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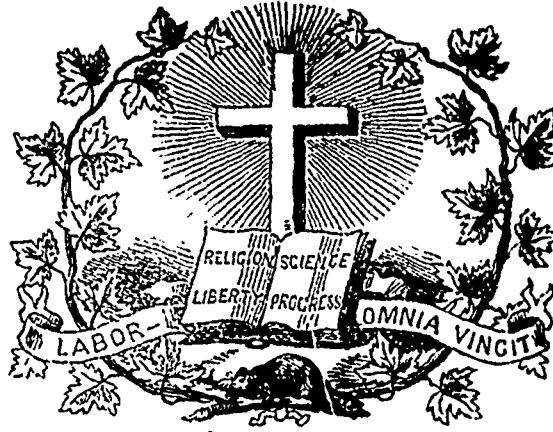
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SUMMARY.—**EDUCATION:** Graduation in teaching and training, by J. Bruce, Esq., Inspector of Schools, (concluded).—Object lessons.—Recollections of a School-master.—Conversation a means of education.—**LITERATURE:** The Princes of America, by A. N. Woods.—**OFFICIAL NOTICES:**—Appointments, Education Office.—Separation and erection of School municipalities.—Diplomas granted to McGill and Jacques-Cartier Normal School pupils.—Diplomas granted by the Boards of Examiners.—Situations wanted.—Teachers wanted.—Donations to the Library of the Department.—**EDITORIAL:** Promotions.—Distribution of Prizes and Diplomas at the Normal Schools.—The visit of H. R. H. the Prince of Wales to America, (concluded).—**MONTHLY SUMMARY:** Educational intelligence.—Scientific intelligence.—Literary intelligence.—Miscellaneous intelligence.—**ADVERTISEMENTS.**

The meaning and various application of words must be more enlarged upon—following their definitions and varied modifications more fully in sentences of the pupil's own construction. Exercises on prefixes, affixes and roots of words must be more full—not as a dry study—going no farther than mere defining, but presenting them to the scholar by sentence-illustrations, till thus practically understood, and till the student, in sentences of his own construction, can correctly, and with facility, use them. Without the proper and legitimate application of vocable, in their varied forms, their study is of little value.

A few illustrations may not here be out of place. Let us dissect the following words, give the meaning of their parts, their meanings compounded, and their application embodied in sentences:—

EDUCATION.

Graduation in Teaching and Training.

(Concluded.)

The next stage supposes the teaching and training of the most advanced scholars of a school; and when we should have around us that part of the school whose previous instruction should have fitted it for higher training and with a greater stretch of intellect,—minds, whose travel, from the simplest elements of rudimental teaching, should have gathered much of good material for farther advancement, and whose spring time of training should have sufficiently prepared them for more vigorous efforts.

In all their studies there should now be more of the *volo*,—more of a sincere desire to co-operate with their educator, and with powers of mind better prepared to grasp instruction. They can now work the apparatus of their own minds more independently of their instructor; and therefore, in teaching and training them there may be,—and to advantage,—a farther remove from the simplicity of the purely rudimental teaching; but only just so far as the development of their minds, and their acquired mastered knowledge will admit. Here the pupil's life-in-earnest may be said to begin.

In now training to read, some of the previous exercises may be omitted; and in their places, others more suitable at this stage may be given. But training them to read, so as to enable them with more advantage and more correctly to study their lessons on seats, must by no means be discontinued.

If the course recommended has to this been strictly adhered to, and gone over with life and skill, the formation of many bad habits has been prevented; and following it up will be to carry the pupil through his reading-training free of those injurious and progress-hindering habits and defects, into which, without such methods of culture, children readily—nay unavoidably fall.

The teacher now takes the lesson by sentences—training the class with care on each—as this respects vocalization, giving tone and flexibility to the voice, a fluent flow of utterance, a more correct knowledge of the varied application of emphases, how to modulate the voice with reference to the meaning, &c. Other exercises must also be carried higher than at the preceding stage.

COMPREHEND.

Com. within; *prehend*, take; take within—embrace within. *Ex.*: We conceive clearly, understand fully, the mind comprehends minutely.

EDUCATE.

E, out, out of; *duc*, draw forth; *ate*, doing or acting; draw out by exercise. *Ex.*: We educate the mind when we draw forth its capacities in all their strength; activity and skill by wise and vigorous exercises.

ANIMATE.

Anim, life; *ate*, to give; to give life. *Ex.*: Bland, kind treatment will do more to animate a scholar in his work than stern commands.

But analyzing and exemplifying must be accompanied by questioning.—Suppose *animate* to be the subject of questioning; proceed as follows: What does this word signify?—'To give life.' Has it any other meaning?—'Having life.' What part of the word denotes *to give*?—'ate.' Annexed to verbs what is its meaning?—'To make.' Give examples of its varied meaning as subjoined to verbs, adjectives and nouns.—*Verbs*: Educate, demonstrate, imitate,—signifying to do, to make. *Adjectives*: Considerate, delicate, accurate,—meaning, being or having. *Nouns*: Associate, graduate, magistrate,—denoting the person that, or the one who. What part of the word *animate* signifies life?—'anim.' Give words in which *anim* is the root with prefixes and other affixes.—*Prefixes*: Inanimate, exanimate, reanimate. *Affixes*: Animal, animation, animose.—Analyze these words, and give their meaning in construction.—All words should be so well understood by the pupil as to enable him to apply them—and readily, in sentences of his own construction, and without requiring assistance from other sources.

There is no effectual way to become acquainted with words and learn their meanings but by practice. We cannot properly know words and have power over them, until we can recall them with ease, and use them to express our own thoughts to others, both in

speaking and writing; and we acquire this power just by practice. But let the teacher beware of confining his vocable exercises to compound words, or to dissecting or analyzing words which admit of simple forms. Such exercises should include every kind of word and as conjunctively used.—We use words in companies,—we throw them together in clusters—and it is their relative positions, which give them their full specific meaning. It is in grammatical and logical union, that words show their power and magic effects as they travel from the speaker to the hearer, and awaken in his mind the thoughts of the sender. We all have one grand aim in speaking and writing, viz.,—*imparting our thoughts to the minds of others.* Words standing alone is no language. It is in proper union, well chosen, that they acquire that power of mind-diffusion, mind-reception, and of mind-formation, after which every one who has the power of speech should aim.

So long as our teacher: pay little attention to language and its materials, their instructions cannot be efficient. The more they attend to this part of their work, the more will they lessen their own labour and that of their pupils, and with greater certainty of success.

Our best and most effective readers are generally those who best understand what they read.

It is at this stage, that paraphrasing,—verbal and general, dissecting sentences, giving outlines of lessons, and reproducing them, with exercises on composition, &c., should be fully practised.

Let us now proceed to explain a little farther by passage-illustrations, what we have said.

“What a world do we carry about with us! | How sublime are its wonders! | And yet how little does man study this world of *self*—his own nature, body, soul, and spirit! | Familiar with the world without, how little does he know of the world within! | While throwing back fold after fold of the veil from the face of external nature, and inquiring into its hidden secrets, how forgetful is he that there is the temple of his own humanity still to enter, with its deeper veil to lift and its grander mysteries to explore! | Let it not be so with us! | Let us give ourselves to diligent study; and just as we advance step by step,—just as we come to know more and understand more of the curious structure of our own bodies, | the more inclined shall we be to take up the sentiment of the inspired writer, and with the same loving and adoring feelings to exclaim.”

—“I am fearfully and wonderfully made;—marvellous are thy works, and that my soul knoweth right well.”

We suppose this passage to be a reading lesson, on which the teacher is to train his advanced reading-class. The *bars* show how far at one time he reads to his class: and to each bar, he must study to read with correctness—skilfully managing his voice—to be closely imitated by them, as they read in concert. Special attention should be paid to the less *apt* in the class,—making them read and re-read till they come up to the rest in tone, correctness, and facile reading. This supposes, however, that previously the lesson has been well studied by himself. Neglecting this he cannot with much advantage or self-command train his class. There is a great deal in the way in which an example is brought before pupils, whether it be in reading, explaining or illustrating; and there is as much, if not more, in making pupils repeat what is read, explained, &c; and continuing the repetition till their minds have really got hold on it. Teachers, in not attending to these things, namely, self-preparation,—studying how best to present a thing to scholars, or set before them an example—and following up repetitions till an effect is produced or a result is made manifest, greatly increase their own labour, make their teaching less interesting and profitable, often repulsive, and progress slow and unsatisfactory.

When individual reading commences, no sentence should be passed till it is read with, at least considerable correctness, and the pupil is able to read it with a distinct and a commanding voice. When a correction has to be made, let it be done, not by checking, but by reading the whole of the part of the sentence in which the mistake was made, or even the whole sentence. This will best show how, by the correction, the meaning is better brought out, and it strengthens more the habit of that fluent onward flow in reading, at which the teacher should ever aim. It tends, also, to give the reader more confidence and more of self-command, than by instantaneous checkings, which often occasion much waste of time and are very unfavourable to acquiring a fluent expressive manner of reading.

How afterwards to read on seats, and then study to prepare for recitation and other exercises, concomitant with reading, see directions under number 4.—I would remark farther on this, that nothing in school systems needs reformation more than our methods

ETYMOLOGICAL EXERCISE.

Words.	Prefixes. Meanings.	Stem or root. Meanings.	Terminations. Their power, or what they denote.	Etymological definitions.	Application of these words in sentences of the pupil's own construction.
Sublime..	Sub—up, upwards.	lime — limit, or boundary .....	.....	Beyond a limit; grand in nature or thought.....	There is something <i>sublime</i> in a very high mountain.
Secret ..	Se—away from....	cret—see, or seen..	.....	Away from being seen....	A thing put into a place, known only to one's self, is said to be in <i>secret</i> .
External.	Ex—out, out of....	tern—side	al—belonging	Belonging to the outside..	What is on the outside is <i>external</i> : an <i>external</i> appearance.
Mysteries	My—hid, shut.	ster — remaining, standing.....	ie—belogigu to, s—more than one ..	Many hidden things	Every thing God has created has its <i>mysteries</i> , unsearchable to creatures.
Explore .	Ex—out, out of ...	plore—to search, to enquire into.....	.....	Search out	The student <i>explores</i> the learning and wisdom of men of other days.
Advance.	Ad—to	vance—forward, go forward .....	.....	Go on or forward in a certain course.....	The industrious scholar has the fairest chance to being <i>advanced</i> to honour.
Inspired.	In—into, in,on,upon	spire — breathe, breathe into.....	ed—done	Breathed into, infused into the mind.....	Those who wrote the Bible were <i>inspired</i> by God; He poured thoughts into their minds.
Adoring.	Ad—to	or—worship	ing—doing	Doing worship.....	We should delight in <i>adoring</i> our Maker.

of study in preparing lessons on seats. Children are sent to seats with lessons to prepare for recitation, sums to work, or rules to study, or some lesson to commit, with no hint how it is to be done, without any special direction or mode of study, by which they can more profitably, more correctly, and in less time, go through their studies, or do their work. For want of a system for preparing lessons, a great part of school time is lost, or very unprofitably spent. Every teacher should draw up—and with careful consideration—rules for preparing lessons—directing the pupil how to go through any and every part of his school-work, in a way most profitable to himself, and least wasteful of time. Were our educators to attend to this part of their duty more, scholars would come up, with lessons far better prepared, and be able to stand the test of the master's examination with more profit to themselves and satisfaction to him.

We now suppose the same class called up to test the results of seat preparation, on reading, and their knowledge of the substance and matter of the lesson.—How this may be profitably and efficiently done I have already explained. But as the etymological exercise at this stage should be more minute and more extended, the following directive illustrations may be found of some value to aid and guide the inexperienced teacher, and perhaps, be of some little advantage even to the experienced educator.

As the teacher is going on with this exercise, let him explain as plainly as possible how the stems or root-words are modified by the elements which enter into their composition, as, how, *plor* is modified by *ex*, *dore* by *ad*, &c.; how a root lies at the foundation of a word, or of a whole family of words as follows: *in-spire*, *ex-pire*, *con-spire*, *re-spire*, *tran-spire*, *as-pire*; and how the added elements alter, or vary the meaning; but not passing the exercise till well understood, and the pupils are able, and with considerable readiness, to use the words in sentences of their own construction. One of the greatest defects in our methods of teaching is passing over what we teach, or on which we train children, too hastily, and not unfrequently never again returning to it. These defects have to be corrected, if really we are in earnest in the matter of education.

At this stage scholars should know as much of the elements of grammar as to enable the teacher to exercise them on grammatical etymology, considerably, showing how words are modified in their meaning by grammatical changes; how a noun is modified by its changes of number, gender and case; an adjective by its degrees of comparison; a pronoun, by its various forms of person, number, gender and case; a verb, by its several inflections and compound forms; and also such other parts of speech as assume different forms. But such exercises should be followed up practically, in sentence-application.—The following examples will illustrate what I here refer to:

TEACHER. How does *est* modify the adjective smooth? PUPIL. It expresses the highest degree of the quality smooth in the things compared, as paper is smooth, my slate is smoother, but the window class is by much the smoothest. TEACHER. Exemplify *he*, *his*, *him*. PUPIL. *He* walks to school every day; *his* father allows *him* to remain at home occasionally; I sat by *him* to-day when writing. T. Explain. P. I use *he* as the agent, the person that walks; *his* to express relation, *his* father; and *him*, in the second example, as the object of the verb *allows*, *his* father allows *him*; and in the third, as dependent on the proposition *by*, expressing my relation to *him*. T. Show by examples how you would use *drink*, *drank*, *drunk*, *drinking*, and the compound form *had drunk*. P. He now *drinks* water; he *drank* beer before. My father has *drunk* water daily by order of the physician. I do not approve of *drinking* spirits. George *had drunk* a cup of coffee yesterday, before I sat down to breakfast.—And so on.

Exercises of this kind will do much to unfold the principles of grammar to pupils, and to familiarize them with their application.

I might now close my remarks and directions; but the advancement in improved teaching, of late years, requires that the subject be still farther followed up. The few hints I would still offer for the benefit of the teacher, I reserve for a future communication.

JOHN BRUCE,
Inspector of Schools.

Object Lessons.

Many of the boasted discoveries of the age, in the science of teaching, are mere changes, not improvements. Many who talk loudly of progress are only marking time—stirring, not advancing. But the methods of primary instruction recently introduced into this country from Germany, and extensively adopted in our best schools,

are not of this character. They are changes from the false to the true, and worthy of all that has been said in their favor, and a great deal more. I refer to the recognition of the principles which have just been briefly sketched—that it is the facts and objects of the outer or material world with which we must first deal, and that the formation of habits of close and accurate observation is the great work of the elementary teacher. 'Object lessons,' as they are termed, form an important part of this improved method of primary teaching. Some familiar thing, as a book or watch, is selected by the teacher as the subject of the lesson. Attention is called to its several parts, with their names, the materials of which it is composed, with their sources, and the place and manner in which it is made. Its various uses, etc., are also explained. A great variety of questions relating to the object are asked by the teacher and children, and many points are suggested to the latter, upon which they are to seek further information from their parents, or older brothers and sisters. The important point to be noticed here is, that the article is present; its form, color, and parts, are seen as they are described. The knowledge acquired by children is, therefore, concrete, not abstract. The number of different things which can thus be brought to contribute to the purposes of instruction is unlimited, and the children will take great delight in bringing their offerings, since even the dullest finds he can take part in the exercises and add to the interest of the class. Natural objects may be used in a similar manner; a simple leaf, or flower, or pebble, affording ample scope and interest for many lessons.

Thus a spirit of inquiry and a healthy desire for useful information are awakened. The amount of valuable information communicated in this manner is very great. It is positive knowledge, not mere words representing knowledge. A thousand facts are thus secured to the mind, which, though learned repeatedly from books, would, almost inevitably, be quickly and hopelessly forgotten. So wide is the difference between passive reception and eager grasping. Children six years of age, who have been taught by this process, often exhibit an acquaintance with the familiar objects of common life not possessed by persons of maturer years and far greater pretensions to scholarship.

But the mere information gained, valuable as it is, is the least benefit accruing from this method of instruction. The attention of the child is arrested, his mind is interested, his mental faculties are quickened into vigorous yet normal activity—the impressions received are vivid and enduring. Instead of the listlessness and stupefaction produced by the dreary, monotonous repetition, all day long, of A, B, C, the eye is bright, the face radiant with pleasure, the movements elastic, and the whole being instinct with life. The child is thoroughly awake, because the teaching is natural, sensible, and philosophical.

The power and habit of accurate observation, of nice discrimination, and correct judgment, are among the best fruits of teaching by object lessons. Every one must have observed the astonishing difference in the ability of different persons in these respects. There are thousands who, having eyes, see not, and having ears, hear not. They walk amid the clustering glories of the earth or beneath the star-jeweled draperies of the heavens, but perceive them not. The cadence and swell of music, the eternal anthem of the solemn sea, the silvery minstrelsy of birds, roll and die upon the echoing air in vain; they only hear a noise! In the domain of trees and flowers, so full of the poetry of form and motion, so exquisite with the touch and tracery of the finger of God, their enthusiasm is epitomized in the words of the poet:

"A primrose by the river's brim
A yellow primrose was to him,
And it was nothing more."

They look upon the most gorgeous sunset and only know that there are clouds in the west from which, perchance, they predict rain on the morrow! The ingenuity of the mechanic, the taste and skill of the architect, the artist, the landscape-gardener, and the florist, are lost upon them. They may travel round the globe and they will be but little the wiser, while the keen vision and responsive ear of others find fitness, joy, and beauty, everywhere. Now, to a great extent, this loss of untold profit and pleasure to one class and gain to the other is due to the fact that the former do not know how to see and hear, the latter do. In the one case the eye and ear have not been cultivated, the habit of close observation has not been formed. So the vague sense of beauty which seems to be innate to childhood has been buried beneath the rubbish of life; the faculties of observation and discrimination have become rusty through disuse. In the other case the law of growth by use has been illustrated; every sense and faculty is kept fresh and keen, and has gathered power from year to year.

What can act upon the discriminating faculty, so like a whetstone upon steel, as the daily process of analyzing, comparing, separating and uniting different things and parts of things by means of object lessons? Not a peculiarity of shape or contour, not a principle of combination, adjustment, or grouping, not a shade of variation in color or tint, but is observed and noted. The importance of an early development of this habit of careful and minute observation; the extent to which it may be carried, in all cases, by proper training in early childhood; the impossibility of accomplishing it if neglected in youth; the manifold pleasures and benefits to be derived all through life from its exercise—these are arguments in favor of object lessons in primary schools, the force of which seems to me irresistible.

An incidental advantage attending the use of object lessons is the opportunity which it gives for discovering the peculiar aptitudes of different pupils. A taste for the natural sciences, for drawing, coloring, mechanics, etc., may be brought to light, and receive an impulse the results of which are brilliant and lasting. Moreover, many will be led to appreciate the value of certain kinds of knowledge which would otherwise seem unattractive and little worth.

But it may be objected that children are sent to primary schools to learn their A, B, C's, not to spend their time upon object lessons. The reply is, that not only is all the information and all the discipline of the senses acquired in that way *clear gain*, but the alphabet and all the rudiments of books taught by the old method can be and are mastered in much less time, and with vastly more pleasure and ease, than when the latter are the exclusive studies of the primary schools. The reason is obvious. The mind is relieved, refreshed, by the interest and pleasure excited by the object lessons, and returns to the alphabet or the book with tenfold zest and spirit, and will accomplish in five minutes more than it would have done in half an hour without the relaxation, and far more thoroughly. The idea of expecting children who can not read, or who do not even know their letters, to *study*, is simply absurd. They do not know how to study—they have no command of the necessary means and agencies. We might as well place all the tools of a carpenter before an apprentice who has just entered the shop to learn his trade, and tell him to go to work, as to place a book with the twenty-six letters of the alphabet in the hands of a child and tell him to keep still and study. It is absurd. How can he study? What will he study? How will he go about it? He may be compelled to sit and keep his eyes upon his book, but he might just as well have his feet in the stocks and his eyes upon the moon. He could study just as well by shutting his book and looking upon the cover, and with much less damage to his eyes and—to his book. And as to requiring the child to keep perfectly still while he has nothing to do, it is difficult to avoid the use of strong language against such folly and cruelty. All that the little martyr can do is to go to sleep, and even this refuge, is usually denied him. If there are degrees in human folly, surely that must be in the superlative which would shut up a troop of little children in a close room six hours a day and compel them to be perfectly still, on pain of chastisement, while there is not a single thing for them to do, nothing to interest mind or heart. If, then, teachers will persist in trying to impart a knowledge of the alphabet by the exclusive use of the old dreary monotonous repetition, a-b-c, let object lessons be added to the exercises, by all means. It will shorten the time necessary for the mastery by at least one-half.

The slate and blackboard are also indispensable instruments in primary teaching. Drawing has too long been regarded as an accomplishment to be acquired only by a few; it should be deemed a necessity, and the elements, at least, be acquired by the many. I have long been of the opinion that the elements of linear and mechanical drawing should be included in the common-school course, and that the former, at least, should be commenced in the primary department. Beginning with the straight line, let the class be taught to draw it, first as a horizontal, next as a perpendicular, then at all the intermediate angles. Let them afterward try to divide the line by the eye, without measurement, into two, three, or more, equal parts, till they can do it promptly and well. Then take up the curves, the circle, and the simple geometrical figures, etc. Great progress can be made in these elements by very young children, and, besides the immense advantage of them in life, they will take great interest in the exercises. The letters of the alphabet furnish an admirable series of exercises in drawing. Nearly all the primary movements, as straight lines—perpendicular, horizontal, oblique,—curves, etc., are involved in their formation. Especially is this true of the capitals. Some of the best teachers of the art employ them as copies, even for more advanced pupils. For primary scholars it is an excellent training for the eye and hand, and, while imparting knowledge and skill

in the elements of drawing, it *incidentally* fixes the name and shape of each letter indelibly in the memory; for, when a child has learned to draw a letter correctly, and to associate with it its proper name, he will not forget it. Thus, while the eye and hand are being trained to skill, while the first principles of a noble and useful art are being thoroughly learned, while the mind is pleasantly excited and interested, instead of being wearied and stupefied, the alphabet itself is completely mastered—incidentally, almost unconsciously. The names of the letters are not only more permanently learned in this way than by the old routine repetition process, but in less than half the time. This is not theory, but fact. It has been demonstrated by a thousand trials. That such an amount of precious time is annually wasted in the effort to print the mere names of the twenty-six characters of our language upon the memory of the child, by the endless iteration of a-b-c, would be ludicrous, if it were not so sad. Not only one, but several school-terms are often squandered, before the stupendous result is achieved! And when at last the victory is won, how poor and barren it is! the child can call the names of twenty-six crooked, dry, unmeaning things! that is all. No mental power has been developed; no new faculty has been awakened; no new pleasure has mingled in the weary task: the mind is deadened, almost stupefied; the child is disgusted with his book and tired of school; but he *knows his letters*, and great is the rejoicing of friends! There is, thank God, 'a more excellent way.' It is difficult to over-estimate the good effects of a judicious use of the slate and blackboard in primary schools. No school-room for small children is equipped without them—no one is fit to be a primary teacher who is unable or unwilling to use them.—*Hon. N. Bateman, in Ill. School Report.*

Recollections of a Schoolmaster.

It was many years ago that I commenced keeping school. I had graduated at an academy of some note, and was pretty well posted up in those branches of education which were introduced into our common schools; and when the committee came to examine me, I could see that they were very forcibly impressed by the ease with which I answered all their questions. In short I knew about everything that was set down in the books which I had studied, for I happened to possess one of those wonderfully retentive memories that fastens surely upon whatever comes once within its grasp. I imagined, and so did the committee imagine, that I was eminently qualified for the post to which I aspired. But as I look back now upon the events of those years, I can see wherein I greatly erred. I can see where I made great mistakes, and where I most woefully lacked in qualification; and I write this little chapter of Recollections for the benefit of those who may be just entering upon the duties of a Teacher.

When I commenced my first school (and the same ideas I then had governed me for a long time afterwards,) I looked upon the children before me as so many little individuals whom I had got to fill with learning. They were, to my mind, so many human vessels which had got to be filled up with the waters of education; and my only ideas of the capacity were of size and age. In my class of ten scholars which was to recite from the mental arithmetic, and the members of which were nearly of the same age, I considered that each individual must hold just the same amount of mathematical food, and digest it equally with the rest. And thus I commenced my school. I knew what was written in the books, and I was to teach it to the children before me. I had learned it all, and I believed they could. At least, if they did not, I meant that it should be no fault of mine.

In my first class in arithmetic were two boys whom I have selected to figure in this sketch. I take them because their subsequent career affords a striking example of the facts I wish to present. I shall not give you their real names, for they are both living, and are worthy, honorable men. I shall tell you that they were Luke Weston and James Shute. Luke was rather heavily built, with a large, full head, a florid, chubby face; a dark, bluish grey eye; dark brown hair; and inclined to be slow and dreamy when called upon to work with his mind. He could work fast enough out of doors, when the play-hours came, and when the free air and vigorous exercise sent the copious blood bounding through his veins; but in the school-room, over his books, he was quite another character.

James Shute, on the other hand, was light of frame, with a small, compact head, hair of a flaxen hue, light blue eyes, and possessed an organization highly nervous and sensitive. He cared but little for the rough sport out of doors, seeming rather to prefer his books,

and perfect himself in his lessons. I did not make any account of these physical peculiarities at the time, for I thought nothing of them, and cared nothing for them; but I remember them well enough now.

Luke and James were in the same classes in all the branches which they studied together, and the few months of difference in their ages were in favor of the former, he being a little the oldest. In a very short time I discovered that Luke Weston did not learn his lessons well. He blundered in his arithmetic, and stumbled lamely over his spelling lessons. As I look back now, I can remember that he used to betray a deep interest in some portion of philosophy, and that, when the subject interested him, he would read with a feeling not excelled by any scholar in school. But I cared little for this at the time. I looked upon the black-board as the grand field for scholastic display; the spelling-book came next; and next came Lindley Murray's old calf-bound grammar, with its intricate maze of Orthography, Etymology, Syntax, and Prosody. These were my educational deities, before which every intellect must bow, and from the inspiration of which every intellect must be filled.

James Shute became my favorite scholar. He worked over his slate with an assiduity which was untiring, and I felt a pride in exhibiting his powers to my visitors. Upon the black-board he could perform wonders for one so young. In reduction, in fractions, simple and compound, in involution, in factors, and in the roots, he was perfectly at home. So, too, in spelling was he prompt and sure. And in grammar he was excellent. He sometimes made mistakes in analyzing sentences, where the meaning of the author was not plain; but he remembered his rules, and knew how to apply them.

With Luke Weston I was sorely perplexed. He did not get his lessons well at all. When he came to compound fractions he could do nothing with them. Left to himself, with his own time and method, he could worry the sums out; but he was behind-hand in his recitations, and always blundered upon the black-board. In grammar he was also remiss, though not so bad as in arithmetic. When he came to parsing he got along much better than I could have anticipated, since he had been so clumsy in committing the rules and exercises of Lindley Murray to memory. In analyzing language, and comprehending the powers of words, and in understanding his author, he betrayed a keenness of perception for which I did not then give him credit. I remember once, the class were parsing in a passage from Milton. A relative pronoun came to Luke, and he parsed it. I corrected him in the matter of its relation. I told him it related to a different person from the one he had named. He read the sentence over again and objected to my idea, maintaining that he was right; and he was proceeding to show me wherein I was in error, when I interrupted him, and made him stand out on the floor an hour for his disobedience of my instruction. That night when alone in my room, I read the passage over, and at length became convinced that Luke had been right. But I would not own it to him. No, no,—that would have lowered me in my own esteem. Yet I resolved to be more careful in the future how I corrected him in his parsing lessons. However, he was, in my estimation, full of short-comings. With his general behavior I had no reason to find fault, for he was a noble, generous-hearted fellow, and was beloved by his friends.

"Luke," said I, as I stopped him one night after school, "why is it that you do not get your lessons?"

He said he didn't know.

"Don't tell me," I cried, "that you don't know. You don't study—that's the reason. See how James Shute gets his lessons. You are older than he is."

Luke said he could not get such long lessons—he could not remember them. He had tried hard enough to do the puzzling sums, and to spell the long words, but he could not do it.

I told him it was all nonsense. He could do it if he had a mind to. He did not try. He was more fond of play than of study. In short I talked very severely to him, and assured him that if he did not have his lessons perfectly on the following day, I should punish him. He went away with his head bowed, and, I thought in a sulky mood.

The following day came and with it came the first class in arithmetic. James Shute could do every sum. Luke Weston had not done half of them. When the class came up to spell, James spelled all the words, and gave all the definitions promptly. But Luke could not remember them.

So I told Luke Weston I must punish him; and stood him out on the floor; and I made a great fool's cap, and put it upon his head; and there he stood until the school was done. He did not cry; nor did he look particularly ashamed; but he compressed his

lips, and looked very ugly. At all events, so I thought at the time. When I relieved him of the fool's cap, at the close of the school, I told him I hoped he would get his lessons better the next time. He made me no reply, but left the room with a quick, stern step, and went home without stopping to play with his mates.

On the following day Luke did not come to school, and on the day after that I understood that he had gone to learn the shoemaker's trade. I made some little inquiry, and found that he had declared that he would go to school to me no more, if he had to run away; and, as his parents were poor, they had allowed him to go to work in a neighbor's shop.

In time I finished my school, and James Shute bore off the palm of scholarship. Upon him I bestowed the highest encomiums, and held him up to the admiration of visitors.

During the vacation I visited a neighboring State and found employment there; then went South, and finally became engaged as teacher of mathematics in a school in New Orleans. The years slipped by, and still I remained in my new home. One day I received a paper from my native State, and I saw mention made of one Luke Weston, as being leader of a strong faction in the Legislature. Of course that could not be my Luke—it could not be the one upon whom I had put the fool's cap. No—it must be another of the same name.

Time passed on, and by and by I read in the papers that Luke Weston had been elected President of the Senate of my native State, and that he was now a powerful leader of a powerful party. Of course this was the same Luke of whom I had before read; but it could not be the same Luke who had worn my fool's cap. Of course not.

And still time passed on, and I finally read that Luke Weston had been elected to the Senate of the United States; and that he was great y honored by all who knew him.

In another year I visited the home of my youth; and one of my first enquiries was of Luke Weston. He was a United States Senator. So it was my Luke, after all.

And where was James Shute? He was book-keeper in a bank, and was accounted a very correct and faithful clerk. He had been there twelve years, and would probably remain there, as he liked the place, and had no particular ambition or qualifications above it.

And now, with the silver touch of many years on my brow, I sit alone in my study and reflect on the past. I see many, many children, who have been under my charge, now grown to men and women; and I see many of those I had thought excessively stupid, occupying places of honor and trust; while many I had thought wonderful in learning, are plodding along in the ordinary pursuits of life, the lessons of the old school-books all forgotten, and the one idea of food and clothing occupying their whole attention.

And I think, if I could teach school again, how different would be my course, for from my review of the years that have gone, I have learned some things of which I was ignorant when I first assumed the rod and staff of the pedagogue.

Different children have different capacities. Many a quick-witted, sharp minded boy has borne away the prize of scholarship who has not studied half so hard as has the poor fellow who goes weeping to his home because he gained no medal. All minds do not grow alike. Some intellects are precocious, and germinate and go to seed very early. Such ones are apt to be the delight of the pedagogue. And yet, as I call to mind those of like character that have come under my care, I find that they have not been very prolific bearers of mental fruit.

Other intellects are slower in growth. They generally belong to bodies that are growing fast and strong. Such intellects do not grasp easily at mathematical niceties in early youth. They comprehend slowly at first, but surely; and are firm and uncompromising, and are apt to be rather skeptical upon subjects which oppose their intuitions. Such are sure to meet with little charity at the hands of their pedagogue; and yet as I call to mind those of this latter character which have come within my care, I find them to have grown stronger as they have grown older, and to have been prolific bearers of noble fruit. From this source we derive our original minds, and, also, most of our intellectual giants.

Teachers, seek to understand the capacities of your scholars before you begin to force the mental food upon them. If you seek to fill them with learning as you would fill barrels with water, you may make some great mistakes. Ten chances to one that you may put the fool's-cap on the brow of a Daniel Webster—that you give the position of a dunce to a Christopher Columbus—while you may set another Bill Shakspeare over among the girls, because he looked that way when he ought to have been studying.—*Rhode Island Schoolmaster.*

Conversation a means of Education.

There exists, at present, a popular error, respecting the nature of education. Most men seem to think that to educate, is merely to possess the mind of a great stock of knowledge, irrespective of order, system, or relation. Such is not education. It is not a filling-in, it is a drawing-out. The mind is not a store-house, that only needs to be filled; not mere vacuity, until facts are thrown in to fill the void—it is a germ susceptible of indefinite unfolding and growth. Not that mind which *knows* most, but that which *thinks* and *energises* most on what it knows, is best educated.

He who has all his faculties cultivated in proportion to their relative importance, is capable of performing, on any given subject, and in any given time, more intense and efficient mental labor, than he who is possessor of all the treasures of learning indiscriminately thrown together. "Knowledge, till smoothed and squared and fitted to its place," only encumbers what it seems to enrich.

Let these observations serve as an introduction to a few suggestions on Conversation as a means of Education.

Whatever exercises the mind habitually and most vigorously, is its best discipline. Exercise beyond its capabilities, however, is dangerous. Hard labor in the limits of capability, gives strength, and brings out the forces of the mind; but excess prostrates, deforms, deranges, often destroys.

It is true, that whatever exercises the mind habitually and constantly, if not vigorously, has a controlling influence in giving it character and forming its tastes.

These general truths are specialized in conversation, and in everything else that awakens thought. Conversation is a mental excitant. It is reciprocally suggestive and stimulating. It may be discursive and speculative, and in such cases it abounds in suggestions which flash out and kindle enthusiasm in the minds of all who participate. It keeps the mental machinery in active exercise, and ever ready for an excursion into the realms of speculation. It develops a taste for discursive reading, discursive thinking, and discursive philosophy. The conversation of Socrates formed the tastes and determined the intellectual status of his pupils. It gave a philosophical bent to their minds, and taught them the necessity of applying the closest scrutiny and most rigid analysis to whatever engaged their thoughts. It was always suggestive, always instructive, always so directed as to cause the hearer to think with much care and precision.

There are various kinds of conversation, and each kind develops the mind according to its nature. He who hears nothing in conversation but gossip, is likely to become a gossip, a tattler and babbler, destitute both of wit and sound sense. Such conversation never evolves a serious or labored thought, never induces severe intellectual labor, never awakens an idea of the good, the great, the beautiful, the noble, the sublime. It is trifling, and makes triflers. It never pushes the faculties out till they attain manly energy, but leaves them forever shut up in the narrow sphere of a lilliputian.

He who indulges habitually in the licentious and ribald jest, drives from his own mind all the softening and genial influences of morality and religion, and like the pestiferous breath of the Libyan Serpent, poisons and attaints every one who comes near him.

He who converses with sages and savans soon learns to think and converse like a sage. There is a majesty and dignity about his thoughts, and a nobility about his sentiments that do not humble themselves to the rank of trifles and vulgarity.

Conversation is next to religion itself. The greatest orator pronounces an oration only occasionally, whereas he is continually conversing. Thousands of ideas are digested and thrown out in this way, awakening thought and stirring up the forces in the realms of mind which are never mentioned in an elaborate public discourse. More minds are wrought upon by this means than by any other appeal, because it adapts itself to the capacities of all.

Dr. Samuel Johnson was remarkable for his conversational powers. He seemed to converse for victory. A man of sweeping and imperial pride, of superior mental power, exhaustless erudition and a pompous diction, the character of his conversation partook of all these characteristics. It was like a torrent that moved with a steady, mystic flow, never falling in its channel, but moving right onward to its destination, with a regular and more lofty swell. The beauty of his style, and the charm of his mode of expression, gathered around him trains of admirers, who soon partook of his mien and manners, and constituted the "Johnsonian school." His converse seemed to fashion their minds after his own. Whenever he conversed, he seemed to lighten upon his theme, and fix the attention of every listener. His manner, his gesture, his counten-

ance, and the intonations of his voice were such that they not only won a respectful attention to what he was saying, but roused the mind to active thought, and kept it in that state as long as he conversed. We learn from his biography that those who associated most frequently and intimately with him became daguerreotypes of him in almost every particular. So great was his influence over his colleagues, that he exhibited himself in their conversation long years after he was gone.

Coleridge is another instance of an educational influence being given by his conversation. He conversed like a prince, because he was a prince in almost all departments of literature. In conversation his own mind seemed to be kindled by what he said. He conversed, not for victory, but for his own pleasure and happiness, and the good of others. He never spoke without saying something wise, or calculated to improve his hearers. Without aiming at conquest, he took the minds of his listeners captive, and held them so, willingly on their part, till he chose to liberate them. They never left him without being stronger by their bondage to the intense thought that his converse induced. Whoever came in contact with him, went away with higher purposes, and nobler, clearer thoughts than those with which they came. In conversation he not only imparted knowledge, but made it the occasion of serious and earnest thought.

Conversation is the first means of giving ideas a clear and definite form. Ideas until brought out into form by words, are dark and obscure—vague and indefinite. A notion exists in the mind, but it cannot communicate it to others, nor does it fully know itself what that notion is. It is the embryo of something that cannot be made tangible, that the mind cannot explicate, even to itself, until the means of its clear development shall have been found and tried.

Ideas are not full and clear to the minds of others, and not even to our own minds, till they are clothed in words, and brought out in the form of distinct propositions. What we can communicate to others clearly and intelligibly, exists clearly in our own minds; but if we cannot make others understand it, we have not a clear perception of it ourselves.

Now words being the means by which ideas assume a definite form, the influence of conversation in developing them must be great, inasmuch as by it we learn the use of words, and learn to distinguish one from another. We observe that those who have the most ready command, and the most accurate knowledge of words, express their ideas most clearly, and reproduce them when occasion requires most accurately. But conversation only gives our ideas a tangible shape in proportion as it is correct, and aims to bring out the thoughts in a clear and distinct manner. He who converses carelessly and listlessly—who partly expresses an idea and leaves the remainder to be inferred, is throwing a veil of obscurity over his own mind, is rendering himself less capable of close, accurate thinking, and is likewise afflicting his associates with similar habits; while he who converses with care and precision, who gives every proposition or thought a full expression, is forming a habit that continually leads to more and more systematic culture, and greater perspicuity of thought. — *Indiana School Journal.*

LITERATURE.

The Prairies of America.

It is comparatively easy for any of my readers to imagine a prairie—it is next to impossible to describe one. Leave Dwight behind you, and walk out to the east till all sight and sound of the little village is lost in the distance, and then look round you. There is a huge, undulating ocean of long, rich grass and flowers, which the warm, soft wind keeps in a gentle ripple. There is not a sound but the shrill chirping of millions of crickets, not a shrub or bush to break the dead level of the distant horizon—nothing to vary the wide-spread sea of verdure but its own masses of bright wild-flowers, over which gorgeous butterflies keep always skimming on noiseless wings. This is the prairie. About a mile or so a-head is a slight, but very perceptible rise in the ground, and you, push on for this to get a good look about you. There is, of course, no track, and your way lies through the prairie grass, in autumn little more than breast high, but in the spring almost over your head; you stride through clumps of resin and compass weeds, through patches of blue, yellow, and purple flowers, through thyme

and long rich grass with tall, tufted, reedy plants in the midst, which attract your notice at once. It is the rattlesnake weed, always most plentiful where this deadly reptile abounds, and the roots of which, with immense doses of corn whisky, is said, under certain favourable contingencies, to have averted fatal results from the bites of small reptiles of this species. Where the snake-weed is plentiful, beware and look out well for the snakes too. You can't walk far through the prairie on a hot morning without hearing the dry sharp hissing rattle of one of these deadly serpents, as with his tail so quickly vibrating that you can scarcely distinguish its end, and with the lean, hungry-looking head erect, it moves sluggishly away in search of a place where it may repose and bask undisturbed. Such dangerous occupants of the grass are very common in the prairies, and may with prairie wolves and sometimes deer be within a stone's throw of the houses of Dwight itself. But all this while you are plodding through the grass, turning aside for one minute to look at the little prairie crabs which burrow down their holes some fifteen feet to the level of the water below the gravel, and into which they drop at once on the slightest sound of alarm, or else you watch the coveys of prairie hens as they rise with a whirl right and left, and go skimming along like grouse a little a-head of you. At last you gain the summit of the gentle rise, and can look around you for miles on miles in all directions, yet you are almost disappointed to find that you have gained nothing by your walk—that the same tremendous extent of wild meadow land, clothed with a rich luxuriance of grass and flowers, stretches away on every side till deep green fades into brown in the distance, and a line of blackish-blue on the ocean, far, far out, marks where the horizon meets the sky. Yet the land is not all level. It has a series of gentle undulations—of low, long sloping ridges, as if an inland sea, when slowly moving with a quiet, regular swell, had on the instant been changed to rich and fertile land. The prairie of which I write this is known as the Grand Prairie, from the extraordinary fertility of its land—for its length is only 150 miles by 60. But in a south-easterly direction from Dwight one may journey for more than 300 miles and never once quit their long, shallow ridges—never see anything but the external expanse of deep green grass, perfumed with the gum droppings of the resin weed. The southern prairies are broken here and there by water-courses, by clumps of cotton-wood and groves of locust trees. Occasionally, though at rare intervals, a little line of locust trees, looking like rocks in the great ocean of grass, mark where pools of water may be found. These varieties, however, are but few, and after a journey in the great wilderness a tree almost startles you as something out of place in the huge soft green meadow-sea, where the long coarse silky-looking grass bears nothing stronger than a resin weed among it, and where a breath of wind ripples its whole surface into breakers of verdure, which even in the calmest days gives such an aspect of life and animation to these silent and deserted lands. One might write for days and days on prairie land and prairie life, and yet give but a faint idea of either to those who have not seen them. It is the wild, the overflowing abundance of animal and vegetable life which fills these great reservoirs of nature, the knowledge that the thousands of square miles of soil over which you travel is the richest and most luxuriant in the world, and yet, in spite of this, the utter desolation and absence of the trace of any human being which surprises you, one time with gratitude that there is such land to spare, and the next moment with regret that its great riches should be so neglected and forlorn. Travel on for miles and miles, for days and nights, pass from Illinois across the broad turbid waters of the Mississippi, into the slave State of Missouri—journey for hundreds and hundreds of leagues, as you may do then, yet not quit for a single day those monstrous grassy waters, those perpetual land calms in which a silence as great as that upon the sea seems always to remain unbroken.

The inexperienced person, however, must be very careful how he ventures on these luxuriant steppes alone. Let him but lose sight of his faint landmarks, and make one or two incautious turns, and he will instantly find himself engaged in a game of blindman's buff on a most extensive and unpleasant scale, and must catch what way he can back again. In vain you search for the track you have made through the long grass. A breath of wind is sufficient to conceal it from your inexperienced eyes, though a week afterwards an Indian runner could follow it up with as much ease as if it were a paved road. You push forward in what you think a straight course, but it is ten to one that you only make huge circles round the place from which you started, and it is then that the eternal solemn silence of the great plains becomes not only impressive but almost alarming, when every fresh effort to strike a track increases your weariness, and you feel yourself a helpless prisoner

in these huge, bright smiling solitudes. Fortunately, none go on the prairie for the first time without being shown, in case of such mishaps, the groups of compass weed, which abound all over the plains, and the broad flat leaves of which point due north and south with an accuracy as unvarying as that of the magnetic needle itself. And thus with the aid of these useful little weeds and the sun's course, you may make tracks across the broadest prairie with the most unerring certainty.

The great danger to which travellers on the largest prairies are exposed is fire. Scorched during one or two months of summer by an almost tropical heat, the grass shrivels up into a coarse brown-looking hay, and while in this state is constantly lit accidentally by the carelessness of hunters, or by flashes from the terrific lightning storms which are always sweeping over the plains. With a brisk night wind in the height of summer a prairie fire spreads over the whole plains with awful rapidity, and, unless well mounted, woe betide the unlucky travellers, who, roused by the smoky heat from their slumbers, see the great horizon of orange-coloured flame in the distance, like a vast semicircle of fire bearing down rapidly towards them. On the small prairies instant flight is the only chance of safety. On the great and wilder prairies flight is useless, and the only expedient that offers any hope of safety is riding madly with the wind some ten miles in advance of the fire and lighting the prairie before you at two or three points. As the wind bears the flame rapidly a-head, the travellers, after a short interval, are enabled to follow along the scorched track comparatively out of reach of the flames coming up behind, which of course stop on the margin of the burnt ground for want of fuel. But even this dangerous expedient will fail if the fires take place in June when the grass is very high. So much scorched embers then remain behind, that no horse can venture in, and no rider could live in the dense stubble smoke. In such desperate straits the only chance is to slay and disembowel the horse, and literally creep into the raw cavity till the flames have passed, and as there are instances of this resource having sometimes saved the lives of Indians and hunters it is perhaps not too much to conclude that it has often been tried with less successful results. In fact this is the last resource, and must be prompted by the same desperate clinging to life which induces a sailor to hold on to a plank when shipwrecked in the middle of the Atlantic. What chance is there of escape for the man who survives suffocation from the passing flame and emerges alone and on foot in the middle of a vast burnt prairie? On the first Monday of the Prince's visit he was so fortunate as to see one of these tremendous prairie conflagrations. The day had been very hot and sultry, and the royal guest was still out shooting with the Duke of Newcastle, Captain Reiallack, and Mr. Spencer. The rest of the suite had taken directions widely apart, and were still absent on the prairie as night fell. With the darkness came an almost deeper gloom as huge masses of dense thunder clouds rose up into the angry sky. Before any of the parties could reach Dwight a dreadful storm raged, and the wind, after moaning and roaring about the plain like a hurricane at sea, would suddenly cease, and a portentous silence and darkness reign over the whole scene—a silence so intense that the vivid flashes of lightning, noiseless as they were, seemed almost to break as the great vivid streaks darted down and went flickering over the plains in all directions. While watching the dreadful solemnity of this storm in such a wild, I could not help noticing three dull red, copper-coloured banks of clouds in different parts of the horizon, and asked my kind host Mr. Morgan to explain what they meant or were. The explanation was given in five words, for the instant his quick eye caught the distant tinge, he exclaimed, "The prairie is on fire." And so indeed it proved to be. Whether it had caught from some smouldering gun wadding, or, as was thought far more probable, had been ignited by the incessant flashes of lightning during the storm, it was hard to say. Only one thing admitted of no doubt whatever, and that was that the grass had caught in three distinct places.

At first it seemed probable that a short, quick flood of rain which fell after the storm, and which for two or three minutes was heavy enough almost to extinguish anything, would check its progress, as for a time in fact it did. But the fire had obtained too firm a hold, and as the rain ceased the wind rose, and the smouldering red patches on the verge of the horizon grew brighter and brighter, spreading along with an angry rapidity that brought each separate conflagration closer and closer every minute. The wind was away from the village of Dwight and its rich belt of corn fields, and turning the flames westward, over the mass of prairie; and as these fires, especially at that season of the year, do the land much good, the progress of the conflagration was watched with perfect indifference. Soon the sky, from reflecting a narrow strip of red,

lit up with an angry glare as the mass of fire spread beneath it—the little patches of flame began to crest the undulations, and ragged columns of dense fiery smoke streamed away in lurid masses as if it would carry the flame and heat up into the clouds themselves. An hour more and the three fires had apparently joined, or, at least, were so close together that they formed one huge belt of flame that covered the earth and lit up the sky for miles and miles. The fire was at least eight or nine miles distant from Dwight, and from there it looked comparatively a small space in the immense horizon of land around, and only by the bright orange flame in the distance, and the mass of fiery sky above, could one judge adequately of the real area occupied by the burning plains. Not so, however, as after a long ride you approached them from the windward side. For a mile and more before you reached the edge of the fire you were in its bright orange light, which made everything as visible as if it were noon day, and the sun was shining fiercely through a blood-coloured haze. You could hear the sharp barking howl of the prairie wolves as they rushed away for the darkness, and see the prairie hens fluttering and fluttering from place to place, turning in their wild terror full into the smoke, when they fall and perish instantly. At last you gain a little rise and look beyond into such a scene as nothing but a prairie fire can show. It spreads out a sea of red smouldering ashes, glowing for miles in all directions, while the deep white ridge of flames a-head mount the slopes with awful rapidity, and flap their heavy tongues up into the air with a hoarse roaring noise that fills you with astonishment and almost terror. Hour after hour you may stand, fascinated with the terrible beauties of the scene, as the mass of red sultry ruins grows and grows each minute, till your eyes are pained and heated with its angry glare and you almost dread the grand, fierce sheet of fire, which has swept all trace of vegetation from the surface of the prairie. On Monday night, when near twelve o'clock, the wind changed a little and turned the flames nearly back upon the ground they had already devastated, and this at once checked their progress. On the next day, however they sprang up afresh and raged faster and faster than before, and the whole extent of prairie east of Dwight was hidden under such a dense cloud of yellow smoke as I never saw before. And on the last night the glare was tremendous—as if the world itself was burning.

The first day's sport of the Prince was far more successful than was anticipated. The prairie hens resemble English (except that they are larger—almost the size of cock pheasants), and the sport of shooting them is followed in the same manner with pointers. There was a bet as to which of the three parties would return with the heaviest bag. The Prince with the Duke went east. General Bruce, with Colonel Grey, Major Teesdale, and Mr. Wilkins, went west; and Viscount Hinchinbrooke and the Hon. Mr. Elliott steered due south. Dr. Ackland went out with a gun in his hand and a pencil in his thoughts, and, as usual, after one or two shots fell to making beautiful sketches of the prairies. In the evening when the three parties returned, there was, considering the lateness of the season and the wildness of the birds, rather a good bag. More than fifty brace of prairie hens, exclusive of such other game as plover and quail, was the result of the united day's sport. Of this number eleven and a half brace had fallen to the Prince's gun—eclipsing the Duke of Newcastle's sport by three birds. The dollar bet therefore was won by His Royal Highness, who in this as during other days' sporting showed himself to be a crack shot, and the best of the party.

On the following morning the whole party started at six o'clock to a place called Stuart's Grove, on the edge of the prairie some thirty miles from Dwight, and one of the most celebrated covers for quail in the country. Here there was a regular battue from about eight in the morning till twelve in the day, when the heat became great, so a halt was called in a shady little nook between the brushwood, and the Prince and the Duke rested themselves and had lunch, and afterwards slept for a couple of hours till nearly four o'clock. Shooting was then renewed with redoubled vigour and the united bag of the whole party amounted to ninety-five and a half brace of game, twenty-eight of which, with some rabbits and plovers and a brace of prairie hens, were brought down by the Prince. Again therefore he had the honour of beating all the party by several birds. The skill and rapidity with which he knocked over the quail perfectly astonished the prairie sportsmen who were with him.

He was certainly most fortunate in his visit, for, for the time of the year, he had most unusual sport; he saw a prairie thunder-storm, a prairie fire of immense extent, and, above all, a prairie sunset. The latter took place in all its supernatural glory—a glory which can never be described or understood by those who have not

seen it—while the party were shooting the quail the night before their departure. As the sun neared the rich green horizon, it turned the whole ocean of meadow into a sheet of gold which seemed to blend with the great firmament of reds and pinks, pale rosy orange, blues, and solemn angry-looking crimson clouds above till not only the sky but all the land around was steeped in piles of colour as if the heavens were reflected from below, or as if the sinking sun shone through the very earth like mist, and turned it to a rainbow. The immensity of stillness which lay in the prairie then—a stillness as profound and vast as the green solitude itself, while not a breath stirred over the whole horizon as the great transmutation went slowly on, and the colours over the land turned from rose to pink, from pink to orange, orange to red and crimson—darkening and darkening always as the tints ebbed out like a celestial tide leaving fragments of scarlet clouds over the heavens—the embers of the fire which had lit the prairie in a flame of glory. There was such a quiet unspeakable richness in this grand farewell of day—such a terrible redness about the sky at last that one could almost fancy some supernatural phenomenon had occurred, that the sun had gone for ever, and left a deep and gory wound across the darkening sky. Night was a relief compared to this dread, lurid fire in heaven—a fire which the clouds seemed to close in upon, and stifled out with difficulty—a fire which, like the paintings of the sunset before the Deluge, left always an ominous anger in the heavens, even when the night was far advanced, and the prairie clothed in a blue mist that rose over it, like water. It was such a sunset as moved even the rural inhabitants of Dwight; such a sunset as even the "oldest inhabitant," who had been there some five years, had never seen before.

On this night, after the return home to Mr. Spencer's lodge, the Prince and the Duke each selected pairs of the game shot, which were sent away to be stuffed and forwarded to England as mementoes of their prairie tour.

A few words here upon the value of prairie land in an agricultural point of view may not be altogether out of place, or without interest for the reader. The remarks made on one prairie in this respect apply almost equally to all the others in North America. There are, of course, many places where prairie land is of less value than in others, but this depreciation is solely due to such local causes as the want of railway communication and the like, for the prairies themselves have the same high average of fertility throughout. The land round the station at Dwight was bought some five years ago for 90 cents (about 3s. 6d.) per acre. The price now in the village itself is a little over 100 dollars, 21l. Three miles from the village the best prairie land for farms is worth about 6 dollars, or 25s. an acre. Six or eight miles out a hundred acres may still be purchased for 100 dollars. The land thus obtainable is pure prairie; that is to say, covered with long, rich, coarse grass, the very finest food in the world for cattle, and which, when cut and left to dry, gives ample fodder for the winter. The soil is so peculiarly light, dry, and fine—more resembling snuff than anything else I can compare it to—that the blade of the ploughshare has to be formed unusually deep and wide, so as to turn the earth back to a considerable distance to form the furrow at all. In such a soil the labour of ploughing would be merely nominal but for the all-abounding weed at the root of the grass, known as the "Devil's Shoestrings." In spite of its formidable name, the plant itself, as it appears above ground, is as meek-looking a little vegetable as ever varied the rich monotony of long high grass. Beneath the soil, however, its roots spread far and wide, and are all, even to their minutest fibre, strong and tough as good thick catgut.

To cut these the ploughshare has to be kept almost as sharp as a razor, and its edge to be carefully filed up afresh at the completion of each furrow. Once, however, that the furrow is complete and the corn sown, the settler has no further trouble till called to gather in or sell his bounteous crops. "Tickle the land with a hoe, and it tugs with a harvest," is true of the prairie, for though I was told that no land in the world so well repays manuring, still, no land in the world does so well without it. Thus all around Dwight on lands without manure the yield of Indian corn last year was, in some cases, as high as seventy bushels an acre, averaging fifty bushels all round. The wheat was far less successful, owing to the drought, though nowhere less than twenty-two bushels, and vaying generally from twenty-six to thirty per acre, and in a few instances much higher. The settlement is still too young to have tried the effects of manure steadily, but Mr. Morgan, who has one of the best farms in the place, stated from the small experiments he had already tried, that an average amount of manuring may be reckoned to yield at least double the ordinary produce of the soil. For what are termed root crops prairie land is considered the very finest; and melons, pumpkins, gourds, and squashes sown between

the ridges of Indian corn are so enormously productive as to be of little more than nominal value at Dwight or, indeed, any town, or villages which border these magnificent expanses of rich uncultivated pasture. One curious circumstance connected with prairie farming is perhaps worth notice, and that is, that the instant the land is ploughed a weed called "Pussley" makes its appearance. It is never seen until the land is furrowed, and then it spreads over the earth in a few weeks. It is a peculiar looking vegetable, something like a house-leek, with long round succulent branches about as thick as a man's finger, and which lie flat along the ground. This, when boiled, is a most delicious and wholesome vegetable, the leaves being like spinach, and the branches in taste resembling sea-kale. In prairie settlements Pussley is always a standing dish, though it grows in such profuse abundance that it could never be kept down if its consumption was confined to the settlers alone. Fortunately, therefore, it is equally wholesome for cattle in its raw state, and they have such an especial fondness for it as to go through any fences to get at it. So when the Pussley weed becomes too abundant over the new turned land, the settler has only to let in the sheep and cows, who browse away whole acres of it in a few days and fatten upon it immensely. There is another curious plant which grows wild in the prairies, called the "Tumble weed." It is a very thin light furzy looking plant, which drags up into a large ball in autumn, when the least breath of wind uproots it and at once it goes tumbling along over the prairie grass for miles and miles. On a breezy day hundreds and thousands of these large rolling weeds may be seen in all directions tumbling swiftly across the huge expanse of land. Winter on the prairies is, as a rule, mild. There is very little snow, though occasionally a good deal of frost, and on these days the fresh bracing breeze that sweeps across the land is said to be very sharp and keen. On days like these the inhabitants collect for wolf hunts. The programme of these battues is generally arranged a week or so beforehand. All the settlers from the surrounding districts assemble at dawn on horseback, at different points, so as to form an immense circle about twenty miles distant from the common centre in which they all gradually emerge.

Of course, in a circle of forty miles' diameter, an immense extent of ground is enclosed, and it is not till this is gradually reduced to one or two or three miles that the animals driven in begin to take alarm. But by that time the circle of hunters, which at first was very thin, has almost joined, and the medley catch of wild animals of all kinds are forced to the centre. No attempt is made to kill any of the large number of deer that are sure to be thus driven in, but the wolves, of course, get no mercy. No fire-arms are ever allowed to be used, a precaution which the wild excitement of the chase renders necessary for the safety of all engaged. The wolves, as the circle contracts, try and break through it, when they are beaten down by the horsemen, armed with long clubs, and at once slain. Many manage somehow or other to get through their pursuers, though not without such injuries as enable the hunters to overtake and dispatch them before they have gone a quarter of a mile. A full grown prairie wolf is quite as large as the formidable grey wolf of Canada, but, of course, not half as dangerous. Their principal prey round Dwight was poultry and young lambs, and the depredations of this kind committed on the settlers were neither few nor unimportant. On wolf hunts, also, the horsemen frequently come on nests of rattlesnakes; where a great many lie coiled together, hibernating during the winter. As a matter of course, these deadly reptiles meet with as little compassion as the wolves. The result of the most careful inquiries I could make among hunters and settlers proved to me beyond a doubt that the bite of this dreadful snake, hitherto supposed to be incurable, is not so. I heard of several well-authenticated instances where fatal effects were averted, by immediate and inordinate doses of corn whisky, and the application of the bruised root of the rattlesnake weed not only to the wound, but all round the limb. My informants, however, added that recovery was only to be expected when the bite was inflicted by small reptiles, and *through the clothes*. When bitten by large old snakes on the bare flesh, or when a small snake bit on two limbs, there was little or no hope that death would not take place within a few hours. In August, September, and October, when the rattlesnake is casting its skin, and is then quite blind, the bite of even the smallest of them is certain death. During these times also the snake is very sluggish and seldom rattles its tail, which, of course, infinitely increases the risk of their being inadvertently trodden on. Cattle seem to have an instinctive knowledge of the fatal power of this snake, and at once rush from the spot whence its dry hissing rattle is heard in the grass. During the months when it is casting its skin and seldom rattles they frequently get bitten, when, as

if conscious of their fate, they return back to the farmyard, and in the course of a couple of hours, during which they swell immensely, fall and die apparently with great suffering. A snake called the "Copper Head" is also found in the prairie, though by no means so numerous as the rattlesnakes, which in parts abound in the rank, thick, high grass. The bite of the copper head is as certainly deadly as the wound inflicted by a cobra, a puff adder, the Morocco snake of Northern Africa, or the water viper which haunts the swamps of the Southern Mississippi. A whole gallon of corn whisky would be of no effect against its fearful wound. A reptile called the "bul snake" is also to be met with in most prairies. It is not venomous, though most formidable from its size, strength, and fierceness. It grows from ten to twelve or fourteen feet long, is of great thickness, and vindictively angry when its solitude is incautiously intruded on.

The corn whisky, of which I have spoken so often, is a coarse powerful spirit, made at almost nominal cost from Indian corn. The price is only about thirty cents a gallon, little more than three-pence a quart. It is, of course, almost pure alcohol, and in taste resembles the methylated spirits of wine used in the varnish trade in England. Very little of it is ever drunk in the prairies, where the people are all most abstemious; and it is fortunate they are so, for corn whisky, as they say themselves, will "kill at forty rods"—(*The Prince of Wales in Canada and the United States.* By N. A. Woods.)

OFFICIAL NOTICES.



APPOINTMENTS:

His Excellency the Governor General in Council was pleased, on the 17th instant, to approve the following appointment.

Auguste Béchard, Esquire, Inspector of Schools for the County of Gaspé, to be Clerk of the French Correspondence and Librarian at the Education Office, and Assistant-Editor of the *Journal de l'Instruction Publique*, in said Department, vice Joseph Lenoir, Esq., deceased.

SEPARATION AND ERECTION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, the 17th instant:

1. To erect into a School Municipality the Village of Arthabaska-ville, with its limits as a Rural Municipality;
2. To give to the School Municipality of St. Gabriel de Stratford, the same limits as the Township of Stratford;
3. To annex the whole of Fief St. Maurice to the School Municipality of the *Banlieue* of Three Rivers;
4. To erect as a School Municipality the Village of Rimouski, with the following limits: North, the St. Lawrence River; South, the second Concession; South-west, the property of Germain Langis on the North-western side of the River [Rimouski]; and on the South-eastern side of this River, the property of Edouard Martin, inclusive; and North-east, the property of Hubert St. Laurent, also inclusive.

His Excellency the Governor Général in Council was pleased, the 19th instant, to erect into a School Municipality the new Parish of St. Etienne, in the County of Beauce, bounded North by St. Nicolas; North-east by St. Jean Chrysostôme; South-east by St. Lambert; South-west by St. Gilles; and West by St. Appollinaire; containing part of the fourth range of St. Nicolas, which forms the Village of St. Denis and Petit St. Jean; the fifth range, known by the name of the Village of the Ste. Elizabeth; the sixth range, known by the name of the Village of Ste. Anne and St. Grégoire; the first range of St. Lambert, known by the name of the Village of St. Thomas, the second range, known by the name of the Village of Belevaise and Village St. André, as far up as the 1st of Simon Demers, inclusive.

MCGILL NORMAL SCHOOL.

Misses Mary McGinn, Margaret Ross, Hannah Elizabeth Fletcher, Mary Ann Barry, Alice Jaques, Florence Lamanda Merry, Lester Avella Merry, Ellen Maria Thorner, Nannie Eliz. Green, Janet Patterson, Carolina Henrietta Pelton, Sarah Eliz. Webster, Sarah Gamble, Susan Brock, Mary Anne Oowler and Jessina Stuart Connell, obtained, — June 28, 1861—diplomas authorizing them to teach Model Schools.

Misses Mary Henderson, Ann McNaughton, Maria Jane Cockburn; Mr. Robert Laing; Misses. Rebecca Hilton, Annie Robertson, Susan Eliz. Faulkner, Jane McGinn, Mary Eliz. Kyle, Margaret Ryan; Mr. Charles Cooper; Misses Mary Magdalen Burbank, Eliz. Elliot; Mr. John Cathene; Misses Eliza Lock, Eleanor Gaw, Annie Cooper, Jane Irwin, Amelia Smith Hampton, and Matilda Drumm obtained,--June 28, 1861--diplomas authorizing them to teach Elementary Schools.

JACQUES CARTIER NORMAL SCHOOL.

MM. George Lamarche and Jean Schmont obtained,--July 12, 1861--diplomas authorizing them to teach in Academics.

MM. Norbert Dostaler, Bénéoni Guérin, Tréflé Picard, Pierre Lamy, Damase Olivier, Cyprien Gélinas, Odilon Caron, Moïse Hurtubise, Emile Papin, Noé Gervais, Joseph Durais, Turiaffe Plamondon and Joseph Laferrière, on the same day, obtained diplomas authorizing them to teach Model Schools.

MM. Louis Hector Bellerose, Octave Mousseau, Ludger Lucier, Edmond Roy, Clovis Desforges, Gualbert Gervais, Joseph Lavigne, Siméon Longtin and J. Rémy Desrosiers, also on the 12th July 1861, obtained diplomas authorizing them to teach Elementary Schools.

BOARD OF EXAMINERS FOR THE DISTRICT OF STANSTEAD.

Misses Elmira Blake, Mary Dustin, Sarah A. Davis and Arminellah Humphrey obtained, in April and May 1861, diplomas authorizing them to teach Elementary Schools.

C. A. RICHARDSON,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Misses Rosalie Bouffard, Léonise Blanchet, Marie Célanire Blais, Rosalie Céline Bougie, Adéline Bergeron, Catherine Brown, Clémentine Caron; M. Joseph Couture; Misses Marie Thérèse Chouinard, Sara Charrier, Marie Arthémise Couillard, Marie Anne Philomène Dallaire; M. François Duchêne; Misses Louise Sédulic Fortier, Marie Zoé Gauthier, dite Larouche, Marie Luce Girard, Luce Guilmet, Angèle Amanda Gosselin, Marie Mathilde Houle, Marie Philomène Jobin, Soulange Lachance, Victoire Lacasse, Adèle Laurent dite Lasone, Joséphine Laflamme, Marie Adélaïde Lavoie, Marie des Neiges Lemay; Mme Eugène Marcoux atar Céline Turgeon, Marie Julie Monfet, Elizabeth Mitchel, Marie Ophélie Noël, Marie Philomène Poulin, Cécile Patoine, Marie Aurélie Poirier, Marie Euphrosine Plante, Edwige Pâquet dite Lavallée, Adélaïde Roireault dite Laliberté, Marie Louise Roy, Céline Simard, Mélanie Simard and Eulalie Simard obtained,--June 4, 1861--diplomas authorizing them to teach Elementary Schools.

NAPOLÉON LACASSE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Misses Arthémise Manseault, Sara Niquette and Caroline Poirier obtained, in June 1861, diplomas authorizing them to teach Model Schools.

Misses Louise Allary, Marie Céline Ayotte, Joséphine Blais, Julienne Bétreau, Julienno Bourk, Delphine Bergeron, Céline Bazin, Marie Eléonore Beauchêne, Céline Beaumin, M. Edilrude Champoux, Mathilde Dusseault and Rosalie Demers; M. Urséce Dubord; Misses Sophie Victoria Gingras, Marguerite Gagnon, Philomène Joinville, Adélaïde Leblanc, Thirza Leblanc, Rose de Lima Lacourse, Céline Martin, Henriette Moulin, Marie Anne Mailhot, Rosalie Mailhot, Marie Pepin, Claire Paquin, Marie P. Provancher, Marguerite Provancher, Philomène Prud'homme, Marie Geneviève Paquin, Delphine Richard, Agnès René, Elise Schilling, Rose de Lima Toupin and Sophie Veillette obtained,--in June 1861--diplomas authorizing them to teach Elementary Schools.

J. M. DESILETS,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOURASKA.

Mr. Octave Martin, and Misses Léocadie Paradis, Claire Langlais, Desanges Raymond, and Victoria St. Onge obtained,--June 8, 1861--diplomas authorizing them to teach Model Schools.

Misses Marie Blanche Chrétien, Marie Pelletier; Dme Louise Bérubé (Widow Ed. Hudon); Misses Angele Dupuy, Marie Louise Rivard, Marie Georgina Santerre, Marie Geneviève Derost, Marie Joséphine Pelletier, Marie Céline Soucy, Marie Desneiges St. Pierre, Marie Emilienne Garon, Marie Joséphine Roy, Philomène Langlois, Sophie Rioux, Marie G. Plourde, Alphonsine Bouchard, Adèle Devime, Modeste Aucil, Philomène Lévêque, Emma Jacques dit Vézina, and Dme Céline Gagné (Mme J. B. Lebel) obtained, in March and June 1861, diplomas authorizing them to teach Elementary Schools.

P. DUMAIS,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF OTTAWA.

Messrs. David Evans and P. Grégoire Aubry obtained, in July 1861, diplomas authorizing them to teach Elementary Schools.

JOHN R. WOODS,
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Miss Susan Ryte, on the 25th July 1861, obtained a diploma authorizing her to teach Elementary Schools.

Mr. William Wright has also obtained an Elementary diploma.

A. N. RENNIE,
Secretary.

SITUATIONS WANTED.

Mr. Mark McReady--Academy. Apply at Mr. Thomas McReady's, 53, Mountain St., Montreal; or at the Education Office.

Mr. George Wm. Simpson--Apply at the Education Office.

Mr. Joshua Blezard.--Elementary School. Pointe Cavagnol.

Mr. Henry Ed. Doherty.--Elementary.--Corner of William and Priore Streets, Montreal.

Mr. William Hassem.--Elementary. West Hartford, Vermont, U. S.

Miss Aykord.--Elementary. Teaches English and French. Apply to Rev. M. Prevost, Montreal.

Mr. Alphonse Dumais, a pupil of the Normal School, is provided with a Model School diploma, Kamouraska.

Mr. Sévérin Dumais, and Miss Honorine Dumais, also of Kamouraska, and recipients of Model School diplomas.

TEACHERS WANTED.

Four or five Teachers are required at Allumettes, for Elementary Schools. Apply to Mr. A. McGillis, Secretary-Treasurer, Allumettes-County of Pontiac.

A Teacher is wanted at St. Patrick de Sherrington, County of Napierville, for an Elementary School.

Eight female Teachers will find employment in Elementary Schools by applying to Mr. L. M. Rousseau, Secretary-Treasurer, of St. Ferdinand d'Halifax. Applicants are requested to state salaries required.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges with thanks the following donations:

From Messrs. Mason Brothers, New York; Webster's Common School Dictionary; Webster's Primary Dictionary, revised edition; Webster's High School Dictionary, revised edition; Easy Lessons in French, by Pinney; Pinney and Arnould's French Grammar; Webster's Academic Dictionary, revised edition; Webster's Dictionary, Pictorial Edition unabridged; Webster's Counting House and Family Dictionary.

From Messrs. D. and J. Sadlier and Co., New York--The Metropolitan First, Second, Third and Fourth Reader, Illustrated, 4 vols.; The Golden Primer; The Metropolitan Illustrated Speller, and the Speller and Pictorial Definer.

From Messrs. Swan, Brewer and Tileston, Boston: Worcester's School Dictionary, and Worcester's Comprehensive Dictionary, revised edition.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) JULY, 1861.

PROMOTIONS.

We published in our last number the appointment which His Excellency the Governor General in Council was pleased to approve, of Mr. W. Hamilton, and Mr. C. B. Rouleau, Professor at the Aylmer Academy and a pupil of the Laval Normal School, as School Inspectors for the Counties of Ottawa and Pontiac. In this number will be found, among the official notices, the appointment of Inspector Béchard, as Clerk of the French Correspondence and Librarian to the Education Office, and Assistant Editor of the *Journal de l'Instruction Publique*, to fill the vacancy occasioned by the death of Mr. Lenoir.

The two last appointments are to be added to those mentioned in the Superintendent's Report for 1860, and furnish additional proof that the skillful and zealous educator is not without some chance of promotion.

M. Auguste Béchard, the son of a teacher who followed his profession many years in the country, is a native of the district of Montreal, and was long a resident in the county of Gaspé, where his merit as a distinguished teacher won for him the appointment of School Inspector. He gave many proofs of his ability in discharging the arduous duties of that office, and he is also favorably known for his literary attainments, having contributed several interesting articles to the journal of which he is now named Assistant Editor.

Examinations and Distribution of Prizes and Diplomas at the Normal Schools.

The annual public examinations at the three Normal Schools established by Government in Lower Canada have this year, as on former occasions, been attended with signal success. On the whole the results obtained are most satisfactory. The progress in preceding years has been made apparent to our readers by data published from time to time in this journal; and we will put them in possession of all the facts so soon as the English version of the Superintendent's Report for 1860, now in the hands of the Printer, shall have reached us. For an account of what was done subsequently, we refer our readers to the report of the Examination at the McGill Normal School on the 29th ultimo, to be found in our last number, and to the following notice of the proceedings at the other institutions.

The examination of the pupil-teachers at the Laval Normal school took place on the 2nd July at Quebec, the Superintendent presiding; and among those present were many members of the clergy. At the first sitting, held in the forenoon, the pupils of the first division passed a most satisfactory examination on parsing, arithmetic, Canadian history, and the geography of Europe; also, the pupils of the second division, on the principles of logic, book-keeping, perspective, and astronomy. At the afternoon sitting the former were questioned on natural philosophy (light, electricity, and magnetism); the latter on mineralogy, French history, and literature. The pupils of the third division were questioned on Latin (Virgil), on Greek (Æsop's Fables,) and the principles of elocution.

These exercises were diversified by recitations, in prose and in verse, singing, and the performance of several pieces of sacred music on the harmonium,—an instrument well adapted to prepare the learner for the duties of an organist; and the teacher's proficiency in this respect will be of great service both to him and the parish in which he may happen to find employment.

Prior to this, and in view of the distribution of diplomas, the pupils were made to undergo a special examination, in which they were put to a severe test. At the public examination, we may add, they also exhibited specimens of their skill in linear drawing, and explained the rules of art by which they had been guided. They also showed themselves skillful in managing the apparatus used in their experiments in natural philosophy, and well acquainted with mineralogical and geological specimens.

The Superintendent having addressed the pupils and the public, and complimented the Principal and Professors for their untiring zeal, the following diplomas were distributed, viz: Academy 1, Model school 5, and 4 Elementary. The prize founded by His Royal Highness the Prince of Wales was awarded to Prudent Houde, and a farewell address delivered by this pupil.

The examination of the female department came off July 5th, at the Ursuline Convent. The chair was filled by Rev. M. Cazeau, *Grand Vicaire*. At the forenoon sitting the pupils of the first division were examined on parsing and arithmetic, and those of the second division on logic, mensuration, and the geography of Africa. In the afternoon, the former were examined on Canadian history and the geography of Europe, and the latter on natural philosophy, French history, and literature; recitations and musical performances, vocal and instrumental, being agreeably mingled with the other exercises at intervals. The walls were hung with sketches in pencil and water-color, executed by the pupils; and on the tables were exhibited

specimens of wax work and needlework, which reflected much credit upon the young ladies who had produced them. As many as thirty of the pupils produced excellent geographical maps traced and designed by themselves, and historical diagrams prepared from the histories of England, France, and Canada, as suggested to them by their own reading.

They also showed their expertness in reproducing from memory, on the wall or their slates, the outlines of such parts of the map of the world as they were requested to represent in this way. The experiments in natural philosophy were well conducted and well explained.

The distribution of prizes and diplomas having been disposed of, a farewell address was delivered by Miss Bacon.

The total number of diplomas given was 21, of which 12 were for Model and 9 for Elementary schools.

The public were this year as usual invited to witness the examinations at the Jacques Cartier Normal school for the award of diplomas. These examinations lasted eight days before the prizes were distributed. In addition to the written examination undergone by the pupils, each on being introduced into the hall was questioned separately during half an hour, on all the branches connected with the art of teaching. We regret to say that but very few of the friends of education took advantage of this opportunity to convince themselves of the severity of the test to which the pupils are subjected at these examinations.

The distribution of prizes and diplomas at this school took place July 12, at 9 a.m. The chair was filled by the Superintendent. Among those present were the Rev. M. Billaudèle, *Grand Vicaire* of the Seminary of St. Sulpice; Rev. M. Fabre, the Principal of the Laval Normal School; Rev. P. Michel, and many other clergymen. Proceedings were opened by several senior pupils engaging in a dissertation on the subject of education. The different branches treated of were explained and commented upon with great clearness, and altogether the manner in which the speakers acquitted themselves of the task was such as to interest and even affect in a sensible degree the distinguished auditory. Their style, at once simple, natural and fluent, was the more admired, as these exercises have but very recently been entered upon at this school. Two grand choruses were sung by a choir under the able direction of Mr. Brauneis; the rest of the musical programme consisted of performances on the piano-forte and the song, '*Voyageur canadien*,'—an imitation of Moore's famed melody—by the late Mr. Réal Angers. This native production, though below the first in artistic merit, was received with marked favor. We may add that all these exercises were introduced at appropriate intervals during the ceremony.

In attending to the prize distribution especial care is taken to present the successful candidates with such books as may be of use to them whenever they enter upon the duties of practical teachers. For a list and description of books thus given at this examination see our French journal for July.

Before the distribution of the diplomas Rev. M. Verreau, as Principal of the Jacques Cartier Normal School, gave an account of the studies which had been gone through during the year, and recapitulated the benefits to result from the working of the Normal School in general. The young and learned Principal was heard with much interest, especially as it was generally known that, wearied with the laborious duties that devolve on him, he had sought to resign his office, and it was only through the solicitations of the head of the Educational department, and of his ecclesiastical superiors, that he had been prevailed upon to remain at his post, unpleasant and difficult as its duties are in many respects. In closing the business of the day a short address was delivered by the Superintendent, after which *Vive la Canadienne* and *God Save the Queen* were sung.

An account of the examinations and prize distributions at the public colleges and academies will appear in our next.

The Visit of His Royal Highness the Prince of Wales to America.

XII.

THE PRINCE IN THE UNITED STATES.

(Concluded.)

On the morrow the Prince visited the University and received the address of its council from the hands of the Chancellor. The Astor Library,—containing 100,000 volumes—the Cooper Institute and the Free Academy having been also visited, His Royal Highness proceeded to the Central Park, where two young trees were

planted. The royal party then partook of a *déjeuner* at Mayor Woods' villa, where many of the leading citizens of New York had met by invitation. The remainder of the day was spent in a visit to that well-known institute for the instruction of the deaf and dumb, in which most of the professors who now have charge of similar institutions on this continent received their training. In the evening the ball given by the city came off; cards admitting 3000 persons were issued by the four hundred original subscribers who had undertaken to defray all expenses. That much dissatisfaction resulted from this arrangement is not surprising, as all except the moneyed men and their respective *coteries* found themselves excluded from the festivities. The directions and recommendations that accompanied the cards of invitation might have led one to suppose that some doubt existed as to the perfect eligibility of, at least, some of the guests; or that New York society was not usually over punctilious in the observance of etiquette. Shortly after the arrival of the guests two accidents occurred which might have been attended with fatal results. The first was the falling of two heavy vases containing flowers which had been placed high above the stage; the second was the giving way of a part of the floor, just as the first set of quadrilles had formed. Carpenters were set to work repairing the damage; and two hours later the Prince opened the ball with the lady of Governor Morgan. A New York poet who names all the Prince's fair partners in the dance thus concludes his song:—

'Tis now a dream—the Prince's ball,
Its vanished glories one and all,
The scenes of the fairy tales;
For Cinderella herself was there,
And Barnum keeps for trial-fair,
The beautiful slipper deposited there.
By His Highness the Prince of Wales.

Conspicuous among the splendid decorations of the Academy of Music, in which this ball took place, were choice specimens of indigenous and exotic plants, representing the Flora of the world. The dresses were superb and a diamond seemed the only gem that could pass muster that night.

The day following, the Prince passed through Broadway, and visited the establishment of Messrs. Ball and Black, jewelers; the photographic gallery of Mr. Brady,—where His Royal Highness sat for his likeness, as did also the members of the suite—and Barnum's Museum; where the visitors had an opportunity of admiring all the real and bogus curiosities, without however seeing the greatest of the curiosities,—Barnum himself, the incarnation of Yankee genius. As the prince of humbug was absent they had to be content with a ramble through his dominions; his deputy did the honors on the occasion.

The Prince also called at the residence of Gen. Scott during the day. The firemen's torchlight procession proceeded in the evening to the Fifth Avenue Hotel; as it approached Fifth Avenue innumerable Roman candles were fired, and electric lights, placed upon the engines, sent their dazzling rays in all directions; the crowd, which was most enthusiastic, filled the streets, and every available space,—every window and even the roofs of houses and public buildings were occupied. Never did the American metropolis witness such a sight. His Royal Highness watched the men filing off for an hour and a-half from the balcony, bowing in acknowledgement to the acclamations each company sent forth as it passed the hotel. The Duke of Newcastle was also the recipient of many marks of respect from the citizens.

The following being Sunday the Prince and suite attended Divine Service in Trinity Church, where a prayer for Her Majesty, the Prince Consort, and the Prince of Wales was read. The circumstance will remind the reader of American history that the pastor of the church which occupied the site of the present edifice, was turned away by his flock during the Revolutionary war, for persisting in offering the prayer for George III.

To give even an imperfect sketch of New York would require double the space filled by this little work, it will suffice to say that its population amounts to 800,000: to which may be added that of Brooklyn and Williamsburg—as these places are in reality but suburbs of the city—amounting to 300,000 more. Thus we see that it has a population nearly equal in number to that of all Lower Canada. In 1859 the imports amounted to two hundred and twenty-nine millions, against two hundred and nine millions entered at all the other ports of the republic during the same period; the exports were one hundred and seventeen millions, against two hundred and thirty nine millions for all the other ports. Thus it will also be seen that the commerce of New York is nearly equal to that of all the other towns put together. The number of copies issuing from

the daily press is over three hundred thousand; among these publications there are ten German, two French, two Welsh, two Spanish, and one Italian newspapers.

New York is a cosmopolitan city, where all races, religions, and languages are to be found. Germans form a considerable part of the population, and in certain parts of the city a knowledge of their language is almost indispensable. The French, Belgians, French Canadians, and Swiss speaking the French language are about 40,000 in number, or equal to the population of Quebec twenty years ago. Mr. Woods says the Irish Catholics make up nearly one half of the citizens; this assertion, however, appears to be hazarded, though it is certain that the adherents of any other denomination taken separately are not as numerous as those of the Church of Rome, whose Archbishop, Dr. Hughes,—an able and vigorous writer—is one of the acknowledged social and political powers of the metropolis.

Our fellow-countrymen of French descent have formed a society called after the patron saint of Lower Canada, also an institute which has long been presided over by the well known voyager, the venerable M. Franchère.

Besides many religious institutions of learning—including those of the Jesuits, the nuns of the *Sacred Heart*, and the Christian Brothers,—colleges, academies and independent schools, New York possesses 112 free schools, with an attendance of 168,828 pupils.

The Prince left New-York on the 15th October for West Point, where the military academy of the United States is situated. Ascending the river in the *Harriet Lane* the tourists enjoyed a fine view of the scenery of the Hudson, which is now seen flowing between high and steep banks of rock, known as the *Palisades*, then winding its way among high mountains whose sides are clothed in a forest as impenetrable in appearance as it was of yore, when the Indian's bark canoe alone stemmed the tide of the noble river. Autumn, which for a few weeks imparts to our forests hues of gold and scarlet, had already touched the hills, and left the impress of her resistless charms. The Prince and suite arrived at West Point at one o'clock p.m., and were received on the wharf by Col. Delafield, the officer commanding, accompanied by his staff and an escort of cavalry.

West Point is famed in the history of the United States as the place in which Arnold concocted his scheme of treason; and Tarrytown, where Major André was taken and executed, is situated in the vicinity. The military school was founded in 1802. The expenses attending the education of the students, who receive the designation of *Cadets*, are borne by the State. Five years are devoted to study, after which they are bound to serve in the army of the Republic for a term of at least eight years; the majority, however, remain in the service altogether. The Cadets numbering generally about 300, form a well disciplined corps, which the Prince reviewed on this occasion. The site of this school is a most picturesque one, and the scientific knowledge here imparted enjoys the reputation of being of a high order.

The following day the noble visitors went on board the *Daniel Drew*,—a very fast steamer, said to run at a speed of twenty-two miles an hour,—and continued their voyage up the river; on the way they passed *Sunnyside*, the late residence of Washington Irving, and *Sleepy Hollow*, the spot where the great narrator laid the scene of his "Headless Horseman."

The Prince made a short stay at Albany, which, as our readers know, is the capital of the State of New York. The Mayor and authorities welcomed the visitors, and led them to the Town Hall, and afterwards to the Capitol, where Governor Morgan presented many of the citizens to His Royal Highness.

Albany was formerly called Orange, and is the oldest town in the United States after Jamestown; it was founded by Dutch settlers—two years after the founding of Quebec—who gave it the name of Orange in honor of the prince then governing the Netherlands. (1) The first European vessel that ascended the Hudson to the place where Albany now stands was the *Half Moon*, commanded by Capt. Hendrik Hudson, whose name the river bears. He arrived there in September 1609, having spent two weeks in sailing from Manhattan Island or New York. In 1630, a rich merchant of Amsterdam, called Killian Van Rensselaer, acquired from the Indians a wide tract of country, lying on the west bank of the Hudson and around Fort Orange, to which he sent artisans and agriculturists as settlers. He established this domain as a princi-

(1) The most ancient towns founded by Europeans in North America are: Jamestown, in Virginia, founded in 1607 by Captain John Smith and Bartholomew Gosnold; Quebec, founded in 1608 by Champlain; and Albany, founded in 1610.

pality under the name of Rensselaerwyck, and the revenues which his descendants still collect have caused much trouble and given rise to many lawsuits. When the Dutch colony was transferred to the British Crown, in 1664, the rights and privileges of the Rensselaer family were confirmed, with the exception of the right of sovereignty; and Fort Orange was named Albany, after the Duke of York and Albany, who succeeded to the throne as James II. Albany is very proud of her early history which has been brought into notice by the labors of Dr. O'Callaghan and several others. The Doctor, who edited the *Montreal Vindicator*, and who was forced to fly from Canada on account of the insurrection, in 1837, published a history of the State of New York (*History of the New Netherlands*) some time ago, and is now engaged in superintending the publication of interesting memoirs of the history of America—including Canada—undertaken by the State. The library of the Capitol contains about 30,000 volumes, among which are many works of great value. The population of Albany was 5,349 in 1800; it had increased to 24,238 in 1830, and it is now about 65,000.

There are about fifty churches of all denominations: the most remarkable among them is the cathedral of the *Immaculate Conception*, built of a reddish-brown sandstone, and one of the largest churches in the Union.

The Erie canal, and six railroads, which have their terminus here, make of the town an important and flourishing commercial centre; and among her citizens many wealthy men are to be found. The social circles of Albany are not surpassed elsewhere in learning or manners. Besides the state library and museum there are several scientific institutions, a college, a female academy, and a normal school. The geological museum, under the direction of the celebrated Professor Hall, and Dudley's Observatory—founded by the widow of a rich citizen of that name—advance Albany to the foremost rank in science among the cities of America.

On the following day the Prince took his departure by railway for Boston, and en route saw the Cohoes Falls, which are famed for their beauty. At every station, and especially at Springfield and Worcester, the population assembled in great numbers and cheered the royal cortege most enthusiastically. On the evening of the 17th October the Prince alighted at Leigwood, a suburb of Boston, where his Royal Highness was received by the Mayor, Mr. Lincoln, and some of the principal citizens, and conducted to the Revere House. The enthusiasm of the New Yorkers was equalled by that of the Bostonians, and the same good taste and orderly conduct marked both receptions.

The *London Times'* correspondent says that he observed for the first time evident marks of great lassitude in the courageous young traveller; indeed it must be acknowledged the cause was amply sufficient. Yet His Royal Highness sat up late to witness a procession of the partisans of Messrs. Bell and Everett, got up as a counter demonstration to that of their adversaries, the Republicans; we all know with what a racket our neighbors choose to accompany these Homeric displays. The day following there was a grand parade upon the Common,—a vast park studded with trees and fountains, which though known by this modest name, is the *Champs Elysées* of the Bostonians. Before leaving the hotel the Prince received the last survivor of the Battle of Bunker Hill, Ralph Farnham, who is 105 years of age, and enjoys all his mental faculties and physical activity to a degree seldom found even in an octogenarian. This veteran served throughout the Revolutionary War, and was present at Saratoga when General Burgoyne surrendered. He now came accompanied by his daughter, and was warmly welcomed by the great-grandson of the sovereign against whose troops he had fought.

The Prince, the Duke of Newcastle and the officers in the suite, in full uniform, reviewed the divers militia corps of Boston, numbering in all about 3000 men. There was in the line a regiment with a uniform similar to that worn by the British soldiers at the time Wolfe fought under the ramparts of Quebec.

The review being terminated, all these troops, besides an immense multitude, escorted the Prince to the State House, where a lunch had been prepared. It was in State Street that the soldiers of George III. fired for the first time upon the colonists, and then began the struggle which was productive of such important results. At five in the afternoon, a concert was given in the Music Hall by the children of the schools, who stood in a kind of amphitheatre, and numbered about 1,200, the majority being girls, dressed in white. Among the divers compositions sung was the following, from the pen of Wendall Holmes, a Boston *littérateur*,—which we cannot keep from our readers:—

God bless our Father's land,
Keep her in heart and hand
One with our own!
From all her foes defend,
Be her brave people's friend,
On all her realms descend.
Protect her throne!

Father, in loving care,
Guard Thou her kingdom's heir,
Guide all his ways;
Thine arm his shelter be
From harm by land or sea,
Bid storm and danger flee,
Prolong his days!

Lord, let war's tempest cease,
Fold the whole earth in peace
Under thy wings.
Make all thy nations one,
All hearts beneath the sun,
Till Thou shalt reign alone
Great King of Kings! (1)

The day's proceedings ended with a ball at the theatre, which his Royal Highness opened with Mrs. Lincoln, the lady of the Mayor. Among the decorations was a painting of Windsor Castle, arranged so as to produce a perfect optical illusion. On the morrow the Prince visited Harvard College, at Cambridge, Bunker Hill monument and Auburn Cemetery, where H. R. H. planted two trees. The divers literary institutions and public libraries were next visited, after which the Prince did Mr. Lincoln, the Mayor, the honor of a visit.

In common with many institutions of learning Harvard College had a very humble origin. In 1636, six years after the arrival of English settlers in that place the Court of the little colony granted 400*l.* for the establishment of a school or college, which was to be built at Newton,—a place soon after called Cambridge in honor of the English University. The original sum had been increased by a legacy of 700*l.* left by Rev. John Harvard, himself a graduate of Cambridge, and with this capital the institution, now so celebrated, was founded. Of the 7000 graduates—including most of the American celebrities—who obtained degrees since the opening of the college, 2600 are still living.

The Prince was received by President Felton, who presented the Ex-Presidents Quincy, Sparks, Winthrop and Walker, the Hon. Charles Sumner, and Dr. Windall Holmes, who, with the orator Everett and the learned professors of the University, formed a brilliant galaxy of talent. The visitors were led through the libraries, the Agassiz Museum, the Observatory, the courts and the gardens,—where "Auld Lang Syne" was sung by the students—and returning to the great hall, partook of a collation. Here—says an American chronicler—they were entertained with a chit-chat about the good old town of Boston and its good old times.

Boston has some very old buildings and a host of historical reminiscences. Founded by John Winthrop and his companions in 1630, its antiquity is less than that of Quebec and somewhat greater than that of Montreal. In the year 1625 William Blackstone, a clergyman of the Church of England, fixed his habitation where the city now stands, and it was at his instance that Winthrop left Charleston to settle there. The first name given to the Athens of America was *Mushaucomuk*, an Indian word which, according to Mr. Drake, signifies a *place unoccupied*; it was soon after called Tremont or Trimountain, on account of three hills on which it is built—a name now borne by one of its principal hotels;—at last the name which it still retains was bestowed upon it after a town of Lincolnshire. The population in 1764, was 15,520 inhabitants; in 1800 it was 24,000; in 1820 it had increased to 43,000; and in 1840 it had reached to 93,000; it is now 170,000.

Boston has ever been the centre of activity in New England, her sons acted a conspicuous part in all the wars waged against Canada; and called loudly for the conquest of New France even while they assumed a hostile attitude towards the Mother Country;—hence the name *Bostonais* with which our *habitans* invest all Anglo-Americans, and sometimes even Englishmen. Here was the standard of revolution first raised, and here also was the tea destroyed on which an Imperial tax had been laid, and the war with England commenced. Among the cities of the Northern States, Boston by its commerce holds the second place, and the first by its society, its literary institutions and the distinguished men of letters and science it has produced. In less than fifty years

(1) This in a former number, was erroneously attributed by us to Longfellow.

after the founding of this town its vessels were met, not only in all the principal ports of Continental Europe, but in those of the Canaries, on the coasts of Africa, and of Madagascar. The imports now amount to nearly \$50,000,000, and the exports to \$24,000,000; and about 3000 vessels enter the harbor every year. In 1856, the number of ships from Calcutta was 76, with cargoes valued at \$7,000,000; and among the exports were 12,179 tons of ice. Indeed the trade in ice originated in Boston; Frederick Tudor, a merchant of this town, having been the first to engage in it, about twenty years ago. Its commerce with the East is immense; in fact the American trade with Turkey through Smyrna is now almost exclusively in the hands of Boston merchants. Eight lines of railroad, and the active prosecution of important branches of industry, — as ship-building and the fisheries on the banks of Newfoundland and the Gulf of St. Lawrence, — add much to the prosperity of this city. Its literature has also been developed very rapidly. (1) The first books and the first journals published in America were printed here. The *News Letter*, which appeared for the first time on the 24th April 1704, fell with the English dominion, in 1776. The *Boston Gazette*, published by James Franklin, was the second newspaper that saw the light; and the same publisher started the *New England Courant* in 1821. Benjamin Franklin, — of whom it was afterwards said,

Eripuit celo fulmen, sceptrumque tyrannus,

was then apprenticed to his brother; and at the age of sixteen wrote for the *Courant*, of which he ultimately became the editor. There are now 117 publications issued in Boston, including 9 daily journals and 49 periodicals. Among the latter the *North American Review* and the *Atlantic Monthly* enjoy great reputation. The schools of the city, and indeed of all Massachusetts, are in a high state of efficiency; the legislation of this State upon public education has served as a model to Upper Canada; and in the system adopted in the Lower section of the Province we find much that is borrowed from the same source. There are two colleges, a normal school, an institute for the blind, and another for idiots, under the direction of Dr. Howe, which is spoken of very highly; eight grammar schools, and 211 elementary schools attended by 25,000 children. We also find in the town very extensive public libraries, — that of the Athenæum, having a gallery of statues and paintings attached, is the most considerable; it contains 70,000 volumes. Many fine churches and other edifices adorn the streets; but the historical souvenirs which belong to Faneuil Hall and the old State House give them the greatest claim upon the attention of the stranger.

If we may be permitted here to express our personal feelings we must say that we have always felt more pleasure while visiting Boston and Albany, than the other cities of the Republic which we have seen; indeed we felt more at home in Boston or Albany, than in some of the Upper Canadian towns; and we may add that we never left them without regret. The spectacle of great commercial activity, with the material prosperity that follows in its train, is not always sufficient to convey pleasurable emotions to the mind; nor will streets most carefully laid out and lined with elegant and regular buildings do it if a certain picturesque beauty is wanting. Where everything is new, — where no monument marks the lapse of time, nothing speaks long to the imagination, and the interest of the beholder is confined to the present.

Though Boston may well be proud of many historical events, yet others are far from reflecting honor upon her name. A spirit of intolerance and of persecution seems not to have been incompatible with a love of freedom and independence — but of this the world has furnished other instances. The Puritans who had expatriated themselves for the love of their religion, banished all who held heterodox doctrines; and in 1654, Mrs. Anne Hibbins, a relative of Governor Bellingham, was hanged as a witch. Many other persons were accused of the same crime; especially about the year 1692, when much popular excitement prevailed against sorcery. The celebrated Dr. Cotton Mather, a graduate of Harvard who on several occasions was very near being elected its president, and whose theological and scientific works Franklin much admired, published several essays against witchcraft, and is responsible for a heavy share of the odious cruelties perpetrated at that period. And more recently the burning of a convent gave evidence of a lurking fanaticism among a certain class of her population.

This city was the last in the United States visited by the Prince and his retinue, for to the great disappointment of the citizens of

Portland, the royal party only passed through that town on their way to the *Hero*, which, with the other vessels of the squadron, had been awaiting their arrival for some days in the harbor.

The Prince reached Portland at two in the afternoon of the 20th October, and was received by the militia and the entire population of the town and its environs, assembled at the railway station. All regretted the early departure of His Royal Highness; but as the most exact punctuality had been observed throughout the tour and as it had been announced that the embarkation would take place at 3 p. m. of that day, his Royal Highness and the Duke of Newcastle determined not to deviate from their settled purpose, although the act would have given much pleasure to a people who are closely allied to Canada. Here were met the Canadian Premier, the Commissioner of Public Works, the Mayor of Montreal, and many distinguished personages from the other colonies, who had come to pay their respects to the illustrious visitor.

The Prince was conducted by the Mayor and leading citizens of Portland through the well decorated and crowded streets, to the Victoria Wharf, when his Royal Highness embarked in one of the *Hero's* boats, and proceeded to that vessel amidst the vociferous huzzas of assembled thousands, the cheers of the sailors who manned the yards, and repeated peals of artillery from the batteries, the cannons of the royal squadron, and those of Admiral Milne's. The royal standard was then unfurled and announced the arrival of the Heir Apparent on board the *Hero*. After a few moments of silence, a single gun gave the signal to weigh anchor, and ere this last voice ceased to echo the ovations Albert Edward had received on the American continent, the *Hero*, *Ariadne*, and *Flying Fish* were on their way.

XIII.

THE RETURN TO EUROPE.

The voyage home was long and disagreeable, and was attended with even more danger than vessels usually incur at that somewhat advanced season. It lasted twenty-four days, during which the *Hero* and *Ariadne* sailed in company, — the latter often towing the former whose sailing qualities and steam power are much inferior; — endless fogs in which each vessel lost sight of her consort, were encountered, — often accompanied by dead calms that greatly impeded the progress of the voyagers, as the stock of coal was short and had to be reserved for the English coast where a prevalence of head winds was expected. When half the distance had been accomplished, the ships were overtaken by heavy squalls and snow storms, during one of which the *Hero* lost several spars and sails, and was separated for a day from her consort. It appears the tempest had driven the royal ship far in advance while the *Ariadne* had gone to seek her in an opposite direction. Great was the joy of all on board when the two good ships espied each other, for much anxiety had been felt by Capt. Vansittart and his officers concerning the fate of the *Hero* and her noble passengers.

As it had been anticipated, contrary winds and want of fuel delayed the vessels for several days at the entrance of the Channel; all the fresh provisions had been consumed, and every one on board had to be content with the usual sailor's fare, until at last a fair wind enabled them to proceed. On the 15th November, a rocket sent up by the *Ariadne*, as a signal to her companion, was answered by the *Himalaya*, which Her Majesty uneasy at the prolonged absence of the squadron, had despatched to meet her beloved son. At 10 o'clock a. m. the vessels dropt their anchors in Plymouth Harbor. Upon landing, the Prince received the congratulatory addresses of the town of Plymouth and the county of Devon, and at noon took the train and was soon at Windsor, where Prince Albert awaited his arrival.

XIV.

CONCLUSION.

From the 23rd July to the 20th October, being a little over three months, the Prince of Wales visited the Lower Provinces, Canada, and the Western and Northern States of America, passing over 6000 miles of roads. This simple statement of the number of miles taken in connection with the time in which they were performed, might have certainly astonished the ancient *snow-shoeing* peregrinators of the country, and is deserving our own attention. But the British Empire, with her colonies, and also the United States, saw in this visit matter of more moment than a mere feat of locomotion. The historical ties which bind us together have been strongly developed on this occasion, as plainly show the great number of addresses and harangues laid before our readers and which we could not here recapitulate without presuming too much on their good nature; but we may be permitted to say we incline to the belief that the visit of the Heir Apparent to this continent, at

(1) We are indebted for this, and much of the foregoing information to the *New American Cyclopaedia*, by Messrs. Dawes and Ripley, published by Appleton and Co.

a time the colonies had attained so high a degree of importance and when the American Republic was on the eve of being overtaken by calamities so long portended, was prompted by an unseen Providence. Whatever fate may befall America amid the many changes which the world is undergoing, the young Prince when called upon to reign over so great a part of this continent, will bring to the task that correct knowledge which can only be obtained through a personal acquaintance with the country and its inhabitants. We even cherish the hope that the people inhabiting the shores of the St. Lawrence, who, after having heroically resisted the armies of H. R. H.'s ancestors, and since, on two different occasions, fought under the British flag with the same courage and fidelity, may have left in the mind of the Prince an impression not altogether unfavorable; we believe, on the contrary, that His Royal Highness will long remember the spectacle and look upon it as a sweet and excellent picture of happiness, honesty, intelligence, peaceful industry, and modest but sincere devotion. Again, a country is not to be governed by doctrines purely metaphysical, and power needs to imprint in the popular mind an image loved and venerated by all. The British sceptre could not have been better represented than by the brilliant and graceful visitor whose presence among us will be long remembered.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

Examination of the Model School conducted by Mr. H. Arnold, Quebec Suburbs, Montreal.—A most satisfactory examination of the children of this establishment, who number about 200, took place on Wednesday, the 24th instant. The pupils shewed a thorough and practical knowledge of the divers subjects upon which they were questioned, and altogether acquitted themselves in a manner that drew from Dr Bancroft and other friends of education present, words of well earned praise for their able teacher and his assistants.

— We beg to call the attention of our readers to an advertisement of the St. Francis College on our last page.

— The recitations and other proceedings connected with the third annual examination of the Model Grammar School of Upper Canada took place in the Theatre of the Educational Department, on the 25th inst. The Rev. Dr Ryerson, Chief Superintendent of Education for Upper Canada, presided. Among those on the dais were the Lord Bishop of Toronto, the Hon. the Chief Justice of Upper Canada, Chief Justice Draper, the President of University College, &c. The proceedings commenced by singing the beautiful school song (from music composed by Mr. Sefton, the music master,) "Hurrah! hurrah! for Canada," after which the usual recitations and musical exercises took place. The boys acquitted themselves remarkably well in the various parts assigned to them, and were frequently and warmly applauded by the audience.

Mr. Cockburn, Rector of the Model Grammar School, before the distribution of the prizes was proceeded with, said it gave him very great pleasure, at the close of this their third session, to see present so many of the parents and guardians of the boys, and so many other friends interested in the cause of higher education. Last July, a twelvemonth ago, he had it in his power to state that the success which had attended the Model Grammar School had been indeed very marked, and that owing to the hearty co-operation he had ever met with from the gentlemen with whom he had the honour to be associated in the work of instruction, and from the deep interest manifested in the work of the school by the various members of the Council of Public Instruction, and more especially by the Chief Superintendent of Education, to whom he then paid the fullest acknowledgments—as he desired to do on this occasion—that owing to these causes the school had met with a success which far exceeded their most sanguine expectations. This July it afforded him no ordinary pleasure to state that owing to the same continued hearty co-operation and the same sympathy on the part of the members of the Council of Public Instruction, the success of the Model Grammar School had been if possible greater than before, that their numbers had exceeded their limits; and that for some time past they had been obliged to close their doors against further admissions. It gave him also no ordinary pleasure to state that the credit of the Model Grammar School had been nobly sustained by its ex-pupils, inasmuch as the dux of last year, the son of the esteemed head Master of the Normal School, had entered the University of Toronto, after passing he believed the best matriculation examination and took on entering a classical scholarship, and at the end of his first year he proved the efficiency of the instruction communicated to him here, by carrying off double first-class scholarship, for both classics and mathematics. (Applause.) There were two of the pupils of this school at the University, and they succeeded in carrying off three of the five scholarships open to their competition. He alluded to these facts, not in any boastful spirit, but simply to illustrate the efficiency of the system of mental culture which had been pursued in this institution. And here he might mention one leading principle always adhered to in the con-

ducting of this school, and that was to secure as early as possible, immediately on the entry of a pupil, the hearty co-operation of parents or guardians. Without that co-operation what he could have achieved would have been comparatively little, and he availed himself of this opportunity, in his own name, and on behalf of his colleagues, to thank the parents and guardians now present for the willing co-operation they had seldom, if ever failed to lend to them in conducting the ordinary work of the school. With reference to the conduct and progress of the boys this year, he was happy to say that there had been exhibited a noble, manly spirit of eager, but honourable emulation, which was exceedingly gratifying, not only to himself, but to every one connected with the institution. Mr. Cockburn went on to give some counsels to the boys—to those who had striven to obtain honourable distinction and succeeded in obtaining it—to those who had not striven and had not succeeded—and lastly, to those who had not striven as they might have done—and expressed the hope that these counsels would have all the more weight with them, from the circumstance that his connection with them as master was about to cease. They had been associated together for upwards of three years, and reviewing those three years he could scarcely hope to spend a happier period. Every year had added to the strength of the bonds which had united them. There had never been such a thing as physical punishment within the walls of the Model Grammar School, but every thing had been done, he believed with the most beneficial effect, to encourage a kindly feeling between master and pupil. He had ever thought that the best way to train boys, was to appeal to those principles which would be their best guides in the active duties of life, and that the resort to corporal punishment, instead of fitting, would rather tend to unfit them for those duties. He felt that by the daily inculcation of forethought and self-constraint habits the cultivation of which would raise up for the country its noblest and best citizens, the seed was sown for a rich harvest, and that by carrying with them through life the lessons taught them by the system of training here pursued, the boys he saw around him would act in such a way as to be an honour to their parents, to the institution in which they were reared, and to all connected with them. (Applause.)

Dr. McCaul having distributed the prizes in the third class, said he had been an exceedingly gratified spectator of the proceedings of this day. He had been much pleased with those recitations in different languages, which had been given in a manner very creditable to the pupils, and to the pupils under whose instruction they were prepared. He had also heard with no small pleasure the remarks of the Rector, with reference to the boys who had been sent forth to the University. From his own knowledge of the examination of those pupils sent up to the University, he was able to say that the proficiency they manifested showed accurate, sound, and careful training; and the best wish he could express with reference to this establishment was, that it might continue as it had commenced, and might hold on its career of honour and of usefulness.

Bishop Strachan distributed the prizes in the fourth class. He said that after the remarks already made, he would not attempt to detain the audience with any observations of his own. He would only say that the progress made by this institution had surpassed his expectation, and he hoped it would succeed, year by year, with the same success which had attended it hitherto. In that case it would be a great blessing to the Province.

Chief Justice Robinson distributed the prizes in the fifth, or highest class. Having done so, he said that he thought Upper Canada had good reason to be proud of her Grammar Schools generally, for which this institution was designed to be the model. The Municipalities being responsible for sustaining them, and receiving the aid of the Government in doing so, there was every necessary guarantee for their being efficient. The learned Chief Justice proceeded to make some further remarks, impressing upon the boys the importance of making a right use of the valuable educational advantages they enjoyed.

Dr. Ryerson then briefly addressed the audience. He said he participated in the feelings of satisfaction which had been expressed at the successful conclusion of another session of the Model Grammar School. As far as concerned the action of the government, he had nothing more to ask of them in respect of this important institution, or of any of these other special establishments which were essential to the completion of a system of public instruction. Neither had he any favours to ask of them for himself any more than for these particular institutions. They had all the support necessary to carry them on efficiently, and however soon he might be removed from the management of them—perhaps for all he knew to the satisfaction of some—he was happy to know that they were now placed on a foundation on which he trusted they would stand, independently of any personal exertions on his part. Dr. Ryerson then alluded to the high place taken in the University, by last year's dux of the Model Grammar School, the son of Mr. Robertson, head master of the Normal School, and attributed to that gentleman a portion of the credit for his son's success, inasmuch as he laid the foundation of a good English education, before the higher branches of classic and mathematics were entered upon. He then referred to the success which had in every respect characterized the Model Grammar School, since its commencement, and said it furnished proof of the excellent choice made of a Rector, when Mr. Cockburn was appointed. He trusted that the efficiency of Upper Canada College, under that gentleman's management would eclipse its efficiency in former days. He hoped that the Model Grammar School would continue to be efficiently conducted.

Mr. Cockburn then distributed the prizes to the successful competitors in the first class.

Chief Justice Draper distributed the prizes in the second class, and having done so, briefly addressed the successful competitors. He said they ought to look upon their present successes as only steps to a higher end, and that they should endeavour to make their education the means of their becoming good subjects to their Sovereign, faithful servants to their country, and devoted to their God.

SCIENTIFIC INTELLIGENCE.

— Mr. Hodgins, Deputy Superintendent of Education for Upper Canada, and author of several works on geography, has been appointed a member of the Royal Geographical society of London.

— The earthquake felt, on the 17th October 1860, throughout the greater part of Canada and the New England States was still fresh in the memory of every one, when the appalling news of the catastrophe that befell Mendoza, a city in the Argentine Republic (La Plata), on the 20th March, inspired in the minds of many rather serious apprehensions as to what may be going on beneath the crust of this our hemisphere, apprehensions which were in no way allayed by the new shock felt on the 11th instant, about 9 p.m., and which was at least equal in violence, but not in duration, to the first. It was felt at Montreal, Ottawa, Prescott, Brockville, and throughout Central Canada, and a part of the neighboring States. At the Observatory of Dr. Smallwood, on Isle Jesus, the vibration commenced at 9 h. 3 m., mean time, and lasted ten seconds. The wave was from west to east. The sound wave was distinct from that of the earth. The barometer stood at 29: 624 inches; thermometer 57° 5. Wind, S. E. atmosphere rather calm, sky cloudy. The magnetic needle experienced considerable variations. Everywhere the shock was preceded, or accompanied, by loud noise, which was, as usual on such occasions, compared to that of a railroad train at full speed. Door bells were in many houses distinctly heard to ring as of themselves, and the windows rattled as if a hailstorm were beating violently against them. The area over which the phenomenon extended, — it does not appear to have been felt farther in a north-eastern direction than Three Rivers, — was much less than that of the earthquake in October last. Stones fell from chimney tops in divers parts of the country, and in Montreal many people ran out of their houses in the greatest panic.

— A comet made its appearance on the 30th June, and shone with the greatest brilliancy during several nights. Its nucleus appeared to be greatly superior in size and brilliancy to a star of the first magnitude; its tail alone covered a space of at least 70 degrees and extended in the direction of the Great Bear to the Zenith; the nucleus being east of that constellation. The tail however rapidly diminished in size, until a few days ago it only presented the appearance of an evanescent vapor, slightly luminous and of small extent. The sudden appearance of this comet caused universal surprise, as it had been predicted by none of the astronomers of either continent. They all acknowledged to have been completely taken by surprise on this occasion, a circumstance to be attributed, according to their own explanations, to the fact that this comet was enveloped in the sun's rays and was not visible before. Mr. Hind in a communication to the London Times says the comet reached its perihelion on the 11th June, and crossed the earth's orbit on the 28th of the same month. He thinks this is not the comet that appeared in the reign of Charles V. of Spain, and which has now been looked for these several years past. At the academy of science in Paris a spirited discussion is said to have taken place between M. Babinet and M. Leverrier, the first contending that it was the famous comet of 1556, which caused Charles V. to abdicate, and which, in 1224, was said to have caused the death of Pope Urban IV.; but M. Leverrier was of opinion that the velocity and position of the new comet were such that it was impossible to mistake one for the other.

The new visitor was still more brilliant than Donati's comet, so much admired in 1858; and its transit was far more rapid, since shortly after its first appearance it had already receded to so great a distance that it was hardly visible to the naked eye. Besides, its aspect differs in many respects; its tail being in a straight line, and lessening in width from the nucleus to the extremity; while Donati's was curved in the form of a plume. It has moreover a luminous circle and beard composed of curves inclined in the same direction. Frequent changes however mark its appearance. It is evidently one of those bodies that require a long time to complete a revolution, and no one now living may ever see it again. The following comparison may give a good idea of the eccentricity of the orbits of some comets. In speaking of Donati's, an astronomer said: Take a coin of the size of a six-pence and place it on one of the corners of a sheet of letter paper of ordinary size; suppose the centre of this coin to be the sun, and its circumference to represent the orbit of Neptune, which is the most distant of all the planets known; then if an elliptic line be drawn so as to extend to the farthest edge of the paper, it will represent the orbit of our comet.

Comets whose revolutions are accomplished within a short space of time, have their orbits within the known limits of the solar system. Encke's, Biela's, Faye's, and Vico's comets are of this description. The first of these revolves in its orbit in 1207 days. Halley's comet takes from 75 to 76 years to perform its revolution, and its tail is usually

of great length, and very brilliant. Since 1835 when this comet last appeared, no other has been seen that could, for magnificence, be compared to our splendid visitors of 1858 and 1861; which prove that the historians of the times of Charles V. and Urban IV have not been guilty of exaggeration, as it had been supposed. Though it is now certain that neither of the recent comets can be identified as that celebrated in history, they still come up to its descriptions as handed down to us.

ADVERTISEMENT.

SAINT FRANCIS COLLEGE, RICHMOND, C. E.

CALENDAR FOR 1861-2.

The FALL TERM of sixteen weeks, will begin on THURSDAY, the 29th day of August, 1861.

The WINTER TERM will commence on THURSDAY, the 2d day of January, 1862.

And the SPRING TERM, on THURSDAY, the 17th day of April, 1862.

EXPENSES FOR TUITION.

PREPARATORY DEPARTMENT.

(THREE TERMS PER YEAR.)

Elementary Class, English Studies	\$1.00 per term.
Intermediate Class, English Studies	\$5.00 "
Highest Class, English Studies (including Latin if desired)	\$6.00 "
Latin and Greek, with English Branches	\$6.50 to \$7.00.
Scientific Department (Preparatory for Surveying, &c.)	\$8.00 per term.

It will be observed that the charge for tuition is unusually low.

COLLEGIATE DEPARTMENT.

Tuition, including all the studies of the regular College course, \$32.00 per year.

EXPENSES FOR BOARD.

The charge for board in the family of Prof. Graham, who resides in the College building, is from \$2.00 to \$2.25 per week including room, fuel, lights, washing, cabinet furniture, mattress and bedding. Students may furnish their own towels, which they generally prefer. According to the By Laws of the College, the tuition is to be paid each term in advance or it may be paid during the second week of the term. The Board is to be paid either at the beginning or middle of the term, or both. Rooms for self-boarders may be obtained at a reasonable rate. Books and Stationery can be procured here at common prices.

TERMS AND VACATIONS.

"The Collegiate year is divided into three terms. The ANNUAL COMMENCEMENT is held on the THIRD WEDNESDAY in JULY. After a vacation of six weeks the Fall Term begins and continues sixteen weeks. After a Christmas and New-Year's vacation of two weeks, the second or Winter Term begins and continues thirteen weeks. After another vacation of two weeks, the Spring Term follows."

It is very desirable that students should be present at the beginning of each term and attend punctually and constantly till the close. Occasional holidays are given.

LETTERS OF INQUIRY.

Respecting tuition, board, sessions, requirements for entering college, etc., may be addressed to Prof. Graham, St. Francis College, Richmond, C. E., or to the Rev. D. Falloon, D. D. Principal, Melbourne; or for any other information to the following gentlemen who are trustees of the college:—Lord Aylmer, President, Melbourne; Rev. J. Sieveright, A. B. Vice President, Melbourne; C. B. Cleveland, Esq., (late Mayor of Cleveland for a series of years) Richmond; W. H. Webb, Esq., Advocate, Melbourne; Thomas Tait, Esq., Merchant, Melbourne; G. K. Foster, Esq., Merchant, Richmond; Thomas Steel, Esq., Cleveland; F. C. Cleve, Esq., Provincial Land Surveyor, Richmond; John Ethrington, Esq., Merchant, Melbourne; Hon. T. L. Terrill, Stanstead; Henry Hubbar, A. M., School Inspector, Danville; Rev. S. S. Wood, A. M., Durham; C. Dunkin, Esq., A. M., Montreal; or W. C. Baynes, A. B., Secretary of the University of McGill College, Montreal.

D. FALLOON, D. D., Principal,

AYLMER, President,

JOHN H. GRAHAM, A. M., Secretary.

Richmond, C. E., July, 1861.