Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- ☐ Coloured covers/ Couverture de couleur
- ☐ Covers damaged/ Couverture endommagée
- ☐ Covers restored and/or laminated/ Couverture restaurée et/ou pelliculée
- ☐ Cover title missing/ Le titre de couverture manque
- ☐ Coloured maps/ Cartes géographiques en couleur
- ☐ Coloured ink (i.e. other than blue or black)/ Encre de couleur (i.e. autre que bleue ou noire)
- ☐ Coloured plates and/or illustrations/ Planches et/ou illustrations en couleur
- ☑ Bound with other material/ Relié avec d'autres documents
- ☑ Tight binding may cause shadows or distortion along interior margin/ La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- ☐ Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/ Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

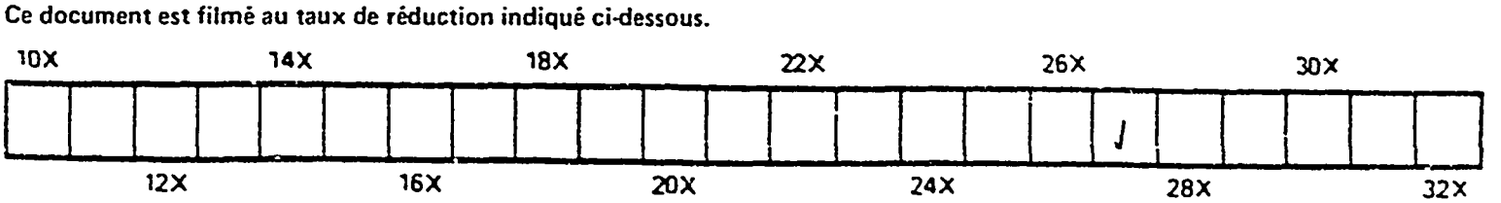
- ☐ Coloured pages/ Pages de couleur
- ☐ Pages damaged/ Pages endommagées
- ☐ Pages restored and/or laminated/ Pages restaurées et/ou pelliculées
- ☑ Pages discoloured, stained or foxed/ Pages décolorées, tachetées ou piquées
- ☐ Pages detached/ Pages détachées
- ☑ Showthrough/ Transparence
- ☑ Quality of print varies/ Qualité inégale de l'impression
- ☑ Continuous pagination/ Pagination continue
- ☐ Includes index(es)/ Comprend un (des) index

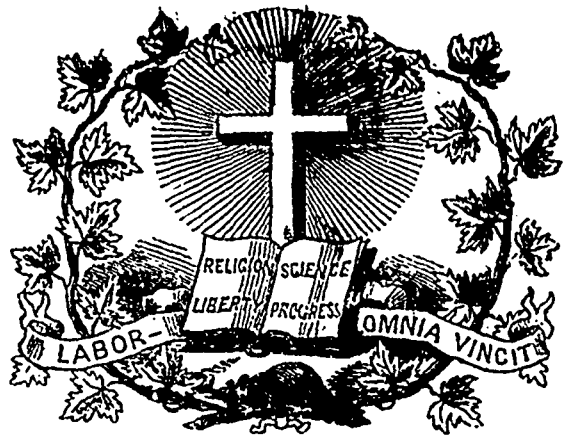
Title on header taken from:/ Le titre de l'en-tête provient:

- ☐ Title page of issue/ Page de titre de la livraison
- ☐ Caption of issue/ Titre de départ de la livraison
- ☐ Masthead/ Générique (périodiques) de la livraison

☐ Additional comments:/ Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.





JOURNAL OF EDUCATION.

Volume IV. Montreal, (Lower-Canada) May, 1860. No. 5.

EDUCATION.

School days of Eminent Men in Great-Britain.

By John Timbs, F. S. A.

(Continued from our last.)

CIV.

SUNDAY SCHOOLS ESTABLISHED.

One of the brightest ornaments of our church has observed, with equal eloquence and truth, "The mainstay of religious education is to be found in our Sunday Schools—the most earnest, the most devoted, the most pious of our several congregations, are accustomed, with meritorious zeal, to dedicate themselves to this great work." (1) The founder of these invaluable institutions was Mr. Robert Raikes, the proprietor and editor of the *Gloucester Journal*. His attention was first drawn to the wretched state of the prisoners in the bridewell at Gloucester, for want of religious and moral instruction; and for this purpose, whenever he found one among the prisoners that was able to read, he set him to instruct his fellow-prisoners, and rewarded him for his trouble. Mr. Raikes next set to work in other quarters, and in 1783 wrote in his newspaper—"Some of the clergy in different parts of this county, bent upon attempting a reform among the children of the lower class, *are establishing* Sunday Schools for rendering the Lord's Day subservient to the ends of instruction, which has hitherto been prostituted to bad purposes." At this time, the streets were full of noise and disturbance every Sunday; and the churches were unfrequented by the poorer sort of children, and very ill attended by their parents. To them Mr. Raikes proposed that their children should meet him at the early service performed in Gloucester Cathedral on a Sunday morning. The numbers at first were few, but their increase was rapid; and Mr. Raikes soon found himself surrounded by such a set of little ragamuffins as would have disgusted teachers less zealous than the founder of Sunday Schools. The children soon began to look upon him with respect and affection, and were readily drilled into a decent observance of the outward ceremonies of religion. To prevent their running about the streets of the city after and between the services, masters and mistresses were engaged, by means of subscriptions, for a large number of children of both sexes to be educated in the principles of Christianity. From this hour the sytem of Sunday Schools has gone on most surely and rapidly developing, until it would be difficult to overrate the positive benefits which have been derived from its extension, until the present (1858) number of scholars has reached two millions and a half.

(1) The Rev. Dr. Hook, Vicar of Leeds, in his Letter to the Bishop of St. David's.

CV.

THE MONITORIAL SYSTEM OF BELL AND LANCASTER.

To each of these philantiopists (as in most similar claims) is attributed, by different authorities, the merit of being founder of the system which bears the name of the latter; but to Lancaster is due the great public attention first bestowed on the subject, and, we think, to Dr. Bell, the first adoption of its principles. Whilst superintendent of the Military Orphan Asylum at Madras, in 1791, Dr. Bell one day observed a boy, belonging to a Malabar school, writing in the sand; thinking that method of writing very convenient, both as regards cheapness and facility, he introduced it in the school of the asylum, and as the usher refused to teach by that method, he employed one of the cleverest boys to teach the rest. The experiment was so successful that he extended it to the other branches of instruction, and soon organized the whole school under boy-teachers, who were themselves instructed by the Doctor. On his return to England he published a Report of the Madras Orphan Asylum, in which he particularly pointed out the new mode of school organization, as more efficient than the old.

In the following year, 1798, Dr. Bell introduced the system into the school of St. Botolph, Aldgate,—then at Kendal; and next he attempted, but with small success, to obtain its adoption in Edinburgh. Settling soon after, as rector of Swanage, in Dorsetshire, he was secluded from the world for some years; yet he retained his strong opinion of the value of the new system of education, and had the school at Swanage conducted on that plan.

Meanwhile, Joseph Lancaster, son of a Chelsea pensioner in the Borough-road, London, opened a school in his father's house, in 1798, at the early age of eighteen. He had been usher in schools, and had made certain improvements in tuition; and a pamphlet by Dr. Bell having fallen in his way, Lancaster adopted the Madras system, with alterations. In 1802 he brought his school into a perfect state of organization, and found himself as able to teach 250 boys, with the aid of the senior boys as teachers, as

before to teach 80. Lancaster was a member of the Society of Friends, and received much encouragement and assistance from them. His enthusiasm and benevolence led him to conceive the practicability of bringing all the children of the poor under education by the new system. He published pamphlets recommending the plan, and in one of them ascribes the chief merit to Dr. Bell, whom he afterwards visited at Swanage. His own school Lancaster made free, and obtained subscriptions from friends of education for its support. At length he was admitted to an interview with George III, at Weymouth, in 1805, and his majesty being charmed with the order and efficiency of his schools, subscribed to the fund 100*l.* a-year, the Queen 50*l.*, and the princesses 25*l.* each, to be employed in the extension of the Lancasterian system, to promote which a Society was formed under the patronage of the King. (1) Such was the origin of the British and Foreign School Society, originally "the Royal Lancasterian Institution for promoting the Education of the Children of the Poor." (2.)

Dr. Bell's method in process of time was adopted in the Lambeth schools by the Archbishop of Canterbury; and in the Royal Military School at Chelsea; whilst numerous schools sprung into existence under what is known to this day as *the Madras System*. The distinctive features of Bell's National Schools, and Lancaster's British and Foreign School systems were, that the religious instruction in the former was according to the formularies of the Established Church; whilst the latter represented the Dissenting interests, admitting the reception of the Bible as the foundation of all instruction, but without note or comment. This still remains the essential difference between the two societies, and the schools conducted on their principles.

To these systems have since been added Normal and Model Schools; and for the girls in these schools instructions in domestic economy and the duties of servants.

In 1808, Dr. Bell endeavoured to induce the Government to establish upon his plans "A National Board" of Education, with schools placed under the management of the parochial clergy. In this he failed; but by aid of friends of the Established Church, and under the patronage of the bishops and clergy, the National Society was eventually formed in 1811. (3)

CVI.

THE PRIMER AND THE HORNBOOK.

The earliest printed book used in the tuition of youth was the Primer (*Primarius* Latin), a small prayer-book in which children were taught to read—and the R. C. book of devotions in the monastic schools. At the Reformation, the Primer was retained, but the requisite changes were made. In 1545, Henry VIII, ordered to be printed an English "form of Public Prayer," entitled the *Primer*, said to be "set furth by the K[illegible]g's majestie and his clergie, to be taught, lerned, and red." A copy of this rare book is extant: it was once the property of Sir John Clark, priest of the chapel of Leedsbridge, and founder of the school. This appears from the following autograph note in the Calendar: "This day I began the schole at Leeds, July 4, 1563."

It would be hard to say when the contents of the Primer were changed from sacred to secular: the change was probably very gradual, more especially as the Primers printed to this day contain occasional prayers—the good seed which cannot be sown too early in the mind of childhood. The accounts of the grammar-schools of the sixteenth century contain much interesting evidence of the value attached to school-books, by the care which is directed to be taken of them. Thus, in the Corporation records of Boston, in Lincolnshire, in 1578, it was agreed that "a Dictionarye shall be bought for the scollers of the Free Scole; and the same boke to be *tyed in a cheque*, and set upon a desk in the scoole, whereunto any scoller may have accesse as occasion shall serve." There are later entries of the Corporation purchasing dictionaries, for the use of the school; besides presents of dictionaries, lexicons, grammars, folio English Bibles, &c.—(*Thompson's History of Boston.*)

Another "dumb teacher" was the Hornbook, of which a specimen exists, in black-letter, of the time of Queen Elizabeth. It appears to be at least as ancient as 1570, is mounted on wood, and protected with transparent horn.

> "The letters may be read, *through the horn*,
> That make the story perfect."—*Ben Johnson.*

There is a large cross, the *criss-cross*, and then the alphabet in large and small letters. The vowels follow next, and their combinations with the consonants; and the whole is concluded with the Lord's Prayer and the *Roman* numerals. The Arabic numerals are not given. Shakspeare thus refers to the cross-row of the Horn-book:—

> "He hearkens after prophecies and dreams;
> And from the cross-row plucks the letter G;
> And says, a wizard told him that by G
> His issue disinherited should be."—*Richard III.*

Again, in *Love's Labour's Lost*, act v. scene 1, Moth, the page to Armado, says, in describing Holofernes the shoolmaster, "He teaches boys the Hornbook."

Colgrave has, "*La Croix de par Dieu*, the Christ's-cross-rowe, or *horne-booke*, wherein a child learnes it;" and Florio, ed. 1611, p. 93, *Centuruola*, a childes horne-booke hanging at his girdle."

In the collection of Sir Thomas Phillipps, at Middlehill, are two genuine Horn-books of the reigns of Charles I. and II. Locke, in his *Thoughts on Education*, speaks of the "ordinary road of the Hornbook and Primer," and directs that "the Lord's Prayer, the Creed, and the Ten Commandments he should learn by heart, not by reading them himself in his Primer, but by somebody's repeating them before he can read."

Shenstone, who was taught to read at a dame-school, near Halesowen, in Shropshire, in his delightfully quaint poem of the *Schoolmistress*, commemorating his venerable preceptress, thus records the use of the Horn-book:—

> "Lo; now with state she utters her command;
> Eftsoons the urchins to their tasks repair;
> Their books of stature small they take in hand,
> Which with pellucid horn secured are
> To save from finger wet the letters fair."

Cowper thus describes the Hornbook of his time:—

> "Neatly secured from being soiled or torn
> Beneath a pane of thin translucent horn,
> A book (to please us at a tender age
> 'Tis called a book, though but a single page)
> Presents the prayer the Saviour deigned to teach,
> Which children use, and parsons—when they preach."
> *Tirocinium, or a Review of Schools*, 1784.

We have somewhere read a story of a mother tempting her son along the cross-row by giving him an apple for each letter he learnt. This brings us to the gingerbread alphabet of our own time, which appears to have been common a century and a half since:—

> "To master John the English maid
> A Hornbook gives of gingerbread;
> And, that the child may learn the better,
> As he can name, he eats the letter."—*Prior.*

And anecdote illustrative of Lord Erskine's readiness is related—that when asked by a judge if a single sheet could be called a book, he replied, "The common Hornbook, my lord."

John Britton, who was born in the parish of Kington St. Michael's, Wilts, in 1771, tells us, in his *Autobiography*, that he was placed with a schoolmistress: "here, he writes, "I learnt 'the Christ-cross-row" from a Hornbook, on which were the alphabet in large and small letters, and the nine figures in Roman and Arabic numerals. The hornbook is now a rarity." Such a Hornbook is engraved opposite. It was met with in the year 1850, among the old stock of a bookseller, at Peterborough, in Lincolnshire, and is thus described: Its dimensions are 9 by 5 inches. The alphabet, &c., are printed upon white paper, which is laid upon a thin piece of oak, and is covered with a sheet of horn, secured in its place by eight tacks, driven through a border or mounting of brass; the object of this horn-covering being to keep the "book," or rather leaf, unsoiled. The first line is the cross-row; so named, says Johnson, "because a cross is placed at the beginning, to show that the end of learning is piety."

The Hornbook was not always mounted on a board; many were

(1) The noble wish of George III.—"that the day might come when every poor child in his dominions would be able to read the Bible"—doubtless greatly assisted by the sanction of Royal Authority this new system of teaching, as well as the Bible Society established in 1804.

(2) Lancaster resigned his direction of the school in 1808. He died in 1838, having been supported in his latter days solely by an annuity purchased for him by a few old and attached friends.

(3) Dr. Bell died in 1832, leaving the princely sum of 132,000*l.* for the encouragement of literature and the advancement of education.

pasted on the back of the horn only, like one used five-and-forty years ago by a friend, when a boy, at Bristol.

Such was the rudeness of the "dumb teacher" formerly employed at the dame-school, and elsewhere. It was, in all probability, superseded by Dr. Bell's sand-tray, upon which the children traced their own letters. Next came the "Battledore" and "Reading-made-Easy;" though the Spelling-book is considerably older than either. The Battledore, by the way, reminds us of a strategy of tuition mentioned by Locke: "By pasting the vowels and consonants on the sides of four dice, he has made this a play for his children, whereby his eldest son in coats has played himself into spelling."

CVII.

PROGRESS OF EDUCATION IN THE REIGNS OF GEORGE IV. AND WILLIAM IV.

There is little to interest the reader in the early personal histories of these sovereigns. George the Fourth, the eldest son of George the Third and Queen Charlotte, was born at Buckingham House, in 1762. At the age of three years he received an address from the Society of Ancient Britons, and was made a Knight of the Garter. In a few months after, he was appointed by a King's letter, addressed to the Lord Mayor, Captain-General of the Honourable Artillery Company of the City of London. He learned his nursery tasks at Kew-house, or the old palace at Kew, where the royal family lived, as Miss Burney says, "running about from one end of the house to the other, without precaution or care." The prince's first governor was the Earl of Holdernesse; Dr. Markham, Bishop of Chester, (afterwards Archbishop of York,) was the prince's preceptor; and Mr. Cyril Jackson, sub-preceptor. These gentlemen, however, suddenly resigned their offices, it is believed from their having found some political works, which they considered objectionable, put into the hands of their pupil by direction of the King. His next preceptor was Dr. Hurd, Bishop of Lichfield and Coventry, afterwards of Worcester; with the Rev. William Arnold as sub-preceptor; both these tutors being Cambridge men. The prince was kept by his father in a state of unmitigated pupilage till he was nearly eighteen, soon after which he appeared in public, and fell into dissolute habits, which deeply embittered his after life.

George the Fourth affected patronage of painting and architecture; the results of the latter are best seen in the highly embellished western quarter of London. His encouragement of letters and learned men was narrow and partisan; he was the first patron of the Literary Fund, to which he contributed upwards of 5000*l.*; in the Society's armorial bearings is "the Prince of Wales's plume." By his bounty, the Latin manuscript of Milton, discovered in the State Paper Office, in 1823, was edited, and a translation published. The King also chartered, in 1826, the Royal Society of Literature, and contributed from the Privy Purse 1100 guineas a-year to its funds; though it should be added, that he was committed to this large annual subscription by a misconception of Dr. Burgess, Bishop of Salisbury, the King intending a donation of 1000 guineas, and an annual subscription of 100 guineas; though his majesty cheerfully acquiesced, and amused himself with the incident. He also granted the Society the Crown land upon which their house is built in St. Martin's-place; and as if to show that he did not restrict his patronage to the higher aim of letters, there is prominently inscribed upon the exterior façade of the Parochial Schools of St. Martin's, "built upon ground the gift of His Majesty King George the Fourth."

In this reign, in 1826, was founded the Society for "the Diffusion of Useful Knowledge," under the chairmanship of Lord Brougham. This was followed by the founding, in London, of University College and School, in 1828, for affording "literary and scientific education at a moderate expense," divinity not being taught; and in the same year was founded King's College and School, for education in the principles of the Established Church.

William the Fourth, next brother to George the Fourth, was born at St. James's Palace, in 1764, and was educated at Kew. When a child at play, his favourite amusement was floating a toy-ship, which one day led him to say, with prophetic boast, "If ever I shall become a king, I will have a house full of ships, and no other king shall dare to take them from me!" The King, his father, encouraged him to enter the naval service; and at the age of fourteen, he swung his first hammock on board the *Prince George*, 98 guns, under the command of Admiral Digby, where he was furnished as scantily as any youngster of the mess. His entire service at sea extended nearly to eleven years; its most interesting incident was his intimacy with the galant Nelson, from whom, in the prince's own words, his "mind took its first decided naval turn." This predilection lasted throughout his long life: he was some time Lord High Admiral, and after his accession to the throne was familiarly styled "the Sailor King."

In his reign, in 1833, greatly through the influence of Lord Brougham and his party, upon the report of a Parliamentary Committee, the first annual grant or educational purposes was made by the Government; and in 1836 was formed the Home and Colonial Infant School Society, upon the principle that education must be based on the knowledge of the Holy Scriptures, and as set forth and embodied in the doctrinal articles of the Church of England. In the following year was formed a "Central Society of Education," principally for the collection and publication of facts, and bringing prominently forward the distinction between general and special religious instruction.

(To be continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

XI.

NATURAL PHILOSOPHY.

(Continued from our last.)

The subject of heat is one of great interest, and one on which the teacher may bring to bear a variety of experiments not attended with much expense, and having this additional recommendation, that they have an intimate relation with many of the comforts and conveniences of life.

Heat is present everywhere and in every kind of matter: we cannot measure its quantity; but we can measure the quantity in one body relatively to that of another.

The general effect of heat upon matter is to expand it, that is, an increase of heat in the same body produces an increase of volume, in some proportion to the increased temperature.

This increase of volume for a given increase of temperature varies in different kinds of matter; air and gases expand most, fluids next, and then solids.

Instances of each have been mentioned—as a full kettle swelling and flowing over before it boils—a round piece of iron fitting exactly into a ring when cold, when heated is too large.

Then, again, heated bodies impart heat to every thing around them until all have acquired the same temperature; as the heater for a box-iron for ironing linen, when put into the fire becomes red hot like the cinder; when taken out it is put into the box, communicates heat to it, and so to the linen; and, when used for a certain time, becomes of the same temperature with the things around it.

We call things which we touch, hot or cold, according as they are hotter or colder than the human body, but in this the sense of touch deceives us; when we touch a body hotter than the hand, we receive heat from it—when we touch one colder than the hand, it receives heat from us; but experience tells us that all the things in a room, when measured by a thermometer, have an equal temperature, yet they do not feel equally so to the hand.

The different degrees in which bodies conduct heat have been ascertained by experiment; air and gases, when confined, are very bad conductors; metals varying in degree among each other are good ones—generally the more dense the body, the better conductor it is.

Porous bodies are bad conductors, as are any bodies which contain air confined in cells. such as the feathers of birds—the fur of animals—the bark of trees. All these how beautiful a provision for the preservation of animal and vegetable life!

Then, again, straw, reeds, etc., are bad ones; so that a thick covering of thatch is a much better covering for a cottage, so far as warmth in winter and coolness in summer are concerned, than either tile or slate.

Tile, being rather a thick and a porous substance compared with slate, is better than the latter; and every one who is in the habit of visiting the cottages of the poor will have observed that the bedrooms of those covered with slate are in the summer extremely hot, and in winter equally cold.

Slate, again, would be better than iron.

The teacher would do well to observe the variety of fur and hair in animals, varying with the climates they inhabit; in warm climates the hairy coat of animals being short and thin, in the

colder ones becoming thick and woolly. The birds of colder regions that live in the air, have a much greater quantity of plumage than those of the warmer ones; water fowl, such as ducks, geese, etc., have the interstices between their feathers filled up with down, more particularly on the breast. In the cold weather in winter, the birds may often be seen shaking and ruffling up their feathers in order to increase the quantity of air among them, which, being a bad conductor, helps to keep them warm.

Earth is a bad conductor, and the sharpest frosts in consequence scarcely ever get more than a few inches deep into the ground. The temperature of the earth, a very little below the surface, is the same in every climate.

In covering up a potatoe-pit for the winter, the lighter the soil, and the more of covering of straw or leaves between it and the potatoes, the better they will be preserved. When it is said the frost gets to the potatoes, the thing really meant is, that the temperature of the air becoming lower than freezing point, the surface covering of the potatoe-pit first gives out heat to the air, then that nearest the surface to the particles adjoining, until, last of all, the potatoes give out heat to what is resting upon them, and so the water of the potatoes gets cooled below freezing and becomes solid, and the potatoe spoiled;—hence the necessity of covering them with bad conductors—not to make the soil over them a solid, but as light as possible.

On the same principle, a covering of snow is a great protection, in very severe frosts, to the more delicate plants; although the temperature may be very far below the freezing point, and in some climates where the cold is great, the thermometer is even down to zero, yet the temperature of the ground, under a covering of snow, would be very little below freezing. Thus water in pipes below the surface, and in springs is never frozen. In the winter, to prevent water freezing in pipes which are above ground, they are wrapped round with straw or some bad conducting substance, etc. Ice-houses with double walls—rooms with double windows are all instances of the same kind. The application of a kettle-holder, having wood or ivory handles to teapots made of metal, etc., belong to the same principle.

The following, by way of a lesson on one of the metals, *iron*, with the experiments which follow, will convey some idea to the teacher of the mode of proceeding here, and may serve as a model for the way in which he would treat the other metals:

Iron—found in the earth as a mineral—how obtained from the ore?—is a metal a solid?—can it be made fluid? Yes, sir, by great heat. Have you ever seen it fluid?—At the little foundry at the blacksmith's shop.—How does it become solid again? By cooling. —What effect has heat upon metals? It expands them, makes them longer—it would make an iron ring larger.—Have you ever seen this property of expanding by heat turned to a useful purpose? Yes, sir; the village blacksmith hoops wheels; he makes the hoop a little too small, heats it red hot, which makes it larger, and it just fits the wheel—he then pours water upon it; it immediately contracts and makes the joints of the wheel close up and crack, and so it fits tight—riveting bolts, etc.—the experiment of iron bars bringing the opposite sides of a building to an upright position from leaning outwards.

I am told, in testing the anchors in the dockyard at Portsmouth, that the largest anchors have a strain on them of perhaps 150 tons, and being in length about 30 feet, and as thick as the body of a man, that immediately the strain is taken off they will collapse as much as an inch, and that this shrinking is visible to the eye of a looker on.

A bar (whose length at 32o is taken at unity) of the following substances will, when heated to 212o, the boiling point of water at the ordinary pressure of the atmosphere, expand: glass, 1/1116 of its length; steel about, 1/807; iron, 1/846; copper, 1/58; silver, 1/524; tin, 1/462; lead, 1/351; or a rod of iron whose length (temperature 32o) is 846 inches, will, at the heat of boiling water, expand one inch, and become 847; tin, length 462 inches, would become 463.

The difference between the heat of summer and winter will cause such a variation in the length of the ordinary seconds pendulum as to affect its time of vibration; and in the building of iron bridges, allowance is obliged to be made for what is called the play of the iron, between summer and winter heat, or the whole would come down, and I believe in some of the large tubular structures of iron lately erected over rivers, allowance has been made for the unequal expansion of the metal on the sunny and shady sides.

The teacher will point out the various uses to which iron can be applied—how useful from its extending under the hammer—welding (which most other metals do not), and other properties. What is welding? Heating two pieces of iron to a very great heat (called a white heat), then placing them together on the anvil, and beating them with a hammer, they unite as one piece; silver and gold will not do this. Platina welds.

Cast-iron—melted and run into a mould for shape, for grates, saucepans, boilers, teakettles, part of the plough, rollers, door-latches, gate-latches.

Did you ever in winter, in frosty weather, find out that it was colder to the hand to touch iron than wood? Yes, sir.—Why? Do not know, sir.—Teacher (making the children touch substances of different conducting powers, a piece of marble, stone, wood, wool, flax, cotton, etc., pointing out to them that all have the same temperature as the room, which is below that of the hand, and ought, so far as this is concerned, to affect it equally): Because iron is a better conductor of heat than wood or any of the others: being very cold in frosty weather, and much colder than your hand, it carries away the heat much more rapidly than wood, and it has very little to give back in return; this rapid loss of heat causes a very unpleasant sensation; if you hold the iron long enough, it will get the same degree of warmth as the hand, and the unpleasant effect will cease; the stream of heat from the iron to the hand, and the hand to the iron, will exactly balance each other; that is, the two substances, your hand the one, and the iron the other, will then impart equal heat to each other.

They may also be told to touch the different substances, marble, wood, stone, iron, etc., with their lips, which, as they are much more sensible to cold, will point out to them more strikingly how much the sense of touch deceives them.

Experiment. The teacher taking a polished cylindrical piece of iron, with a piece of white paper held tightly over it, holds it in the flame of a candle, and observes it does not char—a piece of wood, exposed in the same way immediately turns black; the iron being so good a conductor does not allow the heat to rest with the paper, but immediately takes it away, etc.; the wood not conducting it so rapidly causes the paper to burn.

On this principle, water may be made to boil in a paper kettle, or in an egg-shell—when boiled away, both substances would immediately burn.

Experiment. Metallic rods of equal lengths and substance, one end of each smeared with beeswax, and immersed in a heated fluid, the heat travels along each rod, from particle to particle, and the one on which the wax melts first is the best conductor, the one on which it next melts the second best, and so on—the order in which the wax melts being the order in which the rods conduct the heat.

The following experiment, which is easily tried, shows the way in which a fluid, as water, is heated by a flame placed under it: take a glass tube, open at one end, and about an inch or so in diameter; pour water into it, so that there may be a column of several inches in length, and place it over a spirit lamp. As the flame heats the water, drop sand into it, and a double current will be observed, one downwards along the sides of the vessel, the other upwards through the centre of the fluid: apply the heat to the surface on the sides of the vessel, and the currents will be reversed. The reason of all this to be pointed out.

Glass—a solid, can be softened by heat, so as to be drawn out into a fine thread—allows light to pass through it; in what way does man turn this property to his use? Windows, lanterns, spectacles, telescopes, etc.; does not allow the heat of the fire to pass through it—the heat of the sun does—What other substances allow light to pass through them? Water, horn, air, etc.

Why will a glass sometimes break by pouring hot water in it?

Answer. Solids convey heat from particle to particle, and some solids do this more slowly than others; glass conveys it very slowly, and the hot water in contact with the inner surface causes the inside surface of the glass to expand, but the outer one, not being so hot, will not follow it, and so snaps, being very brittle. Thin glass will not break so readily as thick, the distance between the two surfaces being smaller, the heat gets through sooner, and the inner and outer surface are almost instantaneously raised to the same temperature—hence chemists use thin retorts.

On the subject of metals used for the various purposes of social life, the class of teachers for whom these pages are intended may give a great deal of useful instruction.

They might draw attention to the different ores, showing specimens of them, and mentioning the kinds of earths and other substances with which they are generally mixed—where found in our own and other countries—the percentage of metal found in an ore, in one case making it what is called a rich one, in another so small as scarcely to make it worth working—anything peculiar in the way in which metallic veins run, not being stratified, etc.—

depth of mines—the number of workmen employed in the mining of any particular ore, the method and necessity of transporting it from the place were it is found for the purpose of smelting, either from the people not knowing how or for want of coal, etc.—great inconvenience of this in a commercial point of view, from having to transport so large a proportion of the ore which is useless (there may be other substances mixed with it which are useful).

"When a mass of matter is to be removed, a certain force must be expended; and upon the proper economy of this force the price of transport will depend. A country must, however, have reached a high degree of civilization before it will have approached the limit of this economy. The cotton of Java is conveyed in junks to the coast of China, but from the seed not being previously separated, three quarters of the weight thus carried is not cotton. This, perhaps, might be justified in Java by the want of machinery to separate the seed, or by the relative cost of the operation in the two countries. But the cotton itself, as packed by the Chinese, occupies three times the bulk of an equal quantity shipped by Europeans for their own markets. Thus the freight of a given quantity of cotton costs the Chinese nearly twelve times the price to which, by a proper attention to mechanical methods, it might be reduced." (BABBAGE *on the Economy of Machinery*).

Again, the mode of separating the metal from the different ores—in some cases breaking it into small pieces and roasting it—thus driving off volatile substances, which become vapour at a comparatively low temperature—why breaking it before this process—smelting—that when a mass of any particular ore is heated to the point at which the metal fuses, it sinks down in this fluid state to the bottom of the furnace;—to point out how certain other substances are sometimes used, called fluxes, to assist in the fusion of minerals; that when a sufficient quantity has accumulated in a fluid state, and sunk down from the earthy and other matter in the ore, the furnace is tapped, and it runs off into moulds—called pigs, sows, etc., by the workmen.

Swansea, in Wales, is a place where a good deal of ore is carried for this purpose—from Ireland, and also foreign ores are taken there.

One mode of separating silver from the other substances in the ore is by pouring in quicksilver, which unites with the silver, and is afterwards pressed out.

The metals themselves, pointing out those which are called precious metals, those which are most useful—the particular properties which make them so useful, such as being fusible, ductile, malleable, and the different degrees in which they are so; their melting-point, and the temperature at which they do melt, showing a very wide range (by calling their attention to these extremes, the instruction becomes more striking, and is more attended to)—their specific gravities which may be pointed out from a table, making them handle the substances—platina and gold, how heavier than any of the others—twice, three times, etc., heavier than some—the property of welding only belonging to iron and platina—how much this increases the usefulness of the former.

It is easy to see the rougher and more every-day purposes of life for which the metals are used, but it will be also useful, more particularly in the schools in our large towns, to call their attention to the uses in the arts; why one metal oxidising rapidly in the atmosphere or in water, and another not, would, in certain cases, make the latter preferable, as in the copper sheathing of ships, etc.

Again, a union of metals is called an alloy—when one is quicksilver, an amalgam; an instance of the former, bronze, consisting of copper, with a small proportion of tin, and sometimes other metals, and used for casting statues, cannon, bells, etc.; of the latter, and amalgam of tin, with which looking-glasses are covered on the back surface; mercury very readily combines with gold, silver, lead, tin, bismuth, and zinc, but more difficultly with copper, arsenic, and antimony, and scarcely at all with platina and iron. Mercury, from the circumstance of its dissolving completely many of the less valuable metals, is very often adulterated.

Some metals have so little of affinity for each other, that they have never yet been known to form an alloy, and even many whose fusing point is nearly the same will not unite; the density of an alloy is sometimes greater than the mean density of the two metals of which it is made up, which shows that a decrease of volume has taken place, as bronze:—others again are lighter, showing an increase of bulk.

Alloys which consist of metals that fuse at different temperature will often be decomposed by heating them to a temperature at which one of them melts; this is practised in extracting silver from copper. The copper containing silver in it is melted with three and a half times its weight of lead, and this alloy of three metals is exposed to a sufficient heat—the lead carries off the silver in its fusion, and leaves the copper in a spongy lump—the silver is afterwards got from the lead by another operation.

Alloys containing a volatile metal may be decomposed at a strong heat, driving off the metal which is volatile, as water is driven off at a less temperature from any salt it may contain.

The specific gravity of an alloy is a means of finding out the proportion of two metals in a given substance.

The substances used for soldering are instances of alloys; they are mixed metals for the purpose of uniting metallic bodies, but it will be necessary that the solder should melt at a lower temperature than the bodies to be soldered.

Those which are called hard solders will bear hammering, and are generally made of the same metal with the one to be soldered, mixed with some other which makes it more fusible.

Soft solder, such as tin and lead in equal parts, used by the glaziers, melts easily, and cannot be hammered; tin, lead, and bismuth, in equal parts, melt still more easily. In the operation of soldering, the surfaces should be made clean, otherwise they would not unite so well. The glaziers use resin with the solder, to prevent the metals rusting, uniting with the oxygen of the air.

Again, on the absorption and radiation of heat by different substances a few useful lessons may be given, and the simple and well-known experiments of Leslie, which are easily tried, may be made very instructive.

From these it is shown that smooth polished surfaces of metal reflect heat, and absorb comparatively little; that scratching or in any way roughening the surface of a metallic body increases its power of absorption, and blackening it with anything increases it still more.

Experiment. Take, for instance, three circular pieces of metal, as tin, nine inches in diameter, and raised on a stand of a few inches high—one smooth, another scratched and roughened, the third blackened—the back of each being smeared with tallow, or some substance which melts at a low temperature; then placing a red-hot ball of iron at equal distances from any two of them, it will be found that the tallow on the blackened one will very soon melt, that on the roughened surface next, while the smooth surface would remain nearly at the temperature of the room; of course this experiment might be tried with different substances, and metals scratched and blackened in different degrees.

(To be continued.)

Directions for Reading.

1. In reading, as well as in talking, always sit or stand erect; hold up your head, and throw back your shoulders. This will give expansion to your chest.

2. Attempt not to read when out of breath. Renew your supply of breath in time, by taking advantage of the divisions which sentences have in composition.

3. Pronounce distinctly, correctly, and in a manly tone, each letter, syllable and word. Make your reading perfectly plain to those who are teaching you, or hearing you read.

4. Let the pitch of the voice be such as to give you a command over it.

5. Read neither too fast nor too slow. Keep your voice perfectly natural, and read just as if you were telling the same thing, or giving the same information to those present, without a book. The best readers are those who talk the exercise the best.

6. Look to the words which follow those you are reading; this will enable you to read more confidently, and to lay stress on the right syllables and words.

7. Guard against singing tones. Read in a smart lively tone. Never hesitate, nor drawl your words. First know the words well, then *unite* them in the reading so as to give the proper sense of the clause or sentence.

8. Previously study well the meaning of words, that you may be able to read with the understanding. This is necessary to enable you to convey easily and naturally the sense of what you read.

9. Study the piece so as to enable you to enter into its spirit, and to give the feelings and sentiments of its author. To do this effectively train the voice both orally and in reading, so as to enable you to regulate your voice, to suit the subject.

10. Some subjects require quick and animated reading; other compositions require a slow, full and distinct utterance.

11. Train the voice with reference to the following points:

1. Good *quality* of voice;
2. Due *quantity* or loudness;
6. *Appropriate pauses;*
7. *Right emphasis;*

3. Distinct *articulation;* 8. *Correct inflections;*
4. *Correct pronunciation;* 9. *Just stress;*
5. *Time*, or measure of voice; 10. *Expressive tones;*
11. Appropriate *modulation.*

This is the special work of the teacher.

12. Read poetry slowly, distinctly, and with special reference to those tones of voice and manner most suited to the character of the piece.

13. Pay close attention to the kind of verse you are to read. Know well where pauses are to be made, and what words and syllables should receive due stress and modulation of voice.

14. Words or phrases, containing new or important ideas; all exclamatory words; the most weighty parts of sentences; repetitions and words contrasted *with* or opposed *to*, other words, should generally be rendered emphatic, in order clearly to bring out the writer's meaning.

Attention to these few rules will be found an advantage to both the teacher and the scholar. We would direct particular attention to the training of the voice. Good reading depends so much on the proper cultivation of the voice, that it should be considered a prime requisite in the art of reading. If we observe attentively the voice of a good reader or speaker, we shall find his style of utterance marked by the following traits: His voice pleases the hearers by its every sound. It is wholly free from affected suavity; yet while perfectly natural, it is round, smooth, and agreeable. It is equally free from the faults of feebleness and of undue loudness. It is perfectly distinct, in the execution of every sound in every word. It is free from errors of negligent usage and corrupted style in pronunciation. It avoids a measured, rhythmical chant, on the one hand, and a broken irregular movement on the other. It renders expression clear, by an attentive observance of appropriate pauses, and gives weight and effect to sentiment by occasional impressive cessations of voice. It sheds light on the meaning of sentences, by the emphatic force which it gives to significant and expressive words. It avoids the "school" tone of uniform inflections, and varies upward or downward, as the successive clauses of a sentence demand. It marks the character of every emotion, by its peculiar traits of tone. Its effect on the ear, therefore, is like that of a varied melody, played or sung with ever varying feeling or expression.—Correctly to articulate or vocalize words is the most important exercise of the voice and of the organs of speech.

JOHN BRUCE,
Inspector of Schools.

Seeing and Hearing.

It has been a fault in our schools that pupils have not been taught to see and hear. Hence, we have hundreds of men who "having eyes see not, and having ears hear not." They live and move in the midst of the most beautiful scenery and surrounded by the wonders of nature, and yet if they see at all, it is as "through a glass darkly!" They discern no beauties in the works of creation, and the most enchanting landscape is to them simply a collection of pasture, woodland, field and meadow, attractive only as a source of profit. They see no God in nature—nothing to awaken devotional feelings, nothing to excite admiration. The lofty mountain and the flowing river, are often regarded as mere obstacles to man's progress,—or as the means of contributing to his material resources. Every object is viewed only with a *dollarish* eye, and every flower is snuffed for its *copperish scent.*

How different is it with the man who has been trained to see and who in beholding the works of nature, is led to adore as he looks "through nature up to nature's God." To such an one, every mountain, hill and valley, every forest and river is radiant with the smiles of infinite goodness and wisdom. The babbling brook no less than the majestic river, and the mighty cataract proclaim the power of the hand that made them. The springing grass, the waving grain, the stately forest and the opening flower, alike speak of the goodness and omnipotence of God. If he looks upward and beholds the "glittering stars that gem the sky, he is ready to exclaim:

"Forever singing as they shine,
The hand that made them is divine."

The man of untrained ear hears no sounds except those of a discordant or utilitarian nature,—while for him who has been taught to hear aright, the world is full of music and sweet sounds. All animated nature is ever chanting in soul-stirring notes the wonderful goodness and wisdom of Him at whose command they sprang into existence.

We may find in every community, men who have ears and eyes, and those who are virtually destitute of both. The former revel in beautiful scenery, listening to nature's sweet and varied music, while the latter grope their way as in darkness—hearing no harmonious sounds; the former are happy, ever breathing and diffusing a spirit of cheerfulness, the latter sad and censorious—ever complaining of the present, and casting a gloomy horoscope of the future. We have all seen men of the latter class, and know what a chilling and depressing influence their mere presence imparts.

A man with trained eyes and ears, a man of refined tastes and cultivated judgment is a prize to any community. Happy influences emanate from him and his spirit of cheerfulness ever makes him a welcome companion, a cherished neighbor. We know of a man, whose correct taste and well-trained eye have done much towards beautifying the village in which he resides—all unconsciously on his part, and, to a great extent, on the part of others. It is the result of his silent but correct example, by which many have been led to decorate their grounds and to cultivate flowers and shrubbery. Many such men there are in the land, and their worth is inestimable. We hope their number is increasing from year to year. That such may be the case, we would urge upon teachers the importance of training their pupils to observe and to hear. This may be done in many ways and on various occasions. Let them frequently be called upon to give an account of objects of interest that may have attracted their attention on the way to or from the school-room. If they take a holiday walk, let that be made the subject of familiar conversation, with a view to learn what was seen and heard. If a journey has been made by a pupil, take special pains to interrogate him as to what of interest he saw, and thus by your own spirit of inquiry you will awaken in him a desire to afford you gratification, and make him ever watchful to note objects of interest and to catch the sounds of sweet music. In fine, it should be the constant aim and wish of the teacher to train his pupils to move about with open eyes and listening ears; and also so to cultivate the senses of vision and hearing, that only beautiful scenes shall be treasured up—only sweet and harmonious sounds remembered. Then may we hope to meet with more men who possess a genial nature and in whom the true spirit of observation and investigation is properly developed. "Teach a child to see properly and to hear properly, and you have prepared him to receive instruction on any part."—*Conn. School Journal*

Teacher's Mismanagement of Pupils.

At the commencement of a recitation a boy comes to his teacher and says: "My father was sick last evening, and I had more than usual to do; I have been unable to learn all of my lesson. I hoped to learn it this morning, but have not had time. Will you please excuse my lesson to day, sir? and I will make it up as soon as I can." The theacher, who wishes to impress upon the minds of the scholars the importance of performing the tasks assigned them, and the impropriety of asking for an excuse, replies: "You must get time. If it is necessary to sit up all night you must do it. The lesson I give you must be learned at all hazards. You may receive a check and remain after school and learn your lesson."

A classmate, who had been watching with interest the result of this appeal, was more shrewd than his companion, and concluded to try another tack, for he had been off skating all the evening before and had not learned his lesson. So he asked the one next to him, to tell him such parts of his lesson as he could not recite, and keeping his finger between the leaves, that he might peep in occasionally, managed to guess out most of his lesson. When the report was taken he answered—"perfect"—and was marked accordingly, while his classmate, whose father was sick, was marked unprepared.

The boy who was truthful, honest, and did the best he could, received a check and a reproof, was marked unprepared in his lesson and detained after school, while the other, who had not looked at his lesson till he came to recite, who disobeyed his teacher by communicating, deceived in reciting, and gave in a false report, was marked perfect both in recitation and deportment.

Again: it was composition day. Mary, who composes easily and writes rapidly, has stolen time from her lessons in school, to scribble off four pages, while Sarah, who is not so good in com-

posing, or so rapid in writing, spent four hours, of Saturday, in hard work upon her composition and has not succeeded in writing quite a page. Kate has borrowed one of her friend's old exercises and copied it off neatly. They are all handed in, examined and marked. Mary 18, Kate 20, and Sarah but 6, while she is requested to re-write and lengthen her exercise.

It is the usual time for declamation, and Master H. who is naturally bold and memorizes easily, has committed a long declamatory piece, and with a forward air steps up before the school and rehearses his piece without faltering or hesitation; while Master B. who is naturally diffident and retiring, has, with twice the exertion of his schoolmate, learned a short piece. He goes trembling upon the stage, and recites hesitatingly, and, as some of the scholars smile and laugh, he finally breaks down entirely.

He receives reproof and Master H. praise.

Again; it is recess and the scholars are upon the play ground. James in his eagerness to catch the ball, with which they are playing, steps over the bounds and is reported for transgressing the rules of the school. William is in another part of the yard, busily engaged in trying to excite a quarrel between two little boys, and finally succeeds in getting them to blows.

The little boys are punished for quarreling, while the one who provoked the quarrel goes unreproved.

At the close of school the scholars are requested to report communication; an honest scholar, who accidently smiled to another before he thought of it, reported communication, received a check for it and was detained, while a deceitful scholar who had played and communicated, whenever he could do so without being observed, reported no communication and was marked accordingly.

Thus, day after day, honesty and truthfulness receive checks and reproof, while deceitfulness, lying, profanity, and many other real sins, go unpunished and unrebuked.

Do we not as teachers too often "strain at a gnat and swallow a camel?"

Do we not, in dealing with our scholars, look more to the outward act than to the motive which prompts it?

Do we not often make more ado, and punish with greater severity things which simply annoy us, or some disobedience to the rules of the school, than we do actual wickedness and disobedience of God's law? Ought this so to be? What kind of citizens will such a course make?

Let us rather attend to the "weightier matters of the law;" even if we sometimes leave the other undone.—*Connecticut Common School Journal.*

Thoughts on Education from various Authors. (1)

I.

VALUE AND ESSENCE OF A GOOD EDUCATION.

Harmony, the ultimate object of all things, should exist as in the universe, so in man also, who is a little world in himself.

The harmony of the heavenly spheres should be echoed in the soul of an educated man.

PYTHAGORAS.

Man becomes what he is, principally by education; which pertains to the whole of life.

In education there is a union of watchfulness over the progress of training, and of a course of discipline for intellectual and bodily development.

Education must begin even before birth, with the parents themselves; must constitute a rule of action during the entire life and in a certain sense must exist during the whole of it.

By a good inward and outward education, the best endowed natures are developed; and such as are superior to any that preceded them; and in their turn they will bring up still more excellent ones.

The name of education is not applicable to a system of instruction in methods of gaining wealth or bodily strength, or in any mechanical knowledge, without the intellectual or moral element.

A person may be well trained to seamanship or to a trade, and may yet have no true education.

Only those who are educated in mind and in will, become good. Such take pleasure in becoming good citizens, who will either govern or obey in righteousness; they become noble men, who go forward and train themselves in whatever of perfection is yet deficient.

True education is the most desirable of all that is good; and therefore should not be neglected.

In the soul of man, good and evil lie near each other.

If the latter, for want of education, gets the upper hand, the man falls beneath himself.

But education, which promotes goodness, raises him above himself.

It is by education that the man first becomes truly a man.

PLATO.

As long as the youthful mind has gained no moral strength, it should be kept as far as possible from intercourse with the world; for its sins contaminate the inexperienced.

In like manner, children should not attend plays; for there vices will creep upon them most easily, by means of wanton representations.

Pupils should often exercise themselves in contemplation.

The body should be trained with some strictness, in order that the mind may not become refractory.

It is good for the young to select some one noble man for a model.

SENECA.

It has been asserted that what education can accomplish is little; a grain of salt cast into the stream of life, and rapidly disappearing.

But the truth is as a Greek philosopher presented it; who took two young dogs from the same mother, and let one of them grow up without training, but taught the other, and then exhibited them both to the people. The former, who had been taught, instead of eating the food placed before him, chased a wild animal which was let loose, and secured it, while the other one fell upon the piece of flesh and devoured it like a beast of prey.

QUINTILIAN.

Excellent was the saying of the Lacedæmonian educator: "I will teach the boys to take pride in what is good, and to abhor what is shameful."

This is in truth the most beautiful and noble aim which man can have in education.

PLUTARCH.

The remark was well founded which Crates the Theban was accustomed to make, that if it were possible, he would stand on the highest place in the city, and cry out, with all his power, "What are you thinking of, you people, that you are devoting all your industry to the acquirement of riches, but take no care at all of your children, to whom you are going to leave them?"

I might add, that such a father behaves like one who bestows all his care on the sandal, but neglects the foot above it.

PLUTARCH.

The children of the Persians were from their earliest years thought the love of justice.

Thus, as the children in the schools of Greece were trained in the knowledge of learning and liberal arts, the children of the Persians attended their schools for the sake of learning justice.

In order to accomplish this object the more quickly, it was not thought sufficient to accustom only their ears to instruction in justice, but they were taught to give just opinions on all matters which came up among them, and to fix upon the proper punishment for every error.

Thus the teachers, as public instructors in justice, devoted a large part of the day to hearing and correcting these opinions of the children.

XENOPHON.

He who can command, must first have learned how to obey.

The training of youth should be a concern of the state.

Education is an ornament in prosperity, a refuge in adversity.

Parents who secure a good education to their children, are more useful than those who merely beget them.

The children of such parents owe them not only existence, but an honored and happy existence.

As the eye receives light through the surrounding atmosphere, so does the soul through instruction.

ARISTOTLE.

As once Surdarana, a noble Indian prince, sat on the bank of the Ganges, he heard two sayings, of which one praised the excellence of wisdom, and the other was "Youth, abundance, high birth, and inexperience, each in itself, are sources of destruction. What must be the lot of those who possess all four?"

And the king reflected within himself, "What is the use of a son neither learned nor virtuous? and what is the use of a blind eye?"

A child with capacity and talent is a blessing; but not a hundred children who are corrupt and ignorant. One moon disperses the darkness sooner than a whole troop of stars.

Fathers and mothers are the enemies of their children, if they do not cause them to be instructed; for a man without knowledge remains without fame, then if he possesses youth, beauty and high birth; he is like a blossom without fragrance.

Like the glitter of the eastern mountains in the light of the sun, is a man of low birth, influenced by the stimulus of good writings.

Youth should avoid evil company, for by it they become corrupted, as sweet water becomes undrinkable by mixture with the ocean.

Education is of higher value than beauty or hidden treasures.

It accompanies us in traveling through strange countries; and gives us inexhaustible powers.

A man without education is like the beasts of the field.

Amara Sukti, a learned king, had three sons, without industry or talent.

(1) Abridged from Barnard's American Journal of Education.

Considering this fact, their father called together his council, and consulted it as to the means for cultivating their minds.

Then one of the council answered, Since life is short and learning is long, it is necessary to consider how to abbreviate the road of learning, and to bring the substance of it into a compressed form.

Thus must the essence of learning be acquired: as the swan draws milk from the water.

Indian Tale.

Every one must be brought up, as far as possible, according to his character.

Not, that is, according to its faults, but according to the noble qualities of it.

Each one ought to develop his own peculiar traits (not being vicious); and not to endeavor after such as are foreign to him.

His own peculiar characteristics are best suited to every man; but he must be a strict judge of his own traits and failings.

Especially, endeavors should be made, not so much to acquire qualities which nature has not granted, as rather, to be rid of the faults which each of us is subject to.

CICERO.

The ancients educated their children not merely by talking to them, but also, and especially, by means of examples and actions; in order that what they acquired might remain in their minds not as a science, but as a nature and custom inseparable from them; not as a thing learned, but as an inherited possession.

When during a consultation on this point one asked Agesilaus, What children should be taught? he answered, What they will have to do when they become men.

MONTAIGNE.

(To be continued.)

LITERATURE.

POETRY.

ODE ON ART.

When from the sacred garden driven,
Man fled before his maker's wrath,
An angel left her place in heaven,
And crossed the wanderer's sunless path.
'Twas Art! sweet Art! Now radiance broke
Where her light foot flew o'er the ground;
And thus with seraph voice she spoke,—
"The curse a blessing shall be found."

She led him through the trackless wild,
Where noontide sunbeam never blazed;
The thistle shrunk, the harvest smiled,
And nature gladdened, as she gazed.
Earth's thousand tribes of living things
At Art's command, to him are given;
The village grows, the city springs,
And point their spires of faith to heaven.

He rends the oak,—and bids it ride,
To guard the shores its beauty graced;
He smites the rock,—upheaved in pride,
See towers of strength and domes of taste.
Earth's teaming caves their wealth reveal,
Fire bears his banner on the wave,
And bids the mortal poison heal,
And leaps triumphant o'er the grave.

He plucks the pearls that stud the deep,
Admiring beauty's lap to fill:
He breaks the stubborn-marble's sleep,
And imitates creating skill.
With thoughts that swell his glowing soul,
He bids the ore illume the page,
And proudly scorning time's control,
Converses with an unborn age.

So trained—so schooled he writes his name,
And treads the chambers of the sky;
He reads the stars, and grasps the flame
That quivers round the throne on high.
In war renowned, in peace sublime,
He moves in greatness and in grace;
His power, subduing space and time,
Links realm to realm, and race to race.

JOHN BRUCE,

OFFICIAL NOTICES.

SEPARATION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 13th of April last, to annex to the school municipality of St. Basile, in the county of Portneuf, those ranges in the school municipality of Cap Santé which have been joined to St. Basile by ecclesiastical and civil erection, to wit: the ranges called Terrebonne, Petit Bois de l'Ail, Petit St. Charles; also, that portion of the range of St. François extending from the farm of the widow Augustin Morrissette to that of Joseph Belleau, inclusively.

His Excellency the Governor General was pleased, the same day, to annex to the school municipality of St. Thomas de Pierreville, in the county of Yamaska, the Island of St. Joseph, now forming part of the school municipality of St. François du Lac, in the same county.

—

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs Joseph Green, Jean-Baptiste Laplante, and Léon Liguori Corbeille, have obtained diplomas authorizing them to teach in Model schools.

Messrs. Ludger Carreau, Narcisse Longtin, John Gleeson, John Crean, Patrick Mullen, Henry Edward Donerty, Pierre M. Tellier, Magloire Gilbert Morin, Joseph Amable Authier, Damase Marsolais, Julien Poissant, Norbert Lamoureux; Misses Philomène Laviolette, Lenoflet Marie Leblanc, D. Catherine Cloutier, Delphine Rose de Lima Gervais, Justine Major, Marie Elumina Mazurette, Léontine Tessier, Héloïse Tellier, Théotiste Marsolais, Marie Adéline Hamilton, Catherine Adwilda Hétu, Rose Ann Sloan, Léodie Grégoire, Elphire Locas, Clothilde Paré, Marguerite Adéline Roussel, Adéline Perrier, Marie Delphine Bonneville, Rose Besner, Philomène Groux, Emélie Cavalier, Sophie Surprenant, Emélie Touchette, Césarine Granger, Justine Guérin, Hermine Isabelle, Philomène Brodeur, Philomène Blondin, Philomène Duquette, Angèle Lortie; Mrs. Caroline Fresne Dalaire, Adélaïde Millotte, Arzeline Richard, Euphrasie Caouëtte, Adèle Campeau, Mélina Limoges, Zoé Duplessis, Eulalie Poirier et Philomène Rapidieux, have obtained diplomas authorizing them to teach in elementary schools.

F. X. VALADE,
Secretary.

—

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. Léon Trudelle has obtained a diploma authorizing him to teach in elementary schools.

N. LACASSE,
Secretary.

—

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE-RIVERS.

Mr. David Lefebvre has obtained a diploma authorizing him to teach in Model schools.

Misses Agnès Bellefeuille, E. R. Bellefeuille, Emélie Bergeron, Delphine Bellemare; Mrs. Marguerite Chrétien; Misses Henriette Cartier, M. A. Chapedelaine, Kédélia Durand, Denise Giguère, Elmire Janel, Eléonore Lauzière, Célina Lambert, Julie Leblanc, Esther Michaud, Philomène Manseau, Henriette Plamondon, E. R. Plante and Ursule Racine, have obtained diplomas authorizing them to teach in elementary schools.

J. M. DESILETS.
Secretary.

—

BOARD OF EXAMINERS FOR THE DISTRICT OF SHERBROOKE.

Miss Mary Rugg, and Mr. Samuel S. Nickerson, have obtained diplomas authorizing them to teach in Model Schools.

Misses Ruth Bishop, Sarah Jane Bowen, Eulalia Donohue, Jane Gage, Harriet Hadlock, Mary Ann Hadlock, Eliza Kent, Esther Loring, Martha Macculloch, Mary McLellan, Mary A. Parker, Rebecca Parker, Helen M. Pierce, and Messrs James Chapman, and B. F. Sibbey, have obtained diplomas for teaching in elementary schools.

S. A. HURD,
Secretary.

—

SITUATIONS WANTED.

A young lady, provided with a diploma for elementary schools, and capable of teaching English an French, is desirous of a situation. Address: No. 9, St. Félix street, or Education Office.

Mr. Charles Nabassés, teacher provided with a diplo'na, wants employment. Apply at this Office.

Mr. Joseph O. Rivière, who is possessed of a model school diploma, and of many ce'tificates of capacity and good morals, would undertake to teach both languages. He has been engaged in teaching for the las' eight years, is a married man, and could fill the situation of chorister in a parish church. Apply at this Office, or to Mr. F. X. Valade, School Inspector, Longueuil.

Mr. Adolphe Lami, provided with a diploma for model schools, wishes to obtain employment as teacher. Address: St. Sévère.

Miss Mary Kelly, provided with a diploma, is desirous of obtaining a situation as teacher in an elementary school; can teach both languages. Applications to be addressed to the Education Office.

—

Education Office, 28th May, 1860.

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

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

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

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

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

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

PIERRE J. O. CHAUVEAU.
Superintendent of Education.

—

Notice to the Secretaries-Treasurers of the Boards of School Commissioners and of Trustees of Dissentient Schools.

The Secretaries-Treasurers are particularly requested, when preparing the semi-annual reports of their respective Boards, to mention the full yearly salary of the Teacher, including therein the value of the house rent, of the firewood, of the board, or of any other perquisites, if such be granted to him.

The Secretaries-Treasurers will also be pleased to calculate in dollars and cents, and to make all the necessary additions in the columns in which they are required. Thus, instead of merely stating that so many children pay so much a month in monthly fees, state the total of the amount, etc.

By order,

LOUIS GIARD,
Secretary.

—

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges with thanks the following donations:—

Donations made through the agency of Mr. A. Leroy, by M. le président Grandgagnage; pamphlets in-8vo:—

By Mr. Ch. Grandgagnage: Noms de lieux de la Belgique orientale, 1 pamphlet; Etudes sur quelques noms Namurois, 1 pamphlet; Discours, etc., 1 pamphlet; Dictionnaire étymologique Wallon, 2 vols; Noms d'animaux, etc., 1 vol.

By M. l'avocat Bailleur de Liége: Traduction Wallonne de Lafontaine, 3 pamphlets; Théâtre Liégeois, 1 vol.

By la société libre d'émulation de Liége: Annuaires de la société d'Emulation, 4 vols; Procès-verbal, 1 pamphlet.

By Mr. Stacher, Professor in the University of Liege: Doctrinez linguistiques de Humboldt, 1 pamphlet; Flamands et Wallons, 1 pamphlet.

By Mr. D. Sotiau: Aspirations, poetry, 1 vol; Des chercheurs d'or, 1 vol.

By Mr. Nypols, Professor of Criminal Law in the University of Liege: Législation pénale comparée, 1 vol; Bibliographie du droit criminel, 1 vol; divers pamphlets, 10.

By Mr. Trasanster, Professor in the University of Liege. Considérations sur l'instruction obligatoire. 3 copies.

Electricité ou magnétisme du globe terrestre, by R. Bruck, 3 vols; from the author.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) MAY, 1860.

Annual convocation of McGill College

Was held yesterday afternoon in the Normal School, Belmont Street. The president of the University, Hon. Mr. Justice Day, presided, having on his right the Principal, Mr. Dawson, and the Dean of the Faculty of Medicine, Dr. Holmes; and on his left the Vice-Principal, the Dean of the Faculty of Arts, and Professor Torrance, of the Faculty of Law. After prayer by the Vice-Principal, the Secretary read the minutes of the last convocation, which were confirmed. After which, by direction of the President, the statute providing for the election of Fellows, was also read, and Scrutineers having been appointed and ballot taken, the following gentlemen were elected Fellows to represent the Graduates in the several faculties in the corporation for the ensuing year, viz:—

For the Faculty of Law, W. B. Lambe, B. C. L.
For the Faculty of Medicine, T. Walter Jones, M. D.
For the Faculty of Arts, B. Chamberlin, M. A., B. C. L.

The Dean of the Faculty of Arts, Vice-Principal, Rev. Canon Leach, then announced the prize list in the Faculty of Arts:—

Graduating Class.

Bullock, Chapman and Medallis—1st honor in Classics, prize in Hebrew and prize in French.

Students of the third year.

Green—2nd prize in Moral Philosophy, 1st honour in Greek and Latin, 2nd prize in German, prize in Botany and prize in Hebrew.
Wright—1st prize in Moral Philosophy.
Squire—1st prize in Botany.

Students of the second year.

Ross—1st honour and prize in Mathematics, prize in French.
Ramsay—1st honour and second prize in Mathematics, prize in Latin.
Hosias Babin—Prize in Greek, second honour in Mathematics.
Squire—Prize in Zoology.
Drummond—2nd honour in Mathematics, prize in Zoology.
McDougall—Prize in Logic.
Octave Fortin—Prize in French.

Student of the first year.

Frenholme—1st general honour, 1st honour and prize in Mathematics, 2nd prize in English Literature, 1st prize in Classics.
Walkem—1st general honour, 1st prize in English Literature, 1st honour and second prize in Mathematics, 1st prize in Classics, prize in Chemistry.
Davidson—1st general honour.
Burton—1st honour in Mathematics.
Cushing—2nd general honour, prize in German, 2nd prize in English Literature, 2nd class.
Rogers—2nd general honour.
Jeremie Babin—2nd honour in Mathematics.
Clowe—1st prize in English Literature, 2nd class.

Graduating Classes in Engineering.

Frost—Prize in Engineering and Drawing.
R. Bell—1st honour in Geology and prize.
A. Ross—2nd honour in Geology.

The class lists are of such a length that we are unable to publish them to-day.

The Vice-Principal then announced that the prize essay and prize poem had both been written by Mr. Benton, student of the 1st year. The subject assigned for the poem was: A Welcome to the Prince of Wales on his approaching visit. He read some stanzas from this, as also from that put in by Mr. W.. r, which he also commended. He also mentioned favourably the essay of Mr. McCord. He further remarked that besides the gentlemen who were named in the lists, 14 had been examined who were instructed to read up for further examination in September—a duty which he hoped they would find a pleasant one during the vacation. Before sitting down, he had to express his thanks and praise of the other professors to the students for their general good conduct and attention to their studies, and personally to the Principal and the other Professors of the Faculty of Arts for the cordial co-opera-

tion and support they had given him as Dean of the Faculty. The following gentlemen were then called forward and received the degree of Master of Arts:—

Edwin Gould, Robert A. Leach, the Rev. J. Kennedy.

The following gentlemen then received the degree of Bachelor of Arts:—

W. E. Bullock, Thomas Walker, John Redpath Dougall, Duncan Dougall.

The following gentlemen also received the degree of Graduate in Civil Engineering:—

George H. Frost, Arthur Ross, Thos. Walker, Joseph Savage, Charles H. Kirby.

After having made the usual declaration, or *eponso academica*, the Dean of the Faculty of Medicine then announced that the following prizes have been awarded to students in that Faculty:—

For best Final Examination—Henry Waner.

For best Primary Examination—J. M. Drake, Fred. Sutherland.

For best Inaugural Dissertation—John A. Pickup.

Materia Medica Prize—Mills Church—"Essay on Tobacco."

Clinical Medicine Prize, for best Report of Six Cases—H. Warren.

For best Reported ["Single"] Case—Robert W. Burnham.

Clinical Surgery Prize, for best Report of Six Cases—Robert W. Burnham.

For best nineteen answers in cases treated in Clinical Wards—H. Warren.

The following gentlemen were then called forward, and having made the usual declaration or "sponsio academica," and signed the register, received their diplomas and the degree of Doctor of Medicine:—

Henri A. Rignaud, John W. Pickup, Arthur C. Poussette, Chs. Henry Donnelly, Geo. L. McKelcan, Wm. P. O. Whitwell, Alexander Ault, Louis Jos. A. McMillan, David Woods, Alexander McLean. Wm. E. Bowman, Louis G. Turgeon, John Erskine, Francis W. Campbell, Henry Thos. Tait, Louis Duhamel, Adolphe Robillard, Edwin A. Hulbert, Gustave Chevalier, Israel W. Powell, Robert W. Burnham, Louis Robitaille, Henry Warper.

Dr Powell then delivered the valedictory address on behalf of the graduating class. Professor Wright delivered the Valedictory on behalf of the Faculty, a very eloquent and impressive Valedictory, taking for his subject the true success to be arrived at in the profession.

Prof. Torrance, in the absence of the Dean of the Faculty of Law, then announced the following as the prize list in that faculty:—

LAW FACULTY.

Proficiency in each Class.

Prof. LAFLAMME.

3rd Year.—1. Girouard, Désiré; 2. Dunlop, John; Walsh, Thomas Joseph. 2nd Year.—1. Plimsoll, Reginald J.; Leach, David T.; Mackenzie, Frederick. 1st Year.—1. Pagnuelo, Simeon; 2. Kelly, John P.; Kirby, James.

Prof. LAFRENAYE.

3rd Year.—1. Girouard; Walsh; 2. Perkins, John Adams. 2nd Year.—Mackenzie; 2. Reginald J. Plimsoll. 1st Year.—1. James Kirby, John P. Kelly; 2. Simeon Pagnuelo.

Prof. TORRANCE.

3rd Year.—1. Désiré Girouard; 2. John Dunlop. 2nd Year.—1. Reginald J. Plimsoll; 2. Frederick Mackenzie. 1st Year.—1. John Kirby; 2. John G. R. Haughton.

Prof. ABBOTT.

3rd Year.—1. Désiré Girouard; 2. John Dunlop. 2nd Year.—1. David Leach; 2. Reginald Plimsoll. 1st Year.—1. James Kirby; 2. John G. R. Haughton.

RANKING OF STUDENTS AS TO GENERAL PROFICIENCY.

3rd Year.—1. Désiré Girouard; 2. John Dunlop. 2nd Year.—1. David R. Leach, Reginald J. Plimsoll; 2. Frederick Mackenzie. 1st Year.—1. J. P. Kirby; 2. John P. Kelly, Samuel Pagnuelo.

He spoke in the highest terms of the assiduity of their classes, and making special mention of Mr. Girouard and his published "Treatise, and the Law of Bills of Exchange and Promissory Notes," in saying that, he felt certain that they should hear honorable mention of him in future years, among the distinguished members of this profession.

The following gentlemen then came forward and received the degree of Batchelor of Civil Law:—

Henry Carden, John Adams Perkins, Désiré Girouard, John Dunlop, Thomas Joseph Walsh, James Ponsonby Sexton, Mederic Lanctot.

Mr. Girouard then delivered a valedictory in French, and Professor Lafrenaye, his address on behalf of the Faculty, in English. After which the Principal addressed those present, in respect to the work done by the University in the past, and the hopes of its governors and several of its Faculties for the future. The convocation was then closed by a benediction pronounced by the Rev. Professor Cornish.

The University Society dined together in the evening, at Dolly's. (*Herald.*)

We subjoin the address of the Principal.

Principal Dawson said. In closing the work of this our seventh Session, I have to congratulate the Convocation on the increasing importance and prosperity of the University.—Our graduating classes of this year are the largest ever sent forth by the University; and of the 40 graduates who, to-day, leave us, we can safely say that not one is destitute of the knowledge and training which would elsewhere entitle him to a degree. Had we desired to crowd our lists with mere pass men, it would have been easy to have presented a larger list of graduates; but we would rather have it understood that the degrees of McGill College are not mere empty titles, but represent qualifications of practical use and value. There has been much controversy lately respecting the standard of Collegiate education in another part of Canada. We are happily removed from these contensions, but we may appeal to the course of study in our Calendar, to our examination papers in arts, for the first time published in full this year, and we trust also to these our graduates, in evidence that our standard of attainment is not liable to the objections which with or without justice, have been urged against other institutions. It is further matter of congratulation to know that this our standard of qualification is approved of by the public, as evidenced by the number of students in attendance on the University. The students in Law number 31: those in medicine 109; those in arts 60, in all 200, beside some occasional students; and the lower but not less useful departments of the University, the Normal School, the High School, the Model schools have all either attained to, or exceeded, their former standard. In all, the benefits of the University have been directly conferred in the past session in greater or less degree on 833 young persons. In the coming session we hope, under the blessing of a kind providence, to make still further improvements, more especially in our external appliances of instruction. The attention of the Board of governors has been called, by the increasing number of students, to the necessity of procuring enlarged accommodation, and this has led to the resolve to re-occupy the Normal College buildings, above Sherbrooke street, for the Faculty of Arts, and to make them again, under happier auspices than formerly, the head-quarters of the University. To fit these buildings for this use, they will require many repairs and improvements both within and without, which bear heavily on the slender resources of the University; but the results, I am convinced, will be in every way, satisfactory, and will enable us to offer to students advantages and comforts hitherto unattainable. It is further to be hoped that the University may, ere long, be enabled to finish the old pile of buildings by the addition of a new wing for a Convocation room and library; and thus to remove the reproach, which in this matter, has long rested, not only on us, but through us on the friends of Protestant education in Montreal and Lower Canada, of beginning to build without being able to finish it. In connection with the removal of the classes in Arts to the original buildings, we purpose to make available the apartments for students in the east wing. We by no means wish to establish a College Hall or boarding house, in the usual sense, much less to make residence in college compulsory. On the contrary, I believe that I express not only my own long settled convictions, but those of most other officers of the University, when I say that I should regret this as a retrograde step—bad in principle as tending to an unhealthy isolation of the student from the world and from social life, and encompassed with practical difficulties. We know, however, that in the case of very many young men, removed from their homes, some substitute for parental influence and some guidance in the best disposers of their times and energies, independently of that afforded by the professors in their classes, is eminently desirable. We know, also, that many parents are earnestly desirous that such provision should be made in connection with the University. For these reason I have no doubt that the Board of governors has acted wisely in fitting

up, for this use, the apartments in the east wing; and in placing such students under the superintendence of the Rev. Professor Cornish, we insure for them the best possible moral and intellectual influences. For the Faculty of Medicine two new and spacious class-rooms will be erected. And to the Faculty of Law, the University will now be able to offer apartments in Burnside Hall, where there will also be additional accommodation for the High School. The friends who have aided us so liberally in the struggle to place this University in an efficient condition, will I trust, see in the statements just made, evidence that their aid has not been misplaced, notwithstanding the many failures and short-comings to which we must plead guilty. They will also see evidence that our struggle is not yet finished, the final victory of this important representative of the higher education in Lower Canada is not achieved. I have already referred to the need of a convocation hall, to which our deficient accommodation for the ceremony of this day bears witness. I have long cherished a hope that a special course, of applied and practical chemistry, so important to the growing arts and manufactures of Canada, might be founded in connection with this University.—In the increase of the number of our students, we begin to learn more and more, that there are deserving young men earnestly desirous of education, yet destitute of means; such men may profit by the scholarships wisely thrown open to competition by His Excellency the Governor General, or by those founded by the donors to the endowment; they may also in this large and wealthy city depend, to some extent, on employment as tutors in families; but our scholarships only relieve from fees, no bursaries are attached to them; and we feel the want of such aids, possessed in large abundance by other universities, and which may tempt away from us promising students, whom we are unable to aid. Some benefit might also result to the University from the extension of that kind of liberality to which we owe the Chapman medal. Special honours, medals in some of the more important subjects in arts, as classics, Mathematics, and mental Philosophy, would be very desirable. Natural History would not refuse a similar honour, nor would many of the subjects in our course of law and medicine be unworthy of such encouragement to their successful prosecution. Lastly, it has often occurred to me that we might, with great benefit have in our Canadian University courses of lectures on subjects not formally included in the University course, as for instance, the evidence of Christianity, natural theology, political economy; such lectures should be delivered annually by a person chosen by the University, paid from the revenue of the endowment of the lecture or lectures, and not employed twice to lecture on the same subject, as in the case of the Bampton lectures, and many similar courses in the universities of the old world. I know no way in which important truths are more effectually inculcated on students and on the world, nor is there any better way of bringing forward into usefulness men learned in special subjects, or of inviting into our country for a time, those who may have attained eminence abroad. I would say more on the aid which may still be given to us in our work, and on the many avenues of usefulness open to a university so wide in its scope as this. But I must forbear. I now turn for a moment to address a parting word to our graduates. You have labored hard for the distinction you have received, but you must think also of what you owe to others. I you the founder of this University toiled long ago, leaving you an example of honest enterprise and enlightened public spirit. For you the members of our governing body have devoted unsparingly their time and their business abilities in building up this University. For your benefit the wealthy and liberal citizens of Montreal have largely contributed. For you our professors have studied and laboured, and denied themselves. Many anxious thoughts have been expended on your welfare; many prayers have been offered for you. You have received benefits which you can never fully repay, either to us or to the kind Providence which has guided your steps. You carry in your keeping our honor and the good name of this University. You carry with you powers and training sufficient, if disposed of with energy and with perseverance, to make you useful, honoured and celebrated; you have only buckled on your armour for the battle of life—the triumph has yet to come for you and for us. Think, then, of these things, if tempted to empty pride and pedantry, if tempted to sloth and indolence, if tempted to the course of gaity and dissipation, if tempted to swerve from the path of truth and rectitude. I think that a higher motive still will animate your lives, even the love of God, our heavenly Father. But still I ask you to think of your relation to this University as a stimulus to high and honorable exertion. I say these thing, not that I fear any other result. On the contrary I have confidence that great success and usefulness in life will do credit to us, and that you will be followed by a constantly increasing band of successors rivalling and excelling your attainments. I believe that the training imparted here includes the space of the higher mental life of this university, and through you the charm of its highest prosperity, and that the exertions and success made for the University will be fully justified by the want.

Model Schools of the McGill Normal School.

In every well regulated school, certain modes of procedure in all matters of ordinary or occasional occurrence are recognized as the rules of the school. These may either be written or may be merely mutually understood by the teachers and pupils. In any case they should be simple, intelligible, and as far as possible, based on the most obvious considerations of justice and regard for the welfare of the pupils. In the McGill Model Schools formal rules have not been drawn up until recently; it being considered desirable to allow as much elasticity as possible in the management of the schools for the first few terms. With the view, however, of more fully initiating the teachers in training into the methods of management, it is now thought desirable to prepare a written code, which has accordingly been done by Mr. McGregor, the head master of the Boys' Model School, and is published for the information of the teachers who have left the school in previous sessions, and of others who may desire to assimilate their methods to those of the model schools.

It is only necessary to add that the McGill Model Schools consist of the Boys' Model School, with 100 pupils, taught by a master and assistant; the Girls' Model School, with 100 pupils, taught by a mistress and assistant; and the Primary School, with 100 pupils of both sexes, taught by two assistants. In all the schools the teachers in training in the Normal School aid in the work of instruction. The subjects taught are those proper to elementary and model schools.

RULES OF THE MCGILL MODEL SCHOOLS.

With a view to the effective working of the schools in the carrying out their more immediate object of giving instruction in the various branches of study taught in them, as also in the cultivation of the moral faculties, by the encouragement of kindly intercourse, and friendly feeling among the pupils themselves, and between the pupils and their teachers, the following regulations have been adopted, and are at all times followed as closely as possible. In any of the numerous cases that occur, which cannot be embraced in any list of regulations, the question becomes simply: Is it right? if so, then it is a rule of our school, if not, then it is not one of our rules.

1. Application for admission must be made to the teacher, at the school, who enters in a book kept for that purpose the name and address of the applicant, and the number of the class the child is able to enter.

2. In case of a vacancy in any class, the teacher notifies the applicant for a place in that class whose name comes next in order—precedence being given to priority of application solely.

3. On admission the pupil is supplied with all necessary books and stationary, for the safe keeping of which he is responsible. He may take them home at night for the preparation of lessons. He must replace any book lost, destroyed or seriously disfigured; for less injuries he is subject to a corresponding fine.

4. Books required for extra subjects, such as book-keeping, the larger French books, fine pencils, &c., must be provided by the pupil.

5. For any lesson or recitation, the pupil must have with him the necessary book, slate, &c., or he loses the privilege of joining his class at that lesson. He also loses any lesson if, through lateness or otherwise, he is not ready to join his class at the beginning of the lesson.

6. The pupils are responsible for the neatness of their respective chairs, desks, &c. Any serious and wilful disfigurement of school property by a pupil may be followed by his expulsion.

7. The doors of the school-hall or play-ground are opened at 8, A. M. The first bell rings a few minutes before 9, the pupils hold themselves ready to fall at once into line when the second bell rings, which is precisely at 9 o'clock.

8. In fine weather, the pupils are drawn up in lines, one division in a line, in the play-ground, were they are drilled in two or three simple positions and movements, which interest them, and secure their orderly entrance into the school-room. If the weather is unfavorable they are formed in line in the hall.

When called into line, whether in play-ground or hall, they

must fall in promptly and in good order, and, at the word of command, march into the school-room quietly to take their seats.

9. When a lesson is to be closed, a class or division about to change its place in school, or its work, the necessary orders are given by certain signals and words of command; to all of which prompt and simultaneous obedience is required. These "words of command" should be definite, and are so framed, that the first word or words intimate to the pupils what is to be done, time is given them to prepare, and at the last word the order is obeyed. Thus, suppose the senior division seated at their desks at arithmetic and about to be sent to the gallery to read, a tinkle of the signal bell calls their attention, the teacher says: Seniors! close—books; return—slates; reading books—out; stand—up; to the gallery:—go. Prompt obedience to all such orders cannot be too much insisted on for the sake of the habits formed, and the ease and expedition with which the work is done.

10. In class the pupil must give his undivided attention to the work in hand; no whispering or communication of any kind between the pupils is allowed, unless, in special cases, permission has been given.

11. If the pupil wishes to address his teacher in class, he must hold up his hand; the teacher observing him, gives him permission to speak. In and about school the pupils must at all times conduct themselves civilly and respectfully toward their teachers. Any impertinence to an assistant teacher is severely punished.

12. In their behavior towards each other the pupils must shun all annoying and offensive conduct, striving rather to secure and increase the general harmony than to excite ill-feeling and bitterness. No profane nor filthy language is tolerated. In their sports, into which they are encouraged to enter heartily, the teachers as far as convenient joining them and playing with them, "fair play" must always be their watchword.

Unfair play, if persisted in, or bullying leads directly to dismissal from school.

13. A pupil of each class, either he who has taken the highest place in it, or one chosen by his class-mates, is appointed to be monitor of the class. It is his duty to see to the general order and conduct of his class, to keep correctly, and as neatly as he can, the records of credit and discredit marks, to collect exercises in the morning, and hand them to the teacher, to report absences, &c.

14. Two of the pupils are appointed to serve for a time as "ink monitors," whose business it is to see that all the desks are supplied with ink in the morning. A monitor is also appointed to see to the hall in which caps or hats, coats or shawls are left. Other monitors are occasionally appointed for any special purpose.

Special monitors may be elected by the whole school, or by one division, the teacher taking care that the elective franchise is not abused, and reserving to himself the right to veto the appointment if he consider it absolutely necessary.

15. The monitor has no authority over the pupils other than through reporting to the teacher, nor must he let this degenerate into mere tale-telling under penalty of losing his position.

16. Recesses of 15 minutes during the forenoon, an hour in the winter, and an hour and a half in the summer at noon, and 15 minutes during the afternoon, are given for relaxation and to prevent the necessity of the pupils leaving their seats at other times for any purpose. At all these times they are marched out of the school-room in regular order, and into it in the same manner as in the morning.

17. In the evening, just before dismissing school, an exercise for each division, commonly in arithmetic, grammar or composition, and a list of the lessons requiring preparation for the following day are written on the black-board; each pupil must copy them on a slip of paper to be carried home. The exercise must be handed in the morning neatly written in ink, folded and endorsed.

18. Credit marks are given for exercises correctly done, for lessons perfectly recited, and for good conduct during the day. Discredit marks are given for neglect of exercises, for badly recited lessons and for bad conduct. A record of these marks is kept and given in the terminal reports.

19. The school-roll is called every day, when the class-monitors report absences, whether for a half-day or a whole; and pupils who have been late report themselves. When a pupil has been absent half-a-day, or more, he must, when he returns, bring a note from his parents, or guardian, accounting for his absence. Habitual lateness is in no case tolerated. When school is dismissed in the evening, pupils must not remain about the school-room or play-ground without special permission from the teacher.

20. At the end of each term an examination on every subject taught in school is held. The same questions are given to all in one division, the answers are valued, and the number of marks gained by each pupil determines his place in the division, whether for promotion or depression. A report is made out for each pupil, giving the result of the examination, the number of times he has been late and absent during the term, his credit and discredit marks as compared with the best and the worst in his class, his general conduct, progress, &c. These reports are sent to the parents of the pupils, and must be shewn to the teacher again with the signatures of the parents attached, to assure him that the reports have really been delivered.

At the annual examination prizes are awarded to those who have best conducted themselves, and to those who take the highest standing in the different branches of study.

21. Fees are received weekly or monthly in advance, and on Monday morning only. If a seat is left unoccupied for a week and unpaid for, and the teacher is not notified of the reason, it is considered vacant.

22. Every violation of rule or neglect of duty is punished, but regard is had as far as possible to the spirit of the offender. No punishment ought to be inflicted, because the pupil has done something to make the teacher angry, but because a wrong has been done and justice demands that the penalty be paid. Corporal punishment is not ignored, but is resorted to as seldom as possible, and only when milder modes have been tried without effect.

Particular care is taken to prevent any mode of punishment from becoming too common, or being regarded as a thing not to be ashamed of. The modes of punishment adopted are these: discredit marks, exercises to be written at home, detention in school, suspension from a lesson, special reports to parents, whipping, suspension from school for a time, and expulsion.

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1858.

Translated from the French by the translators to the Legislative Assembly.

Extracts from the Reports of the Inspectors of Schools.

Extracts from the Report of Mr. Inspector Hume.

St. Ephrem de Tring.—Only one school has been in operation this year. It was well attended, and the pupils made very great progress. This parish has been a separate municipality for the last two years only. At the time of its erection as a scholastic municipality, there was only one school-house within its limits, and as it stands near the line of division, between it and St. Victor de Tring, it was no longer available. The Commissioners have built two new school-houses. One was finished, and the other in course of construction at the time of my last visit, in the month of July. It was the intention of the Commissioners to engage another teacher as soon as this school-house was finished. The inhabitants of this municipality are generally poor; but they appear to be inclined to contribute to the extent of their ability.

Forsyth.—I am happy to have it in my power to speak more favorably of this municipality than I could do in past years, principally owing to the zealous exertions of the Rev. Mr. Bérubé, the curé of the parish. Two schools are in operation, with competent teachers. One of their teachers is a young lady, possessing an excellent education, and I have reason to hope that considerable progress will soon be witnessed in the schools.

In this municipality also many of the inhabitants are poor, and some of them are very unwilling to pay anything for educational purposes.

Lambton.—There are two schools in this municipality, which are well conducted and numerously attended. Very satisfactory progress has also been made. The school affairs have always been managed very much to my satisfaction, and it affords me much pleasure to speak favorably of this municipality.

Aylmer.—In this municipality there are two schools in operation, with competent teachers. It is proposed to establish another one as soon as the commissioners believe they will be able to sustain it. There is no municipality in my district which contributes more, in proportion to the amount of government grant received, than this one does. There is, however, a considerable amount of arrears owing to the Commissioners. This does not so much arise from an unwillingness to pay as from the great scarcity of money, which is generally felt in all new settlements.

Broughton.—In this municipality there have been two schools—one attended by pupils of British origin and the other by those of French origin. They were both very well attended and some progress made.

Leeds.—Five schools have been in operation this year in this township, although two of them were only so for a period of six months. These schools have been all well attended, and great progress made. Although they are all classed as elementary schools, two or three of them may be considered as equal to model schools, both as regards the qualifications of the teachers and the proficiency attained by the pupils. A large two-story building, intended to be used as a model school or academy for superior education, is now in the course of construction in this township.

Nelson.—There were two schools in this municipality during a part of the year—one attended by pupils of French origin, and the other by those of British origin. Some progress was made; but none of the pupils were much advanced.

Inverness.—In this township there have been nine different schools (including one dissentient) in operation; but some of them were not kept during the whole year. At most of them the progress made was very satisfactory.

St. Calixte de Somerset.—In this municipality school affairs are in a very prosperous state, there being five elementary and one model school, all well attended, with competent teachers, and satisfactory progress made in most of them.

The model school is generally attended by 40 pupils. The teacher is well qualified, and many of the pupils have attained a very creditable proficiency in the different branches taught. There is, notwithstanding, a large amount of arrears due by the rate-payers, and the Commissioners, in consequence, owe a considerable sum to the teachers and others.

The Commissioners, for want of means, have not been able to make much progress in the completion of a large building, constructing and intended to be used for the purpose of superior education.

Ste. Julie de Somerset.—Considerable progress has been made in this municipality during the present year. There are now four schools in operation, which are well attended. The teachers, with one exception, have diplomas, and appear to be well qualified.

St. Ferdinand de Halifax.—I regret to say that the school affairs of this municipality are in a very unsatisfactory state. From some alleged informality in the Valuation Roll, a great number of inhabitants have refused to pay their rates. Several actions (which are still pending) have been instituted for the recovery of arrears of assessment; but in the meantime the teachers are suffering from their salaries not having been paid in full. There is a very great amount of arrears now due, and the Commissioners also owe a large sum, chiefly to the teachers.

Eight schools, under the control of the Commissioners, were in operation during the first six months of the year, and in nearly all very satisfactory progress was made.

There is also a dissentient school in operation in this municipality, attended by pupils of British origin. This school has hitherto been supported by voluntary contribution, and those interested therein contribute cheerfully to its support.

Ste. Sophie de Halifax.—School Commissioners were appointed last July, and, within this present month, three schools have been opened, with a prospect of others being commenced early in the ensuing year. There are three good school-houses now being constructed, and the municipality has been divided into nine districts.

Melaud.—In this municipality two schools have been in operation, though one of them has only been so for the last six months. The municipal council of the township has undertaken the collection of school rates; but there exists a reluctance with some to pay them. There is also some dissension amongst the inhabitants respecting the most suitable sites for school-houses. As this municipality has been long without schools, none of the pupils attending those in operation are far advanced.

Frampton.—In this municipality there have been five schools under the Commissioners and two dissentient. In most of those schools very satisfactory progress has been made. One of the teachers (under the Commissioners) has obtained a model school diploma, and three others have diplomas for teaching elementary schools. The schools have, in general, been well attended, and in some of them many of the pupils have made very great progress.

Since the month of July last, this township has been divided into two municipalities, and school Commissioners have been elected for each.

Standon.—There is but one school in this township, at which but little progress has been made. The children do not attend regularly, and the teacher is not very efficient. The school Commissioners have promised to procure the services of one better qualified.

Cranbourne.—In this township, as I have already said on former occasions, the inhabitants are poor and much dispersed, and they are really unable to pay for well qualified teachers. Two schools were in operation during the greater part of the year; but as nearly all the pupils were only beginning to read, no great progress was made. The inhabitants seem disposed to contribute for the purposes of education to the extent of their ability; but it will be necessary to build two, or perhaps three, school-houses. When this is done, I hope they may be able to engage teachers better qualified than those they have had.

In reviewing the progress made during the year in my district of inspection, I am of opinion there is some cause for congratulation. For the first time since my appointment, there are schools in every one of the different municipalities. In the number of schools, and the pupils attending, there has also been an increase. An increase will also be observed on reference to the statistical tables, which accompany this Report, in the number of pupils reading well, writing, learning arithmetic, grammar, &c.

There are also nearly three times the number of teachers with diplomas this year than was the last, and it must be acknowledged that there is more strenuous opposition manifested to taxation in any shape by the inhabitants of British origin than there is by those of French origin.

In all the municipalities settled chiefly or wholly by French Canadians assessment for school purposes has been adopted, and St. Ferdinand de Halifax in which any difficulty on that head exists. Were voluntary contribution prevails, very few pay anything, except those who are directly interested, and they consequently to pay more than if the whole population were assessed.

Generally speaking, the teachers in my district do not receive a sufficient remuneration for their services. The highest salaries given in my district is to the teacher of the model school, in Somerset, who has $280 a year; but no teacher of an elementary school, attended by pupils of French origin, has more than $120 a year, and only two or three have that amount. In the English schools, the salaries are somewhat higher, and a good teacher receives from $150 to $175 a year.

Extract from a Report of Mr. Inspector Chapais.

In the district under my inspection are the following institutions:—1 commercial college, 2 academies for girls, 15 primary schools, 116 elementary schools under the control of the department, and three independent schools. Of these 137 schools, only 13 are conducted by male teachers, all the others are entrusted to female teachers. Out of those employed, only two male and two female teachers are unprovided with diplomas. All the schools, both elementary and primary superior, taught by male teachers, give very satisfactory results, and are very well conducted. I can say the same of thirty of those entrusted to female teachers. Of the others, fifty are well conducted, and give satisfactory results: 25 are inferior, but situated in poor municipalities, or in remote school sections, in which the children are but little advanced; in fine, 22 are badly kept, and insufficient. Most of the latter are conducted by young girls from 17 to 18 years of age. In the 19 municipalities constituting the district under my inspection, the law is now carried out with more or less regularity. When I tell you that up to 1852, seven of these municipalities positively refused to comply with the law, and had not a single school under the control of the department, you can estimate the extent of progress we have made. In 1853, I found it necessary to call upon the executive to appoint Commissioners for the municipality of St. Michel, St. Lazare No. 2, St. Raphael, Cap St. Ignace, St. Cyrille, St. Jean Port Joli, and St. Roch des Aulnets. The friends of education in these municipalities had always succumbed to those opposed to it, and the fact that the law is now carried out, is chiefly the result of the system of inspection introduced at that period Many of them, and among the rest, St. Raphael and Cap St Ignace, have made great progress, and have several good schools maintained on an excellent footing. Within the district under my inspection, there are 44 schoolhouses belonging to the Commissioners, thirty of them spacious and well

ventilated. More than 24 of them are provided with geographical maps and black boards, and all suitable requisites. St. Michel, Nos. 1 and 2, St. Charles, St. Thomas, L'Islet, and Berthier, hold the first rank in this respect.

I must also admit, to the credit of most of the municipalities in my district, that the accounts are well kept, and that the secretaries-treasurers perform their duties efficiently. In some localities, however, the people do not attach sufficient importance to this office, and highly competent parties have been set aside to make way for others who offered themselves at a lower salary. I am also sorry to say that in many of the municipalities, the election of Commissioners is not what it ought to be. Until it be made a condition that no candidate shall be considered eligible without giving proof that he is possessed of a certain measure of education, there will always be a great many very inferior schools, and complete success will never be attained. The new law which empowers the superintendent to deprive refractory municipalities of their share of the grant, has done an immensity of good. Even the most disaffected of the Commissioners no longer dare resist the injunctions of the department in face of the responsibility they would incur. I would again insist on the necessity of adopting school regulations, and a uniform selection of books, powers which are vested in the council of public instruction, and hence the necessity of appointing said council.

In many of the municipalities, there is still a great deal of delay in paying the teachers. Some of them pass the whole year without receiving anything of their salaries. One of the inconveniences resulting from this is, that the teacher is compelled, for want of ready money, to purchase, at exorbitant prices, from the store-keepers, or else to pay high rates of interest. It would be advisable to let the scholastic year commence on the first of May. In this way, the teacher would enjoy the use of the land attached to the school, which now remains vacant whenever the section is about to change its teacher, for men are naturally not over anxious to sow in order that others may reap.

There is no lack of good teachers in my district. Those municipalities which are managed by enlightened Commissioners, are never without good masters, because they are paid a salary proportioned to their services. Quite the contrary is the case when the Commissioners are ignorant persons: the schools are given out at the lowest bid, and, as female teachers are always readily procured at low salaries, the schools are left entirely in the hands of young girls, 17 or 18 years old, who, as a general rule, impart little or no knowledge to their pupils.

Nevertheless, in spite of all these obstacles, education makes marked progress from year to year. Farmers and fathers of families have a better idea of the importance and the value of education, and the necessity of having their children instructed. They are more willing to make the necessary sacrifices for this great object.

A few words now as to each of the different municipalities in this district.

Beaumont.—This municipality has a model or primary superior school and three elementary schools. They are all very well conducted by teachers holding diplomas, and capable of rendering important service. A marked improvement has taken place in the management of the affairs of this municipality. The old dissentions have disapeared and made way for a love of progress. The Commissioners, with Mr. Poirier for president, have repaired the old presbytery, and established the model school therein. It is a spacious and comfortable building. The secretary-treasurer, Mr. Letellier, keeps his register and books of accounts with much care. There are, it is to be regretted, debts and arrears, the result of five years of dissensions and law-suits, now at last brought to an end.

St. Michel No. 1.— In this municipality there is a fine industrial college and an academy for girls. There are four professors in the college, and it is attended by nearly 200 pupils. Mr. Candide Dufresne is the director of the institution. The boarding-school, belonging to this establishment, is exceedingly well conducted. An elementary class has also been established, for the benefit of such pupils a are not sufficiently advanced to enter the higher classes. Among the sciences taught in this institution, are vocal and instrumental music, drawing, horticulture, and English. St. Michel is also provided with an institute containing a reading-room, which receives a good number of home and foreign newspapers and periodicals, and a library containing already several hundred volumes. The prosperous condition of this model municipality, standing as it does in the first rank of those within my district, is due to the zeal and sacrifices of the Commissioners, among the rest the following gentlemen, who have acted for the last eight years:—Rev. Mr. Fortier, Mr. Forgues, registrar, and Mr. Launier, *seigneur* of the parish. Mr. Toussaint, at present a professor in the Laval Normal School, who was four years the director of the college, contributed powerfully to this impulse.

St. Michel No. 2.—In this municipality, which includes the three last concessions of the parish of St. Michel, there are three elementary schools, kept by competent female teachers holding diplomas. The Commissioners have built three school-houses of suitable dimensions; they are all well furnished, and provided with desks, good tables, geographical maps and black-boards. The classes are attended by a very large number of children, who make good progress, and, as soon as they are sufficiently advanced, go to complete their education at the two leading institutions of the parish. The teachers' salaries are from £25 to £30, besides fuel. It is evident from the above, that this municipality, which in 1854 had not one school, competes in zeal with municipality No. 1, of the same parish, which I have just mentioned, and which consists of the range *du bord de l'eau* and the village.

St. Charles.—This municipality has two model schools, one for boys and the other for girls. It has of late lost the good harmony that formerly prevailed. This is the more to be regretted as things were in a pretty good train. Besides the two primary schools, there are seven elementary schools, all of them good, and conducted by females holding diplomas, and possessed of the requisite aptitude. The Commissioners have nine good schools-houses, one of them being two stories high and 80 feet long. Mlle. Couture, the mistress of the model school, is a highly competent person. Her pupils have made great progress. She keeps a boarding-school. She has trained several good female teachers for our different municipalities. Her School is attended by nearly 100 pupils. The model school for boys, is kept by M. Declercq, formerly a professor in the academy of St. Thomas. M. Declercq is a thorough master of the French, English, and Latin languages, and has already had several years' experience as a teacher. The present secretary-treasurer, Mr. A Boulanger, keeps his accounts very correctly.

St. Gervais.—This municipality has an academy for girls, a model school for boys, and 10 elementary schools. The girls' academy is conducted by the Ladies of the Congregation. They have received a grant of the old presbytery, which has been repaired, and now offers every possible convenience. It is about 100 feet in length with attics. The primary superior school for boys is conducted by Mr. Larue, who received his diploma as a model-school teacher, last year, from the Laval Normal School. Of the other elementary schools six are well kept and intrusted to competent teachers, holdding diplomas; two are middling, and the remaining two, inferior. The accounts of the secretary-treasurer are in a good state, and his registers are well kept; but the amount of arrears is large. Education has not reached the degree of progress that might have been attained in this important municipality, and this is to be attributed, in the first place, to the fact, that there were, at the beginning, too many schools, and in the second place, to the practice which prevails of changing the teachers too often; the latter has greatly retarded the pupils by obliging them to go over again the matter they had learned in previous years. The salaries of the female teachers are very small so that many of the schools are left to inferior teachers.

St. Lazare.—This municipality is very poor, it was not organised in conformity with the school law until 1851. It has now five schools, two of which are good, but in the other three only a very little amount of instruction is imparted. They may, however, be sufficient for the wants of the locality for some time yet. The Rev. Mr. Dufour, Curé, displays great zeal; he has acted as president of the Board of Commissioners for several years, and renders important service. A school-house has lately been built in the vicinity of the church; this is highly creditable to the rate-payers, taking into account the limited ressources at their disposal.

St. Raphael.—It is only since 1854 that the school law has been carried out in this parish. Nevertheless they have a model school for girls, and one elementary school,—two of the latter being good, and two inferior. Mlle. Thibault, who conducts the model school, is one of those teachers rarely met with, who teach rather through a spirit of vocation and devotedness than merely to earn the means of subsistance. The children under her care have made great progress, and many of her pupils have in their turn become good teachers themselves. St. Raphael is a very poor municipality, and it is only by making the most generous sacrifices that its schools are maintained. A new school, highly creditable to the zeal of the rate-payers, has just been built.

St. Valier.—In this municipality there are five schools, one of them good and four inferior. The parish is very rich, but unfortu-

nately no effort is made to place it on a par with the neighboring parishes, which though poorer, are far beyond this one in everything relating to education. The Commissioners have as yet but one school-house, which is in a complete state of dilapidation. The educated class, who have been excluded from office with a view to diminishing the taxes, as it is openly stated, have long petitioned in vain for a girls' school for the village. The only good school is that kept by Mr. Sylvain, who would undoubtedly command a salary double that wich he receives; but he is unwilling to leave the parish in which his relatives reside.

St. François.—In this parish, there is a girls' academy, conducted by the ladies of the *Congrégation de Notre-Dame*, and four elementary schools; two of the latter give satisfactory results, the other two are inferior. The salaries paid to female teachers are not sufficiently high to secure the services of persons competent to teach, besides they are very irregularly paid. The secretary-treasurer keeps his registers and books of accounts in a perfectly orderly manner. Mr Dessin, who keeps the village school, would enable his pupils to make satisfactory progress were he not impeded by difficulties arising from ill-will on the part of the commissioners. Notwithstanding the insufficiency of the teachers' salaries, they are not regularly paid, and there are large arrears due them.

St. Pierre.—In this municipality there is an excellent model school for girls, and two good elementary schools. The model school is conducted by the Misses Létourneau, who are highly educated persons, and teach their pupils all the branches general y taught in the girls' academies, conducted by our religious communities. Their pupils number 80, and are taught French grammar, English grammar, literary composition, drawing, needle-work, embroidery, &c. These ladies have already trained up several competent teachers. St. Pierre is one of the most exemplary municipalities in my district. Since 1852, the law has always been carried out with great zeal and alacrity. The Rev. Mr. Sirois, curé, and Mr. Larue, notary, fill respectively the offices of president and secretary, and deserve the greatest praise, as do also the other Commissioners, who are educated men, and, as a natural consequence, friends of education. A large and handsome school-house has been built in this municipality.

Berthier.—This municipality possesses a model school and two elementary schools. Mr. Langlois, who conducts the model school, is one of our best teachers. His pupils progress with astonishing rapidity. His method is excellent, and he has also the secret of rendering himself beloved and respected by every one. The two elementary schools are intrusted to female teachers holding diplomas, and possessed of all necessary qualifications. Each of these schools is attended by at least 60 or 70 pupils. Berthier has three good school-houses, which are well kept, and provided with all requisites, tables, desks, black-boards, and geographical maps. The Commissioners and rate-payers of this little municipality spare no pains to secure the instruction of their children.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—Miss Cleret, a teacher, has discovered a singular method of restoring hearing to the deaf. It consists in pouring, once a day, into the opening of the ear from five to ten drops of sulphuric ether. After fifteen or twenty days the application is suspended for a short time, to be afterwards continued indefinitely. A commission appointed by the French Government to examine the matter, reports most favorably, and one of the prizes of the Montyon foundation has been awarded to the discoverer of so great a means of benefaction Unhappily the too sudden transition from misery and obscurity to ease and fame, unsettled the young woman's intellect, and after having rendered this immense service to humanity, she has become a lunatic.

—The Laval University, as is the custom, celebrated by a literary and musical soirée, the anniversary of the birth of the illustrious founder of the Quebec Seminary A great concourse of the worthy burghers of Quebec attended, and seemed well pleased with the treat afforded them. About the same time, the Laval Normal School held a public sitting, of which the Quebec papers speak in the highest terms of praise. The compositions read by the pupils, were the products of their own industry, and reflect much credit on themselves and on their masters.

—Mr. Howe, the manager of the great Institute of the Blind, at Boston, lately passed through Canada on a tour with some of his pupils, and hold public sittings at Montreal and at Quebec. In the latter city he had the advantage of making his system known to the members of the Legislature, and on a day of recess, his pupils were permitted to give proof of their progress in the hall of the Legislative Assembly. At Montreal, Mr. Howe and his pupils visited the Convent of the Sisters of Charity, where some of the ladies took lessons, and will soon be able to follow in the special school for the blind, which is now in progress of organisation in the Convent, the system of teaching followed in the institute at Boston.

LITERARY INTELLIGENCE.

—The greater part of the works forming the interesting collection of the catholic library of Messrs. Sadlier of New York and of Montreal, have been translated from the French or composed by Mrs. Sadlier. This lady is also the author of a great number of articles and correspondences, published in various journals and periodicals of the United States. It is difficult to form an adequate idea of the industry and of the activity of mind of this indefatigable authoress, inferior alone perhaps to her talent and to her erudition. Mrs. Sadlier has lately left Montreal to fix her residence in New York, and before her departure her Irish fellow citizens thought it meet to offer her some testimonial of their admiration. The Irish ladies of the Montreal St. Patrick's society presented her with a valuable silver service, and the Irish catholics of Quebec, with a richly bound copy of Garneau's history of Canada. The modest as well as learned and laborious authoress, has for many years dwelt in the midst of her readers remaining unknown to a great many of them, who will learn only by the papers, of the lost which Montreal has just suffered.

—James Kirke Paulding, an American writer, the friend and for sometime the associate of Washington Irving, died the 5th April last, at his residence, at Hyde Park, on the Hudson. He was born at Pleasant-Valley, in the State of New-York, on the 22nd August, 1779. He first appeared as a writer of satires and pamphlets, published between 1807 and 1813 against the British Government, and which acquired for him, at the time, great popularity. The most known are: "The diverting History of John Bull and of Brother Jonathan," published in 1812, and "The Lay of the Scotch Fiddle," published in 1813. Amongst other works, he published in 1828, "Konings-marke or Old Times in the New World," sketches of real life drawn from the Swedish settlements on the Delaware, and, in 1826, "Merry Tales of the Three Wise Men of Gotham." In 1835, he published a life of Washington for the use of schools. He had the courage, a short time ago, to write a book in defence of slavery. His two last productions are: "The Old Continental," and "The Puritan and his Daughter." Several of his works have been translated.

—Books on the early history of America and of Canada, and more so the oldest editions are fetching very high prices. The *Journal de Quebec* publishes the result of a sale, which took place recently, of the library of a rich *amateur*, Mr. John Frazer, of Quebec. The prices are not so high generally as those we have seen quoted of late For instance the Laval University got for $38 Sagard, one of the oldest and rarest works on Canada, which they were determined to bid up to $140 if necessary. Copies of that work are seldom sold less than $100 in France or in England. Sagard was a Franciscan, and, with Lescarbot, is the oldest historian of Canada, next after the discoverers of the country. We subjoin some of the *items* of the sale with a few remarks. "Hennepin, voyages en Amérique, avec figure, Paris, 1704," was sold to Mr. Stevens, of Montreal, $5.80 cts. Father Hennepin is the first European who ever saw and described the falls of Niagara; "Ramuzio Raccolta delle Navigatione, with plates Venitia, 1563, 3 vols." to the same, $15.75. "Charlevoix, histoire de la Nouvelle-France, Paris, 1744, 3 vols. in-4o," to Mr. Edward Glackemeyer, of Quebec, $19. 80. There are but two editions of Charlevoix: one in 6 volumes, in-12o, and the other in 3 vols. in-4o. The 4o edition always sells dearer. "Mémoires des Commissaires sur l'Acadie, 3 vols," to the same, $7.80. "Kalm's Travels," 3 vols, to Mr. Stevens, $9.30. The travels of the celebrated botanist are scarce enough even in the English language; they were originally written in Swedish; the English translation is said to be very faulty "Cabot's memoirs on the discovery of America," Archbishop's library, $4.20. "Purchas's Pilgrimage," to Mr. Stevens, $6. "Mazères, Quebec papers," 1791, to the Rev. E. G. Plante, of Quebec, $5.75. "La Potherie, histoire de l'Amérique Septentrionale, 4 vols.," to Mr. Glackemeyer, $2 75 "Trial of David McLane and other pamphlets," to Sir L. H. Lafontaine, $6 75. "Hawkins Picture of Quebec," to Mr. Stevens, $4.80. "Bergeron, voyages avec cartes et figures," to the Seminary of Quebec, $3.4. "Burgoynes expedition 1780," to Mr. Stevens, $6. "Bigot, Intendant Mémoires, et Le Rouge, Les Plans de l'Amérique," 2 vols. to the same, $21.50. "Essai sur les colonies françaises, relations, etc., 1774," 3 vols., to the same, $11.80. "Lafitau, mœurs des sauvages américains, 1724," 2 vols. in-1o, to Mr. Glackemeyer, $7.50. 'Voyages de La Hontan," 3 vols. to the same, $12. Several, volumes of the original editions of the "Relations des Jésuites," were sold to Messrs. Glackemeyer, Faribault, Plante, to the Laval University, from $1 to $3. But for the new edition of those rare works, made under

the auspices of the government, there is no doubt that each of these volumes would have sold from $6 to $12. "Sagard, Théodort, Histoire du Canada, 1636," to the Seminary of Quebec, $38. "Champlain, les voyages et découvertes de la Nouvelle-France, Paris, 1613," Mr. Stevens, $29. "Champlain, découvertes faites depuis 1603 à 1629, Paris 1632," to the same, $27. "Le Clercq, établissement de la Foi, Paris, 1691," to Mr Lajoie, librarian of Parliament, $6. "Denys, description des cotes de l'Amérique, 1672," 2 vols., to Mr. Glackemeyer, $4.80. "Le Clercq, relation de la Gaspésie, 1691," to Sir L. H. Lafontaine, $4. "Histoire de l'Hôtel-Dieu de Québec," to Mr. Glackemeyer, $6.50. "Lescarbot, histoire de la Nouvelle-France, Paris 1612," to Mr. Glackemeyer, $30. "Etat de l'église de la Nouvelle-Erance, par l'évêque de Québec, Paris, 1688," to Sir L. H. Lafontaine, $8. "Mémoires de Du Calvet," to Mr. Stevens, $8 50. "Creuxn Historiæ Canadensis, with plates and maps, 1664," to Mr. Glackemeyer, $10.50. The copies of that work that contain a beautiful plate, representing the martyrdom of Fathers Jogue and Lallemand, sell very high: they are rare on account of the plate having generally been cut out and framed by some of the possessors of the book. "Mémoires des Commissaires du Roi," with plates, 5 vols., to Sir L. H. Lafontaine, $18. "Quebec Almanac from 1789 to 1841, complete less 5 volumes, 41 vols." to Revd. M. Ferland, of the Laval University, 20 cts. a volume. Some of those almanacs are very rare and they are very useful: this is, therefore, a good bargain and we are sure the learned professor will make the most of it "Aventure du Sieur Le Beau," Revd. J. Langevin, $1.80.

— Mr. S. G. Goodrich so well known under the assumed name of *Peter Parley*, died almost suddenly on Wednesday last, in New York, at the age of 67 years. Nothing indicated that his end was so near at hand, and on seeing Mr. Goodrich, as we saw him a few days since pacing up Broadway with a firm and almost light step, one would have thought that his life would have been spared for many years. Unfortunately the event has proved otherwise. On Tuesday, after returning from the country where he had left his family, he experienced a slight indisposition, and sent for his physician, who visited him, but could find no alarming symptom in his complaint. On Wednesday, however, about 4 o'clock in the afternoon, he suddenly felt worse, and twenty minutes later, he was no more. His last moments were calm, and he expired without pain, almost unconscious that death was upon him. It is believed that disease of the heart was the immediate cause.

Mr. Goodrich was the son of a clergyman of Ridgefield, Connecticut. In 1816, he became connected with the book trade, and two years later, published his first literary essay. He was for a long time occupied in publishing numerous works from the best writers, and Hawthorne and N. P. Willis are mentioned among those he was the first to encourage by bringing their talent to light. But his greatest claim to popularity is derived from the series of volumes which he wrote for the use of youth, under the world-wide known name of Peter Parley. The first of these works was published in 1827, and is entitled, *The Tales of Peter Parley about America*. This volume obtained great success, and was followed by others equal in merit, and which even surpass it in popularity, amounting to one hundred and sixteen in all. The number of copies which have been sold is computed at seven millions; yet this has not exhausted the rich mine which still annually furnishes to the general circulation from two to three hundred thousand volumes. These figures give an idea of the merited favor extended to the invaluable efforts made by Peter Parley for the instruction and pleasure of youth.

In 1851, Mr. Goodrich was appointed, by president Fillmore, consul at Paris, and reflected credit upon his country and upon himself by the manner in which he discharged the duties of his office. In 1855, he returned to the United States, leaving in Paris many friends, and souvenirs which are far from being effaced. He afterwards added to his publications the *Recollections of a lifetime*, and an illustrated national History. He had formed the resolution of *retiring into* the country, in Connecticut, and having sold his furniture, had just left the house which he occupied in 9th street, when— though he was allowed time to make all the necessary preparations to remove to a new place of residence,—death did not permit him to enjoy the change. His loss will be severely felt in New York, where he had a great many friends and connections, and where his estimable and benevolent dispositions had won for him the respect and sympathy of all.

Mr. Goodrich leaves a widow, and four children, of whom three are married One of them has already acquired some literary reputation by his correspondence in the *Times*, under the name of *Dick Tinto*, and, by his participation since his return to America, in several dramatic works, which have been performed with success.—*Courrier des E. U.*

SCIENTIFIC INTELLIGENCE.

— At a public sitting of the French Zoological Society of Acclimation an interesting paper on the acclimation of exotic plants was read by Mr. Dronyn de Lhuys, from whose investigations it would appear that the following have been borrowed by France from foreign countries.

Of the cereals, wheat and buckwheat, from Asia, rye, from Siberia, rice, from Ethiopia. Among the vegetables, the cucumber, from Spain; the artichoke, from Sicily and from Andalusia; the chervil, from Italy; the cress, from Crete; the lettuce, from Kos; the white cabbage, from the North; the green cabbage, the red, the onion and the parsley, from Egypt; the cauliflower, from Cyprus, the spinage, from Asia Minor, the asparagus, from Asia; the pumpkin, from Astrachan; the shallot, from Ascalon, the kidney bean, from India, the horse-radish, from China, the melon, from the East and from Africa; America has given us the potatoe, and the Jerusalem artichoke. Among the fruits, we owe the filbert, the pomegranate, the walnut, the quince, and the grape, to Asia; the apricot, to Armenia; the lemon, to Media: the peach, to Persia; the orange, to India; the fig, to Mesopotamia; the haz-l-nut and the cherry, to the Pontus: the chestnut, to Lydia; the plum, to Syria; the almond, to Mauritania, and the olive, to Greece. Amongst the plants, whose uses are various, we will mention the coffee plant, from Arabia; tea, from China; the cocoa, from Mexico: tobacco, from the New World; the anise, from Egypt; the fennel, from the Canaries: the clove, from the Malucca islands; the castor oil plant, from India, etc. Amongst the trees, the chestnut comes from India; the laurel, from Crete; the elder, from Persia, etc. Among the flowers, the narcissus and the pink, come from Italy; the lily, from Syria; the tulip, from Cappadocia; the jasmine, from India; the Chinese starwort, from China; the nastutium, from Persia; the dahlia, from Mexico.

The greater part of the plants of our gardens and of our walks are of a more recent acclimation than is supposed. The elm has been fully propagated only since the 16th century the plane-tree was brought from Italy not more than two hundred and fifty years ago; the patriarch of all the French acacias, planted in 1635, by Vespasian Rabin, still exists in the Jardin des Plantes; the chestnut tree of India is of the same age The ranunculus and the Damask rose were brought over by St. Louis; the lilac was imported from Persia, three hundred years ago; the lettuce, the melon, the artichoke, the pink of Alessandria, were brought from Piedmont, in Italy, by Rabelais, for his friend the Cardinal d'Estissac; the tulip is known only since the beginning of the 17th century: the reseda arrived from Egypt and from Barbary, about a hundred years ago; the rose tree of Bengal, which is now an ornament of all our hamlets, dates not farther back than from the last century; the starwort was introduced into our gardens sixty years back; the Chrysanthemum (Mary-gold) is of 1789; the dahlias were brought into Spain, in 1790, and France received them from the conservatory of Madrid, in 1802.

Mr. Moreau de Jonnès, in a work entitled "Commerce in the XIX century," puts the number of foreign plants imported into England, up to 1825, at ten or eleven thousand. The first forty seven species, in which we must comprise the orange-tree, the apricot-tree, the pomegranate-tree, before or during the reign of Henry VIII; 533 were imported under Elizabeth; 578 under the two Charles and under Cromwell; 44 under James II; 298 under William and Mary; 230 under Queen Ann, 182 under George I; 1770 under George II; 6756 under George III. Mr. de Candolle estimated, in 1722, the number of species cultivated in the botanical gardens of Paris, Kew, Copenhagen, Berlin and Moscow, at from 700 to 1200.

The terms of subscription to the "Journal de l'Instruction Publique," edited by the Superintendent of Education and M. Jos. Lenoir, will be FIVE SHILLINGS per annum, and to the "Lower Canada Journal of Education," edited by the Superintendent of Education and Mr. J. Chelan, also FIVE SHILLINGS per annum.

Teachers will receive for five shillings per annum the two Journals, or, if they choose, two copies of either the one or of the other. Subscriptions are invariably to be paid in advance.

4,000 copies of the "Journal de l'Instruction Publique" and 2,000 copies of the "Lower Canada Journal of Education" will be issued monthly. The former will appear about the middle, and the latter towards the end of each month.

No advertisements will be published in either Journal except they have direct reference to education or to the arts and sciences. Price—one shilling per line for the first insertion, and six pence per line for every subsequent insertion, payable in advance.

Subscriptions will be received at the Office of the Department Montreal, and by Mr. Thomas Roy, agent, Quebec; persons residing in the country will please apply to this office per mail, enclosing at the same time the amount of their subscription. They are requested to state clearly and legibly their names and address and also the post office to which they wish their Journals to be directed.

EUSÈBE SENECAL, *Steam Printing Establishment*, 4, *St. Vincent St.*