that remain unfilled. I have deemed it expedient, however, to publish it even in its imperfect state; as, at any rate, we can arrive as nearly as possible at important results.

According to this statement, there are 229,216 children, between the ages of five and sixteen, in Lower-Canada, of whom 121,755 attend the schools located within their respective municipalities. The first of these totals must certainly be below the real number. After having carefully compared the total of the population of the municipalities in which the law has not been put in force, with the results obtained from the others, it was found necessary to add 7,000 children to account for this deficit. There are also many localities having no municipal organization in which the number of children, between the ages of five and sixteen, can not be estimated at less than 10,000.

From the causes above mentioned, the result of the census, even in places where it has been made with the utmost care, is much below the real number of children; and I should estimate the difference at about twenty per cent. Upon these calculations, the number of children from five to sixteen years of age, would appear to me to be, in the year 1856, 292,059.

With reference to the 121,755 children attending schools, as stated in the census, this number appears to me to be correct, in so far as the same refers to Elementary Schools. The Statement G. (that of the Inspectors), gives 121,568, exclusive of convents, which are all included in the class of female academics. (1)

The pupils of the institutions for superior Education, have not, with few exceptions, been comprised in the returns of the census made by the Secretary-Treasurers, as attending school, although included in the statement of children in the municipality. The number of children between five and sixteen years of age attending Institutions for Superior Education, which, appears by the answers given by the Secretary-Treasurers to the circular addressed to them referring to this subject, to have been altogether omitted, is 16,485: giving 138,240 children from five to sixteen years of age attending all the different Educational Institutions out of 292,059, or 47.23 per cent. It would appear then, there are 153,819 children between five and sixteen years of age who receive no instruction whatever, and if we add to this, at least one-fourth of those whose names are inscribed as attending school, but who, from want of punctuality in their attendance may be considered as deriving very little if any benefit therefrom, this state of things offers a very melancholy and important subject for deep reflection, calculated however at the same time doubly to increase the zeal of those who take any interest in the education of youth.

(1) Statement G, 112 and following pages, gives 94,629 children in Elementary Schools under the control of the Commissioners; 19,530 in the Boys' Model Schools; 2,482 in Girls' Model Schools; 2,584 in Discontented Elementary Schools; 11,283 in Independent Schools,—forming a total of 121,568. It is true that in Statement D, only 118,984 children are stated as attending Elementary Schools: but this arises from our having deducted the junior classes, or preparatory schools, attached to some of the establishments for superior education comprised in another part of the statement, in order to avoid a re-addition of the number of children, which would have increased the difference above alluded to.

Mr. Hutton, Secretary of the Provincial statistical department, is of opinion that the children between five and sixteen years of age form a quarter in the country, and in the Cities 18.75 per cent of the population. (1) Admitting these calculations to be correct, the total population of Lower Canada in 1856, would be 1,175,809, and the total number of pupils of all ages attending Educational Institutions in Lower Canada (142,141 at least, which after deduction of 235 pupils whose parents do not reside in Lower Canada leaves 141,906) will be to the population in the proportion of 1 in 8.33.

Without reference to the preceding remarks, the results of the last census show 93,430 children of, from seven to fourteen years of age (the obligatory legal age) attending the schools, out of 145,177, that is to say 64.33 per cent or 1 in 1.80. The number of boys of from five to sixteen years of age would be 62,374, in 117,875: of boys from seven to fourteen years of age 47,714 in 74,459. The number of girls of from five to sixteen years of age, 59,381 in 111,341 of from seven to fourteen years of age 45,716 out of 70,718. These calculations can be easily rectified on reference to the statements given above and to the divers other statements in the Appendix. The number of protestant children at Quebec appears very high, relatively to the children of the same creed at Montreal; and the number of Catholic children at Quebec appears to me to be low, relatively to the children of that creed at Montreal. From the results arrived at and shown by other statements of these two cities, it is probable that there is some considerable error in these two numbers.

Table B contains a statement of the amounts levied for elementary Education in Lower Canada. I have already, in the first part of this Report, given the results of this statement within the different districts of Inspection, and called attention to the sacrifices made by a great many municipalities. I must state however, that the great increase of all kinds of assessments shown this year, as compared with preceding years, is not altogether real, and this arises from the fact, (which I have already explained) that the statistics of former years did not include all the different kinds of contributions.

The amount is £101,691, which would give an increase over 1855 of £39,407, and over 1854, of £42,183, which would show a sudden increase from £2,776 to £39,407. The fees paid to the several institutions for superior education amount this year to £61,346, which shows that the inhabitants themselves, have contributed directly for the purposes of Education £166,037,—the annual grant for Elementary Schools amounted to £28,991—the amount of supplementary aid to poor municipalities to £1,000; the grant to Institutions for Superior Education £18,777. The costs of the establishment and fitting up of the Normal Schools £5,733. The salaries of the officers of the Department and of the School Inspectors, the Library of the Department, the Parochial Libraries, the superannuated teachers pension fund—books given as prizes in the different schools, and all other contingent expenses of the Department form together an item of £8,007; showing that the Government has expended, in all, £62,511. To this amount expended for Educational purposes as well by individuals as by the Government, should be added £20,753, representing interest at six per cent on the value of the real estate possessed by the different Educational Institutions (£345,895) which will give £249,301, for the total amount expended for the purposes of Education in Lower Canada, a large sum for a population of only 1,200,000 souls.

The recapitulation of statement B gives: for voluntary contributions or legal assessment sum granted £28,141; assessment over and above the amount of grant or special assessments £24,474; monthly fees £43,372; assessments for building and repairing School-houses &c. £6,373.

Statement C shows the number of schools in each county in which the books, generally in use throughout the schools, are studied; but independently of those mentioned in this statement, there are many others which are only used in a very few schools.

Among the books used for reading, the "Devoir du Chrétien," "The duty of a Christian towards God," from the collection published by the Brothers of the Christian Doctrine, is almost universally in use. It is read in 1442 schools. The Bible or the New Testament are read in 506 schools. The National school books of Ireland are read in 431 schools. The "Guide de l'Instituteur,"

(1) Mr. Moreau de Jonnés in his work "Eléments de Statistiques," published in 1856, states that the children between five and ten years of age are in Ireland 1 in 7.35 inhabitants: in Great Britain 7.62. In Scotland, in 7.90; in Sweden, in 10.16: in France, in 10.23. Children between ten and fifteen years of age. In Ireland 1 in 8.20: in the British Isles in 8.70: in Sweden in 10.17: in France in 10.67. Mr. Hutton computes the total population of Lower Canada on the 1 January 1857, at 1,220,514.

'Teachers Guide,' a kind of Encyclopedia, written by Mr. Valade, is used in 533 schools: the Latin version of the Psalms of David, is used in 936 schools; and books printed in imitation of manuscript, are used in 948. The French grammars most in use are L'homonds, and the grammar of the Brethren of the Christian Doctrine; the first is used in 506 schools and the latter in 855. The English Grammars are Murray's and Lennie's: the former is used in 254 schools, and the latter in 182 schools. A small volume, containing an abridgement of Sacred History, of the History of Canada, and of the History of France, is used in 1008 schools. The Geography by the Brothers of the Christian Doctrine is used in 1064, Morse's in 139, and Olney's in 83 schools. The Geography written by the Abbé Holmes, is in general used in all the Colleges and Academies, and is far superior to the others. The Arithmetics by Bouthillier and the Christian Brethren are used, the former in 476 and the latter in 738 schools. Adams' and Walkingham's English Arithmetics are used, the former in 198 and the latter in 173 schools.

Statement D contains the Statistics of all the Educational Institutions, more especially those relating to Superior and Secondary Schools. It comprises three grand divisions,—Superior Schools, Secondary Schools, and Primary Superior Schools.

The first division comprises two sections: Universities and special Superior Schools. The total number of volumes contained in the libraries of these Institutions is 15,200; number of Professors, 56, and of Pupils 377.

The second division comprises four sections: Classical Colleges, Commercial Colleges, Academies for boys or mixed, and female Academies.

I prepared blank forms for reports for all these institutions, showing, besides the information required by law, other information which I considered would be useful as well for educational purposes generally, as for the Institutions themselves. I took especial care to make a distinction in these forms between what was, with reference to this information, optional and what was obligatory. I was much pleased to find that the principals of the Institutions have generally given both, most willingly, and that the returns were made up with much care, and in many cases it became very easy to remedy approximatively any defects. I am also indebted to the Gentlemen who preside over free and unsubsidied institutions for the information given, thus enabling me to publish the most complete statistical report on Educational Establishments which, I think, has ever been given in this province. The blank forms contain seven principal divisions—the first gives a general description of the institution; the second, a report relative to its finances; the third, the course of studies followed; the fourth, the sanitary state of the Institution; the professions chosen by pupils who have left the institution within the previous two years; the sixth and seventh, the number of professors and pupils not coming under the above headings. Almost all the information contained in the first and second divisions is required by Law. That demanded by the third division will more readily meet the intention which the Legislature had when requiring a description of the course of studies followed. The fourth division is of the utmost importance, it being necessary to draw the attention of all Institutions towards the hygienic and sanitary reforms required and to furnish scientific men, with the statistics of diseases to which studious young persons are subject. I have thought, however, that this information would be more readily and correctly furnished, were I only to state, the general results for each kind of Institutions. The following table shows that the sanitary state of our Educational Institutions is in general very satisfactory.

(To be continued.)

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

— Mr. Alphonse Leroy, professor in the University at Liège, has for some time past, been publishing in the *Revue de l'Instruction Publique de Paris*, a series of articles on public instruction in Canada. He has already published in the *Revue*, at considerable length, a work on public instruction in the United States: and he is now writing on these two subjects in a German periodical. It is our intention to give at an early date, a sketch of Mr. Leroy's works, but we cannot allow this opportunity to pass, without expressing our thankfulness for the kind interest evinced by him towards this department and our countrymen generally, as well as for the number of books sent by him as a donation to the library of the Department.

— Mr. d'Avray, late Superintendent of Education in New Brunswick, has been succeeded in that office by Mr. Fisher. Mr. d'Avray is a pro-



stant of French origin, and held the appointment of Superintendent for many years, being at the same time a professor in Fredericton College, an institution which, under the provisions of the new law will only continue in operation until the end of the present year. The new Superintendent has just visited the Educational Institutions at Toronto and Montreal.

## LITERARY INTELLIGENCE.

—A new literary institution has just been established in Montreal, under the name of the "Institut Canadien Français." At a meeting of the new institution recently held, the following gentlemen were elected office bearers:—President: the Hon. P. J. O. Chauveau; 1st Vice-President, L. Labrèche Viger; 2nd Vice-President, F. Pominville; Recording Secretary, A. Mousseau; Assistant, G. F. Deschambault; Corresponding, Med. Marchand; Treasurer, R. Trudeau; Assistant, H. Murphy; Librarian, Hector Fabre; Assistant, S. Hudon; Committee on debates, Messrs. Beaudry, Jetté, Harwood, D. Sénécal and P. Denis; Library committee: Messrs. P. Garnot, L. Girard, J. U. Beaudry, J. A. Gravel and L. W. Marchand.

—An association, under the name of "Société Historique" has just been organised in Montreal; its object is to extend a taste for the acquirement of a knowledge in history and archeology, particularly of such as relates to Canada, to abide strictly by the truth, in historical facts and to combat those errors which have unavoidably crept in, and which are so easily promulgated and believed. For this purpose it is the intention of the society to publish periodically, the notes of their sessions, and will therefore accept most thankfully all documents, curiosities, old specimens, books, &c., which may be addressed to them. The following gentlemen were at the first election chosen as office bearers:—President, Mr. le commandeur Viger; Vice-President, Mr. R. Bellemare; Secretary, Mr. George Baby, and Librarian, Mr. L. A. H. Latour.

—Mr. Kiernan, teacher at Lochaber, has sent us the following solution of a riddle which appeared in our last under the title: "Curious inscription." The letter needed is the vowel e. The inscription will then read thus:

Persevere ye perfect men,  
Ever keep these precepts ten.

## SCIENTIFIC INTELLIGENCE.

—The catalogue of fossils of the Provincial Geological Museum, mentions several new specimens. One of them is named after Bishop Horan, who discovered it when he was a professor at the Quebec Seminary. This fossil belongs to the silurian strata in Canada, below the old red sand stone, belongs to the class crustacites and to the genus acidaspis of Murchison. Mr. Billings has named it *Acidaspis Horani*.

—Montreal has just experienced a severe loss by the death of Doctor Barnston, professor of Botany in the McGill University, universally beloved and regretted as well for his mental qualities as for his modest and amiable demeanour; he was one of the most active members of the Natural History Society of this city, and was also one of the editors of the *Canadian Naturalist and Geologist*, a most excellent scientific review, from which the *Journal of Education* has borrowed on several occasions, articles and fine wood cuts. Dr. Barnston contributed largely in forming the museum of the Natural History Society of which he was for several years the custodian. All who can appreciate the patient researches and labor of a scientific man, in a country, where they were for such a length of time looked upon with indifference, and who had the pleasure of a personal acquaintance with the late Dr. Barnston, cannot but profoundly regret his premature loss; he was only 26 years of age.

—The French Government has decided on purchasing the collection of fossils made by Mr. d'Orbigny, as also the ornithological collection, the books, notes and manuscripts left by the late Prince Charles Bonaparte. This species of expense is well understood and approved of by the public, because it prevents the dispersion of so many scientific treasures and will preserve them for their general benefit.—*Union*.

—Mr. Edouard Glackmeyer of Quebec, who has for several years devoted much of his time to the study of Botany, has presented to the Laval University a portfolio containing a collection of plants, gathered by him in the vicinity of Quebec, which will hold a conspicuous place in the extensive and valuable museum of this Institution.

—The description of the disk of the moon, called selenography has become a subject of much interest in the different observatories. Mr. de La Rue who has made most minute photographic observations in an observatory near London, states that the action of the plains considered as seas, is much slower on the photographic paper, than that of the mountainous regions called after the celebrated astronomer Tycho-Brahé, from which he infers: 1stly. That the moon possesses an atmosphere relatively dense, but of little extent above its surface. 2ndly. That vegetation exists on the surface of our satellite, particularly in the pretended seas just alluded to.—(*L'ami des Sciences*.)

## ARTISTICAL INTELLIGENCE.

—However great the centralization of Paris, it would be an error to imagine that the cities and towns in the different departments take no

part in the intellectual movements of the present day. Several of them hold annual exhibitions to which the most celebrated artists do not disdain to send their pictures. In the exhibition just opened at Bordeaux, under the patronage of the Society of "Les Amis des Arts," besides the paintings of Messrs. Drouyn, de Guernon and other artists of Bordeaux of superior merit, there are also exhibited paintings by Eugène Delacroix, Decamps, Isabey, Gudin, Diaz, Rosa Bonheur, &c. Belgium and Holland are also both well represented. Another universal exhibition will be opened at Dijon, on the 20th of June next. Every thing connected with the fine arts will be placed in a separate apartment, and at the close of the exhibition will be disposed of by lottery. With the approbation of the King of Holland, a great exhibition of works of art and industry will be held at the Hague.

—The annual Lower Canada agricultural exhibition, also for works of art and industry, will be held in Montreal, on the 29th and 30th September and on the 1st of October next. The local committee, after examining and discussing the many offers made for the place of meeting, finally decided upon the grounds and station house at the Point St. Charles, where the exhibition was held last year. The difficulty in finding a suitable building for the exhibition of works of art, &c., and at the same time grounds sufficiently extensive for the agricultural exhibition caused them to decide as above mentioned.

—Listz, the celebrated pianist, has just been solemnly received a member of the brotherhood of the order of St. François d'Assises. Vicuxtemps, the violinist, and Thalberg, who disputed the palm as a pianist, with Listz are now giving concerts in Toronto and draw crowded houses. They are both expected shortly in Montreal where Thalberg, last year, gave several public concerts.

Statement of monies paid by the Department of Education for Canada East, between the 1st January to 31st May, 1858.

Amount paid from 1st January to 31st March 1858 as per statement published in Journal No. 3, 1858 ..... \$140,387.87

Paid from 1st April to 31st May 1858, viz:

On account of grant to common schools for 2d half of 1857..	\$	2,705:80
" " for Superior Education .....		780:00
" " Jacques Cartier Normal School...		1,035:39
" " McGill Normal School .....		1,384:00
" " Laval Normal School .....		1,682:67
" " Journals of Education .....		721:95
" " Office contingencies .....		467:32
" " Departmental library .....		56:48
" " Books for prizes .....		171:62
" " Salaries of School Inspectors .....		4,166:52
" " Poor Municipalities .....		230:00

\$153,790:62

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