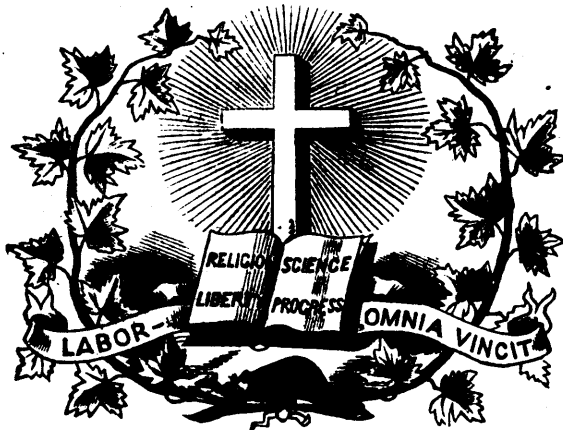


## Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. 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 scanning are checked below.

L'Institut a numérisé 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 numérisation sont indiqués ci-dessous.

- |                                     |   |                                     |   |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/>            | Coloured covers /<br>Couverture de couleur  | <input type="checkbox"/>            | Coloured pages / Pages de couleur   |
| <input type="checkbox"/>            | Covers damaged /<br>Couverture endommagée   | <input type="checkbox"/>            | Pages damaged / Pages endommagées   |
| <input type="checkbox"/>            | Covers restored and/or laminated /<br>Couverture restaurée et/ou pelliculée   | <input type="checkbox"/>            | Pages restored and/or laminated /<br>Pages restaurées et/ou pelliculées   |
| <input type="checkbox"/>            | Cover title missing /<br>Le titre de couverture manque  | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/<br>Pages décolorées, tachetées ou piquées  |
| <input type="checkbox"/>            | Coloured maps /<br>Cartes géographiques en couleur  | <input type="checkbox"/>            | Pages detached / Pages détachées  |
| <input type="checkbox"/>            | Coloured ink (i.e. other than blue or black) /<br>Encre de couleur (i.e. autre que bleue ou noire)  | <input checked="" type="checkbox"/> | Showthrough / Transparence  |
| <input type="checkbox"/>            | Coloured plates and/or illustrations /<br>Planches et/ou illustrations en couleur   | <input checked="" type="checkbox"/> | Quality of print varies /<br>Qualité inégale de l'impression  |
| <input checked="" type="checkbox"/> | Bound with other material /<br>Relié avec d'autres documents  | <input type="checkbox"/>            | Includes supplementary materials /<br>Comprend du matériel supplémentaire   |
| <input type="checkbox"/>            | Only edition available /<br>Seule édition disponible  | <input type="checkbox"/>            | Blank leaves added during restorations may<br>appear within the text. Whenever possible, these<br>have been omitted from scanning / Il se peut que<br>certaines pages blanches ajoutées lors d'une<br>restauration apparaissent dans le texte, mais,<br>lorsque cela était possible, ces pages n'ont pas<br>été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion<br>along interior margin / La reliure serrée peut<br>causer de l'ombre ou de la distorsion le long de la<br>marge intérieure. |                                     |   |
| <input checked="" type="checkbox"/> | Additional comments /<br>Commentaires supplémentaires:  |                                     | Continuous pagination.  |



THE

# JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

Volume XVIII.

Quebec, Province of Quebec, June and July, 1874.

Nos. 6 & 7.

## TABLE OF CONTENTS.

School Management and Methods of Teaching, (continued).....	81	Ann Street School, Montreal	98
Hints on the Etiquette of Teaching, (continued).....	83	Stansted Wesleyan, College..	98
Some observations on Canadian Chorography and Topography and on the meritorious services of the late Jean Baptiste Duberger, Senr.....	85	Hawkesbury High School.....	98
SCHOOL EXAMINATIONS :		Academie de Jesus Marie, Quebec .....	99
McGill University.....	87	The Misses Fornerets' Examination .....	99
Montreal High School.....	88	St. Anne's College.....	100
Laval University, List of Graduates .....	89	Bellevue Convent.....	100
McGill Model School.....	90	OFFICIAL NOTICES :	
" Normal " .....	91	Erection of School Municipality. — Appointments.	
Colonial and Continental Church Society Model School .....	95	—Diplomas Granted by Board of Examiners—	
Bishop's College Lennoxville	96	School Teachers Wanted	
Villa Maria.....	96	—To School Commissioners.....	100
British and Canadian School		SCIENCE :	
Royal Arthur School.....	97	About the Comet—Transit of Venus—Great Britain—	
Masson College.....	98	Two hundred Thousand Years ago.....	101
Couvent de Notre-Dame, St. Roch, Quebec.....	98	Miscellany .....	104
		Table of apportionment of grant to poor School Municipalities .....	109
		Advertisements .....	112

number of desks may be limited if necessary to as many as will accommodate a little more than half the greatest attendance expected. Suppose for example, a school in which there is a maximum attendance of 75 during some particular month, but whose average for the year is only 50; here there should be desk accommodation for at least 38. Any one of the four following sets of desks will answer, the particular set to be chosen being determined chiefly by the shape of the room :—

5 desks of 12 feet long = accommodation for at least 40 pupils.	
6 " 9 " = " " 36 "	
8 " 7½ " = " " 40 "	
10 " 6 " = " " 40 "	

In Holland and Prussia, and other Continental Countries, the pupils are taught all their lessons sitting; they sit, in fact, as a general rule, the whole day. For this purpose the desks are often placed in groups, those pupils that sit in one group forming a class to be taught by one teacher. There are many modifications of this system both as regards the individual shape of the groups and the mode of distributing them through the room; but the intention is the same in all, to enable the teacher or pupil teacher to teach the children while sitting in a class immediately before him.

Though the grouping system is still upheld by some elocutionists, it appears to be falling into disrepute among those who have the best means of judging of its merits, that is, among the most intelligent teachers. In Ireland it has been tried in some of our Model Schools, and it has been disapproved of both by teachers and inspectors.

We find by experience that in the schools of our own country at least, it is not a good plan to keep the pupils constantly sitting; that a regularly recurring alternation of position from sitting to standing, and vice versa, in short intervals during the day, with corresponding changes of subjects, while increasing the healthfulness of school employment, imparts an agreeable variety to the daily routine, and infuses a spirit of activity, life and cheerfulness into the working of the school. Keeping out of sight for the present the consideration of galleries, we find too that instruction in those subjects requiring

### School Management and Methods of Teaching.

(By DR. JOYCE.)

(Continued.)

#### 4. LOCATION OF DESKS.

A notion very generally prevails among those who have no technical knowledge of School Management, that in furnishing a school, it is necessary to provide a seat for every child in actual attendance. It often happens, therefore, that schoolrooms are over crowded with desks and forms, only a narrow passage being left all around, and a small space near the rostrum for class teaching.

Where the bipartite system is adopted, as there is never more than a division sitting at any one time, the

direct oral teaching, is given with most life and effect when the pupils are standing in a circle round the teacher, we shall therefore once for all dismiss the grouping system, and lay it down as a general rule, that the best way to arrange desks is the old Lancasterian plan of placing them in the form of a rectangle on the floor; always remembering that there must be sufficient space left along one or more of the walls for draft teaching.

#### 5. PLANS TO SUIT THE BIPARTITE SYSTEM.

Let it be required to furnish a room 40 feet long by 20 in width. Allowing 8 square feet for each child, this room will give accommodation to 100 average attendance, but to provide for fluctuation, we shall calculate on an attendance of 130. Here the best way to arrange the desks is to place them across, so near one side wall as to leave a walking space 18 inches wide, and leaving draft space along the opposite wall and at one end.

Suppose the draft space to be 8 feet broad; this will allow the desks to be 10½ feet long and each will hold, therefore, seven or eight pupils. Nine of these desks will be sufficient, on which from 63 to 70 pupils can sit, and which, allowing walking space of ten inches between each two, will occupy about 28 feet of the length of the room. If the last desk be placed with its seat 9 feet from the end wall a clear space of 9 feet will be left at the other end. There ought to be six circles, as each division, when the attendance is at its maximum, may contain six drafts, for these the present space will be amply sufficient.

As a second example, let the dimensions of a room be 25 × 16 feet; this will accommodate on the average six pupils, and five of them will be sufficient.

The next example shall be a room of 21 × 14 feet which is about the smallest size used as a school-room. There should be four desks of 8 feet long, and they should be placed against one side wall, leaving draft space 6 feet wide by the other. This room will accommodate an average of 37, but 48 can be taught with the present arrangement.

If the school-room be very large, it may be more convenient to place the desks in the middle, leaving draft space all round. And even with this arrangement the desks would still be very long, there might be a passage through the middle. Suppose the desks to be 12 feet long, and the school 25 feet wide; here there may be draft space along both side walls, but the desks should not be placed exactly in the middle, as this would leave each space only 6½ feet wide, which would be much too narrow for so large a school; better to leave 8 feet at one side and 5 at the other. These remarks are sufficiently intelligible without diagrams.

On the supposition that there are no galleries, in other words, if the pupils are to be taught either sitting in desks, or standing at draft circles, the plans now given are the best that can be adopted for schools severally so circumstanced. In all these cases, it has been supposed that the desks might be had of any required length as if about to be made newly. In numerous instances, however, the problem for the teacher is not to place new desks, but to arrange in the best possible manner desks already made, and which are in many cases either too long or too short for the school-room.

The following examples are given to show how desks of a given length may be arranged; the room is supposed, in all cases, to be 32 feet long by 16 broad, but the instructions that follow can be applied without difficulty to a room of any dimensions. This room will accommodate 64 average attendance, requiring desk room for 35 or 40 and there must be at least four draft circles.

Suppose first the desk to be 12 feet long; either four

four or five of them will be required, and there are at least six different ways in which they might be arranged. The most suitable arrangement will be determined chiefly by the positions of the door, fireplace and windows.

If the desks be either 10 or 11 feet long, there must be at least five of them, and they should be arranged across the room with their ends against the side wall. There will be a draft space by the other wall and at one end. If they be 9 feet long six will be necessary, and they may be placed either with their ends against the wall, or so as to leave a passage, there will be a draft space along one side wall and at one end. Six or seven desks of 8 feet long would be required. If they be 7 feet long, there must be seven or eight.

Lastly, if the desks be 6 feet long, there must be eight, nine or ten of them, according to the attendance, and there are several arrangements that would answer. They may be converted into 12 feet desks and arranged by placing them end to end in pairs. Or eight of them might be placed along the middle of the floor, leaving draft space five feet broad along both side walls.

#### 6. USE OF GALLERIES IN BIPARTITE SYSTEM.

In the bipartite system the pupils of our division are standing round the room at an oral lesson, while those of the other division are supposed to be sitting in desks at silent work. For reasons which will appear in the next chapter, however, it will be sometimes necessary during the day, that both divisions (one standing and the other sitting) be receiving oral lessons at the same time.

As the desks are not well adapted for oral instruction, it will be exceedingly convenient (provided the room is large enough compared with the attendance to allow it) to have one or two galleries that will hold one division, while the pupils of the other are standing round the room.

If there be no separate class-rooms for the purpose, the galleries may be placed in the school-room itself, provided always that there be sufficient space. Any one of these four arrangements then will be found very useful, and each one more so than those that follow:

1. Two galleries, one large enough for an entire division, the other for half a division.
2. One gallery, large enough to accommodate a division.
3. Two galleries, each sufficiently large for half a division.
4. One small gallery for half a division. It is to be remembered that these galleries may in all cases be made with common forms as described in last chapter and that consequently they can be provided with little trouble.

If the room be too small to admit of even one gallery, the business can be carried on, as described at the end of this section, without it.

The pupils of one entire division are usually either too numerous or too unequal in proficiency to be taught together; it is generally necessary to divide them into two parts at the gallery lessons—hence the use of two galleries. If one of them be large enough for an entire division, the pupils may be taught either in two parts or all together, according as the lesson admits, or as the teacher wishes at each particular occasion. If however, the attendance be large—suppose 80 or above—it will be unnecessary to have either of the galleries so large as to accommodate a division, as such a number can scarcely ever be taught together.

If a school-room admit either of no gallery at all, or of only one, it will sometimes be necessary, as already remarked, to teach a lesson on some subject requiring direct oral instruction, to a class of children sitting in desks. We shall suppose this lesson to be geography, but our arrangements will answer any other subject.

The best way to arrange the pupils in the desks is to place them with their faces turned contrary to the usual direction, hanging a map immediately before them. It will be better that those receiving the same lesson occupy only two, certainly not more than three desks. Even with three those who sit on the third are too far from the map and from the teacher, and it will be found difficult to keep up their attention, especially as active teaching is going on at the same time in different parts of room.

A class of about sixteen can sit in two desks of 8 or 9 feet long. The map must not be placed less than 2½ feet or more than 3 feet from the front rank; it may be hung on an easel placed with its legs on each side of the seat of the next desk. If there be one gallery, one half of the division (when ever it is divided) is placed in it, and the other half in the desks in the manner described.

If there be no easel, its place may be supplied by a stand, very easily made of a piece of common deal, about eight feet in length and provided with one or two cross pieces about 18 inches or two feet long, to keep the map steady. It should be studded with nails about eight inches apart, for hanging maps at any required height; their heads should project a quarter of an inch, and no more.

A rectangular aperture is made in the form of the desk where the stand is to be placed, and a corresponding one in the floor beneath; with its lower extremity inserted though the upper aperture and resting in the lower, it will stand quite firmly. It should not be quite perpendicular, but should incline at top slightly from the class; this will make the map hang steadily. When not in use the stand may be taken up, and laid aside.

### Hints on the Etiquette of Teaching,

By B. HEALY.

(Continued.)

#### ETIQUETTE OF TEACHING.

"I must repeat it to you over and over again, that with all the knowledge which you may have at present or hereafter acquire, and with all the merit that ever man had, if you have not a graceful address, liberal and engaging manners, a pre-possessing air, and a great degree of eloquence in speaking and writing, you will be nobody, but will have the daily mortification of seeing people with not one-tenth part of your merit or knowledge get the start of you, and disgrace you both in company and in business."

"The reader may not be prepared to give unqualified assent to the sentiment conveyed by the quotation. He may consider it extreme. Fortunately for the theme, the vigorous language of a former period may be exchanged for the moderated phrases of the present age without lessening its importance, since whatever force it may lose in parting with its stately diction, will be more than returned to it by the pressure of a more enlightened time.

#### I.

It is pleasing and encouraging to know that time and attention will help any one of ordinary intelligence to a respectable proficiency in those engaging arts, or possibly grace him with the rare combination of attractions named above.

It is a common thing to see a teacher assume before strangers an amiable familiarity of manner with his pupils, such as he does not display at any other time. This is very foolish and very mean. The children never

watch him so closely as when visitors are present. They want to see is he true to his own teaching; they want to see what manner of man he really is, and how he really stands with his superiors. They judge of him by his conduct at that trying time, and according to the estimates then formed they will treat him afterwards. By the assumption of a foreign manner he incurs many risks. The least serious of these is that he makes a change for which his pupils are not prepared and which throws them out of working order. This naturally enough disconcerts himself, and so both teacher and class are seen to disadvantage. On no account, therefore, change your ordinary manner or bearing to assume a new character for these occasions. It would be a mistake to suppose that by acting in your usual way, you will be wanting in the respect due to visitors; so far from it, the greatest attention to strangers and superiors is consistent with, and even dependent on, a proper degree of self-respect.

"Good breeding, you know, does not consist in low bows and formal ceremony, but in an easy, civil and respectful behavior."

#### II.

The pupils will not cease to observe you while you are with them. That is quite natural, but some teachers find it very annoying. It were easy to say to such: "don't mind it don't think about it;" but the advice would be of little value. A good way to escape from the annoyance, or to fortify yourself against it, is to attend to the expression of your own features, to the expression of the eyes particularly. The eye is a powerful agent in teaching.

Good manners require that you look at the person you address or converse with, but they do not oblige you to endeavour to stare him down. And you who have learned to command your features will find no occasion for the mischievous and ridiculous trial of strength, or for the gross rudeness of asking a child: "What are you looking at?" It is painful to hear a teacher cry out in this manner, and to know that he is diminishing his own influence and injuring those around him. He could not in truth, utter anything more uncomplimentary to himself, personally and professionally. Having the eyes of each child fixed on you, you may, by a look or a gesture, direct his action and silence, inform him that answer is right or wrong.

"You should not only have attention to everything, but the quickness of attention so as to observe at once all a people in the room, their motions, their looks and their words, and yet without staring at them or seeming to be an observer."

#### III.

When a little child is hurt, however trifling may be his mishap, however ludicrous the attending circumstances, be careful you do not laugh, or show any other sign of unfeeling mirth. Children, like grown persons, when pained or humiliated, have their feelings rendered more than usually susceptible, or, as it were, laid bare. Hence a slight or an injury offered on any such occasion inflicts a deeper wound than it would if received at another time.

Very injurious also is an attempt to make a child believe that what has occurred was his own free act, a feat of agility or skill; as, for example when an infant falls down some inconsiderate persons, cries out. "Oh! what a great jump!"—a stupid outrage on the feelings; and it is difficult to conceive how any one in his senses could hope to befool the child so far as to believe it.

If a teacher had no other amiable trait of character, but only this one, of forbearing to taunt, or ridicule, or triumph over his pupils when they are suffering, there is no doubt that this solitary virtue would of itself endear him to every one of them.

Should you chance to become acquainted with the secret hopes of a child, with any of his little projects which will not bear rough treatment, you ought by all means to keep the knowledge to yourself. To expose them to others in his presence, when he is labouring under excitement of an unpleasant nature would be a betrayal of confidence, which must disqualify you ever afterwards from holding any but the humblest place in either his affections or his esteem.

## IV.

Patiently listen to a child while he makes his excuse: no matter how fully you are convinced of his faultiness, or how absurd the excuse may appear, hear him to the end, and then, by a word or two, show him the weakness, or the falsity of his plea. In this manner you may check the ugly habit some children have of accompanying every admission with such phrases as, "I couldn't help it," or some more finished apology.

But persons who think this too tedious a method sometimes take a shorter course. Having made up their minds beforehand, they stop the child in his story, by saying, "You are a liar" or "That's a lie." (The latter indeed is the favorite form of expression.) These and equivalent phrases have recently appeared in some schools, from which, it is unnecessary to say, they should be banished at once and forever.

## V.

Children will take advantage of any trifle that gives them an opportunity of speaking to the teacher upon out-door affairs: and they are likely, if not carefully trained, to make some answer to every enquiry rather than remain silent, and not gain his notice. When information is sought openly of the pupils, and each one is permitted to speak aloud what he has to say on a certain point—as for instance, the cause of a particular child's absence from school, or the order of others when going home, it is astonishing how many reckless and contradictory statements are put forward. The importance of this matter is very great. They should be encouraged to speak the truth, and the strict truth, and cautioned against saying anything of which they are not sure, or repeating hearsay accounts.

## VI

Children seem willing enough to tell truth, so willing indeed, that on some encouragement they will tell almost anything they know, however uncomplimentary or inopportune. If any of them place you in an uncomfortable position by revelations touching yourself, you ought, for your own sake, to listen to the tale with temper; and when he tells the story clumsily, and you see necessity for setting him right, offer your explanation mildly. Persons who love truth are zealous for it on its own account more than from personal motives; and were you to bully, or fly into a passion of anger on such an occasion you would expose yourself to suspicion of a desire to suppress truth.

Take care you do not give your pupils grounds to believe that your search after truth always takes a left hand turn—that the tendency is ever to make the children appear in error. When in that way a teacher attempts to

degrade truth, the phrase, "Tell the truth, tell the truth," which he constantly uses, becomes in his mouth the veriest cant, and conveys no other meaning to the child than this: "Acknowledge that you alone are to blame; admit that you are altogether in the wrong."

It would be surprising, if children loved the name of Truth, whilst she invariably presents to them this forbidding aspect.

Whilst using your best efforts in the interest of truth, you will not overlook a fault common enough amongst teachers, viz., the fault of exaggerating or magnifying the errors and omissions of those under their care.

For example, a boy comes into school at forty minutes after ten o'clock in the morning; the teacher asks him this question, "What kept you till eleven?" Again, a child speaks somewhat too loudly and the teacher inquires, "Who is that roaring?" those things cannot be set down to a careless habit of speaking—carelessness is as likely to underrate as to overrate; they are, it is to be feared intentionally incorrect, and no doubt, have a very bad effect on children. Beginning by imitating the teacher in this, the pupils acquire the habit of singling out the annoying circumstance of an action, the petty defect of a person, of dwelling on these, and making them the subjects of their common conversation—a detestable practice.

Some teachers have a reckless random way of speaking to, and before their pupils; and when attempts are made to point out to them the impropriety of so doing, they, for the most part, reply that they were paying very little attention to their words at that time, or that they had no harm in it; and they appear to think that such an explanation frees them from all blame.

It is not for the value of the information it contains that this extract from one of Miss Edgeworth's admirable little books is inserted. but because it directs attention to some of the primary obligations of a teacher, viz: (1) Never to break his word, or (2) make an engagement he cannot perform, or (3) lay claim to knowledge he does not possess. The easy manner in which the subject is treated will, it is hoped, form some excuse for the length of the passage.

"Frank's father was very careful always to keep his promises. He remembered that he had promised Frank, that whenever the brewer came, he would let Frank see how beer was brewed. The brewer was now going to brew..... 'You see Frank,' said his father, 'that this liquor in these vessels is not like what you saw in the brewhouse. It is however, the same liquor, but it is now in a state of fermentation.

"'It looks, indeed, quite different,' said Frank; 'that liquor was of a dull brown color, and quite smooth on the surface; this is all frothy, and a muddy yellow and white color. It is full of bubbles, some rising from below the surface, and others bursting.'

"That froth is called yeast, or barm; and it is by means of this yeast, or barm, that bread is made spongy and light. Bread made without barm is heavy, like unbaked paste." "How is beer made to work, or ferment, as it is called?" "Some yeast that was got from other beer that was fermenting, was put into this beer, and that set it a working, as it is called," "How does it set it a working, papa?" "I do not know, answered his father. "How did they get yeast for the first beer that was made to ferment?" "I do not know, answered his father. "Why, papa, I thought you knew everything." "Indeed, my dear, I know very little, and I never pretend to know more than I do. The older people grow, and the wiser they become, the more they feel that they are ignorant of a number of things. Then they become desirous to learn; and the more they learn, the more pleasure they feel in acquiring fresh knowledge!"

But, you may say were you to acknowledge to your pupils an oversight, it would injure your reputation for learning, and, as a consequence, lessen your power over them: No; it will strengthen your character for truthfulness, it will lead them to accept unquestioned your every assertion, and it will augment your influence an hundredfold.

(To be continued.)

**"Some observations on Canadian Chorography and Topography, and on the meritorious services of the late Jean Baptiste Duberger, Senr."**

By H. H. MILES, LL. D.

(Read before the Quebec Literary and Historical Society  
January 29th, 1873).

THE art and practice of making maps or charts of the features of particular regions and Provinces, so as to delineate to the eye their positions, boundaries, subdivisions, and occupation by proprietors—that is, *Chorography*—has attained to no small degree of excellence in Canada. A similar remark might be made concerning *Topography*, differing from the former as the delineation of a town or small district does from that of a whole country.

For a long time after the cession to Great Britain, in 1763, native genius for pursuits of any kind not immediately connected with the necessary requirements of daily life, had little or no opportunity of cultivation, or even of making its existence manifest. As respected professional occupations, in connection with religion, law, medicine, and the ordinary preliminary acquirements derivable from courses of education, whatever opportunities did exist in the country itself were to be found only at the city of Quebec. Art was an exotic; and if any persons wished to cultivate the arts, such as music and painting, or any refined pursuit requiring special training and skill, it was necessary, if the expense could be afforded, to go abroad to the metropolitan centres in England and France to seek the necessary facilities. Down to a comparatively recent period, whatever was needed to minister to art of any kind was woefully deficient in Canada; so that the Catholic Bishop Plessis, who died in 1825, and who had a great taste for painting, is recorded to have long and earnestly sought the means of replacing by better, yet cheap, foreign productions, the pictures in use for embellishing his country churches, though they were believed to be fine by the people at large, and especially revered when they happened to be the work of native artists. In fact, the Bishop found them repugnant to all his ideas of art, and sometimes grotesque enough to excite his well known risible faculties, in spite of efforts to preserve his gravity.

I do not mean to say that there were absolutely no persons acquainted with the polite arts among the seigneurs and clergy. But these were few and scattered; and whatever their disposition may have been to generate a good taste among the people, the circumstances in which they were placed were such as to prevent the exercise of any considerable amount of useful influence in that direction. Of course, what has been stated concerning art generally is applicable to the pursuits now under notice; and if any native French-Canadians have excelled in these, as some are known to have done towards the end of last century,—for instance, *Charland* and several others whose names might be cited, and especially *Jean Baptiste Duberger*,—then, all the greater may their merit be esteemed, and so much the more worthy are they of our remembrance and of honourable places in the list of Canadian worthies.

Being, as I shall endeavour briefly to recall to the notice of the members of this Society, connected historically with the progress of a country, the pursuits of those men seem to be included in the Society's objects.

I shall premise a few more remarks concerning maps and charts generally; and when I have done this, I shall refer more particularly to the career of those that are Canadian, and which illustrate the chorography of this country since the cession.

So far as my experience enables me to judge, most people, when then they think or talk about map, seem to do so as if they considered them matters of no great importance, except for reference for ordinary geographical purposes, or to accompany the perusal of books. The fact is often overlooked that numerous branches of art and manufacture minister to the production of well-executed maps; that the particulars to be inserted are themselves results which could not have been procured unless numerous other pursuits flourished, requiring labour, science, and skill for their exercise; that the equipments and qualifications of an accomplished surveyor, even to furnish some of the topographical particulars, imply the existence of many branches of knowledge, and long-laboured for refinements of art and skill in the mere construction of his instruments; that maps, even when faulty as to execution and incorrect as to contents, have often a very high value as historical records and as shewing the state of art and geographical knowledge at the time when they were made, and as measures, by comparison with older and subsequent maps, of human progress. If we could only obtain a correct history of maps and charts themselves, say of Canada, with an assorted series of specimens of them lodged in some accessible quarter, we should have the means of familiarising ourselves with the history of its progress, political, religious, social, and intellectual, far more generally useful and far more easy of comprehension than could be offered by any number of merely descriptive historical works, however eloquently written. We should be reminded, by the concession of estates granted or sold, of the meritorious persons by whom the progress has been chiefly promoted. We should realize, at a glance, when and by whom settlements were commenced; villages, towns, and cities were founded; when and where roads and bridges, and canals, railroads, and telegraphs, were established, to supply the wants of increasing population and commerce. Nothing, in an historical point of view, and as regards progress, could be more valuable, as a record, than such a series of maps and charts. Those, then, who have laboured successfully in the production of such records,—who have devoted their time and their skill to such objects, whether as the original producers of the maps and charts, or as correct and skilful copyists,—certainly merit our respect, and deserve to be remembered whenever we seek to recall the memory of those who may have deserved well of their countrymen.

We do not at this time possess in Canada any arranged collection of maps and charts illustrative of the history and progress of the country, accessible to the public. The best and most extensive is undoubtedly that deposited in the Crown Lands Department of this Province, where there are many originals, and copies of these kept in order for reference and for official uses; and this collection is, of course, being continually increased by the work of a considerable body of highly qualified gentlemen connected with that department. But I here speak of maps available for reference by the public, and not merely for departmental service, which is quite a different thing. There are the *elements* of such a collection, but dispersed; and they can scarcely be said to be *catalogued* or generally accessible. In the library of the Laval University are to



be found numerous maps and plans relative to events, regions explored, and structures, under the old French régime. In the splendid library of the Dominion, at Ottawa, is the largest collection, with respect to historical purposes, including many of the oldest maps of British North America, from the southern boundary of Nova Scotia and the St. Lawrence to the Arctic circle. An inspection of the catalogue of the Parliamentary Library would shew how many valuable illustrations of the history and progress of this country, in the shape of maps and charts, might there be found. All who have the pleasure of knowing the enlightened and accurate librarian, Mr. Todd, are aware of his ability to appreciate the utility of such records. But who can wonder that, in the absence of space and opportunities of having them arranged and exhibited, so as to be conveniently accessible to the public, and amidst overwhelming labours entailed by other prescribed duties, there should be wanting, even in the catalogue, the appearance of chronological order? Besides, the collection there deposited is very incomplete, indeed, as respects North American and Canadian chorography and topography. There are, I believe, no maps or charts in the recently-commenced libraries of the Local Governments; and it is not within my knowledge, though I have often made enquiries concerning this matter, that any private individuals have devoted themselves to the making of such collections. When we consider the relations of chorography and topography to history; the neglect which prevailed during the whole of the last century to regard maps, especially old ones, as essential historical records, and, therefore, to preserve or recover them; the various causes of loss of old maps; the nature of the materials—wax, brass, copper, silver, paper—to which the precious lines of maps have been committed, and the carelessness and rapacity of conquerors, whenever these documents have fallen into their hands; the necessary wearing-out of those inserted in books for their illustration; the jealousy of ancient and modern maritime nations, which induced them to conceal from their rivals in commerce all knowledge of their treasures of this class; the general disposition to discard, as no longer useful, old maps of regions incorrectly or imperfectly delineated, and to supersede them by others of more recent origin; and that the work of exploring, surveying and map-making, is susceptible of an endless approximation to truth and perfection,—we can be at no loss to account for the absence of a complete collection, not only in Canada, but in any other country. The considerations associated with these points are certainly worthy of serious attention; and if time permitted, it would be easy to shew that they are now generally held to be so in England, France, Germany, and the United States.

Geographers, travellers, and historians have commonly inscribed in their maps many things not spoken of in their writings, finding it a less laborious and a quicker method of reaching the understanding to speak to the eye than to the ear. Their maps often serve us in place of books. Older maps are required for testing and verifying the information conveyed by new ones. Boundary questions, so prolific a source of warfare and misery in the American history, and various political and social considerations, have been, as everybody knows, intimately and vitally connected with, and dependent upon, the matters of which we now speak. Need we, in this connection, refer to the early quarrels between the Spaniards and Portuguese with respect to the division between them of the tropical regions of North and South America?—to the innumerable collisions between the French and English as to their limits further north?—to the disputes between England, France, and Spain, concern-

ing Florida, Nova Scotia, and the regions beyond the Alleghany mountains? to the uncertain state in which boundary questions were left concerning Canada and the United States, or, rather, inherited by these from the forefathers of the people of both? It has been alleged that during the 17th and 18th centuries no war occurred in Europe which was not in some degree connected with such questions, respecting boundaries in the western hemisphere, and no treaty of peace concluded without some articles or stipulations concerning them. On such occasions American maps were in general request; and it is said that when the treaty of Aix la Chapelle was negotiated by French and English commissioners, the single question of the limits of Nova Scotia occasioned the recourse to at least fifty American maps, old and new. Maps have played an equally conspicuous part in later important transactions of an international character. Witness the settlement of the N. E. boundary dispute, when Lord Ashburton and the British negociators are alleged to have acceded to an agreement by which we Canadians and our posterity now and forever are held bound to a result which debars us from the use of a much better approach to the ocean than our own territory can afford, but which need not have been accepted if existing authentic maps had then been accessible or known to both parties. Witness, also, the more recent and menacing controversies respecting boundaries in the north and west, down to the conclusion of the late Washington Treaty, by which, happily, though, perhaps, at some unnecessary sacrifice of interests appertaining to both sides, all such traditional and irritating sources of trouble appear to be at length removed.

Much more might be advanced than has been alluded to in this imperfect sketch, to shew the great value and importance of map making, both in international and social points of view, and to shew that those who have devoted themselves to their execution, or to the subsidiary arts and sciences, are worthy of high estimation amongst us.

In the earlier days of Canada, after the Province had come under British rule, and thence down to the present day, the governing authorities seem never to have lost sight of the importance of causing the chorography to be accurately delineated. General Murray, the first resident British governor, commissioned Captain (afterwards Colonel) Montresor, of the Royal Engineers, to survey and map the River St. Lawrence, from Montreal down to the Island of St. Barnaby, opposite Rimouski. His map, which is extant, was, I believe, the very first executed after the capture of Montreal in 1760. For a long time, while the military and civil governments were necessarily associated, the exploration of the course of the St. Lawrence extending upwards, to, and beyond Lake Ontario, and that of the regions north and south of the river, was continued under Sir Samuel Holland and succeeding surveyors-general. Lord Dorchester, Haldimand, Prescott, Milnes, and their successors in the administration of the Province, down to recent times, when all that kind of work has been given in charge of one of the Civil Departments, appear to have attached the greatest consequence to the perfecting of those surveys and to the multiplication of correct maps. Not only military considerations, but also those relating to settlement and revenue, stimulated the authorities to continue the work under the conduct of officers and men the best qualified by professional experience to carry it on. Hence we have—deposited, however, in different quarters—numerous maps and charts of Canada, shewing what the country was and how it grew in settlement and population, and what its territorial, electoral, and other divisions have been from time to time, down to the present day.

Some exhibit the oldest concessions made during the time when Canada was a French Province, and are extremely interesting in an historical point of view,—concessions along the banks of the St. Lawrence, the lower Ottawa, the Richelieu, Yamaska, and St. Francis. Succeeding officials, the Bouchettes, Captains Bayfield and Orlebar, and others, as well as many officers of the Royal Engineers, contributed from time to time; and we now have in this country the details of its chorography and topography as completely and accurately laid out as suffice for the requirement of the present generation, and as place it, with respect to the settled portions, almost on a par with the most densely inhabited regions of Europe; and I may add that under the auspices of the Federal and Local Governments, the same kind of useful work continues to be actively prosecuted.

But it is time to advert more particularly to the very talented and meritorious person whose name is associated with the objects of this paper.

Jean Baptiste Duberger (or, as he usually signed himself, *John Baptist Duberger*) was born at Detroit on Feby. 17th, 1767. When quite young he was sent by his friends to Quebec, furnished with money enough, in the form of pieces of silver, to pay his expenses down, and to secure his admission as a resident-scholar in the Seminary of Quebec. If, as is supposed, he was then about 15 years of age, he must have spent, subsequently, about seven years in that institution; for, in his 23rd year, having given evidence of mechanical genius and of aptitude in the art of drawing, he was taken into the service of the R. E. Department, on the staff of which he continued to be employed during the remainder of his life.

In official documents we find Duberger styled "Mr. Duberger, of the first class of Royal Military Surveyors, and Draftsman."

Although, as will be shewn, Duberger did much towards supplementing and illustrating Canadian history, his name is not even placed on record in the, perhaps, too extensive list of Canadian worthies compiled by Mr. H. J. Morgan, of Ottawa; nor do we find it in that writer's *Bibliotheca Canadensis*. But Bibaud, in his *Pantheon Canadien*, has furnished a brief and imperfect sketch of Duberger. What we know of his career is derived principally from his surviving relatives and from his works themselves, and partly from incidental notices of which he became the subject in consequence of his connection with the famous Colonel By, who superintended the erection of the Martello Towers, still permitted to remain standing on the Plains of Abraham, and who subsequently constructed the works of the Rideau Canal between Ottawa and Kingston.

Duberger's peculiar aptitude for the construction and embellishment of charts of the country was in constant requisition after his entrance into the R. E. staff, in 1789, until the close of the American war—that is, about a quarter of a century,—when, he being afflicted with partial paralysis and frequent ill health generally, most of his customary work was assigned to his son, of the same name, who inherited much of his father's talent and ability.

At the time when Duberger became connected with the R. E. Department at Quebec, something, as has been stated, had been accomplished in the way of surveying the country and establishing its chorography, but not much in that of exhibiting the results of surveys with precision and elegance. The military authorities being then the sole depositories of whatever had been done, or was required to be done, of that nature, Duberger, after passing through a species of apprenticeship in the Department, which served to make known his extraordinary aptitude both for surveying and for executing maps, was

appointed a chief draftsman and surveyor, about the year 1790. More to his natural gifts, his powers of observation, and his manual skill, must be ascribed his having attained to fitness for the post than to the opportunities accessible during his youth to the natives of Canada, or even to the facilities afforded by the R. E. Department. Until towards the close of the century, he appears to have been chiefly employed in *copying* and in multiplying copies of the older maps to which allusion has already been made. Undoubtedly, Duberger executed beautiful copies of most of them, although those now remaining in this country have usually not his name attached, having been copied by *Charland, Gale*, and others. Before the British troops were withdrawn from this country, I saw among the copies of maps in the R. E. office a set of them evidently executed by him, and having his signature; and these, being the best, were naturally selected for removal. In the practice pursued, it sometimes happened that Duberger delineated the map itself, while the whole or part of the lettering and references was left for other and less skilful hands.

I do not feel competent, by means of any critical description which I can furnish, to present an adequate estimate of his skill in drawing maps. Those who, in the course of their profession, are familiar with such matters and with his style, invariably speak of his artistical merit in terms of the highest commendation, and as having been far superior to that of any other draftsman of his day. Mr. Lambert, in the narrative of his visit to Quebec, in the autumn of 1806, makes the following mention of him:

(EXTRACT from *Lambert's Travels*, vol. 1, page 330.)

"Before I quit the subject of the arts in Canada, a country seemingly more capable of supporting than creating genius, I must not omit to mention, with the approbation he deservedly merits, a gentleman of the name of Duberger, a native of that country, and an officer in the corps of Engineers, and Military Draughtsman. He is a self-taught genius, and has had no other advantage than what the Province afforded him, for he has never been out of the country. He excels in the mechanical arts and the drawing of military surveys, &c. He had the politeness to shew me several of his large draughts of the country, and many other drawings, some of which were beautifully done, and are deposited in the Engineers' office. The only correct chart of Lower Canada, and which was published in London by Faden, in the name of Mr. Vondenvelden, was taken by Mr. Duberger and another gentleman, whose names had a much greater right to appear on the chart than the one which is at present there."

(To be continued.)

## SCHOOL EXAMINATIONS.

### McGill University.

The Abstract of the Annual Calendar for the next session, containing full details of the courses of study in the Faculty of Arts and Department of Applied Science, is now ready and may be obtained of the Secretary of the University. The arrangements for the Degree of Bachelor of Arts include not only the ordinary course, but honour courses in Classics, Mental and Moral Philosophy, English Literature and Natural Science. There are also premiums for taking the degree in conjunction with Theology, Law or Medicine, or with studies in Applied Science. In the latter department there are courses in Civil Engineering, Mining Engineering and Assaying, and in Practical Chemistry. Occasional and partial students desirous of attending particular classes are also received.

Fourteen Exhibitions and Scholarships have been given to the University by citizens of Montréal, among



whom Mr. W. C. McDonald stands pre-eminent in this good work, and Mr. Redpath, Mr. C. Alexander and Mr. T. M. Taylor should also be mentioned. There are also two Scott exhibitions—the department of Applied Science,—the gift of the Caledonian Society. All of these are open to competition and should stimulate many young men of ability to work for them.

Among new features on the present calendar is the announcement of a gold and silver medal offered by His Excellency the Governor-General. The subject appointed for the first competition is "The growth of the English power in North America between the period of the first English settlement and the capture of Quebec in 1759." It is open to students and the younger graduates.

The detailed announcements of the Faculties of Law and Medicine will appear shortly, and the whole holds forth an extent and variety of means of educational advantages certainly second to none in this country.

### High school examination.

The annual closing exercises of the High School were held in the large room of the School, which was tastefully decorated with flags and evergreens, yesterday morning, the 6th June. There was a large attendance of visitors, and on the platform were Dr. Jenkins, Chairman of the Board, Principal Dawson, Rev. Canon Bancroft, Rev. James Carmichael, and Dr. Scott. Dr. Jenkins took the chair, and after a short prayer by Dr. Bancroft, called on Dr. Howe to read his annual report of the work of the School. The following is the report:—

Mr. Chairman.—The report I have to make to your Board of the state of the Classical Department of the High School must be very brief. My time has, somehow, been so heavily taxed this month with looking over examination papers and making out the results of the year that I must frankly say that I have given little thought to any thing else. But in truth, there has been little out of the ordinary current of things that calls for notice. The number of pupils in the Classical side has been greater than in last Session by about 20, and this is due to a strong reinforcement that joined us out of the Preparatory School last September. My thanks are due, and are hereby tendered to Professor Robins and his staff of teachers, for as fine a set of little fellows as ever composed the Second Form of this School. It numbers nearly 40, out of these not more than 6 or 7 were what I may term outsiders; and presuming, as I think I may, that the remaining 34 had been two or three years under training in the little High School, I want no stronger proof of the truth of what fell from your lips, Mr. Chairman, in this room a morning or two since—that parents would do well to send their little boys at a very early age to your Preparatory High School. Some kind friends of mine, wishing I suppose to pay me a compliment, are in the habit of observing to me that the High School is all very well for boys when they get into the Upper Forms, but that private training is the proper thing till they are sufficiently advanced for these Forms. This is a great mistake. Such boys, never,—I say it emphatically—never come up to the mark, and some parents who have tried the plan could bear me out in the statement that it is one that always fails more or less. Indeed, the only outsiders that hold their own in competition with boys of our Upper Forms that have been trained from the beginning in our school are those who join us from the Common Schools under your Board, and who are well known to be the pick of those schools; and even these have much leese-way to make up in some studies. I think

I could give very good reasons to show *a priori* that the result ought to be what it is. But not to argue the interesting question of private or public education, I must add my hope that the University local examination of schools will be re established in Montreal and in the Dominion, for which examinations I quite agree that McGill University is sufficient. Suffer me to repeat what I have lately stated publicly, that one-third of the graduates in Arts, honor men and medalists of that University received their school training within these walls, and to this I will add that one of the Professors of McGill College, who is in a position to know, informed me since that not one of its graduates of Arts has ever come up out of any other school in the city. Our sixth form of last session carried off a matriculation 2½ out of 3 scholarships offered at McGill, I hope that some of our present sixth are going in for similar honors. I have one point of discipline to bring before your Board. It is found that the French teacher in an English school is rarely able to maintain that order among his pupils which is necessary for the work to go on profitably. I am not reporting to you any gross breaches of discipline in the French classes here, but only a want of quiet silence in them which has vexed and troubled me much, and I may say that I have been disappointed in a hope I had entertained that it would be rather an advantage to boys learning French to have a teacher who did not understand English, since they would to some extent be forced into speaking French. It has not proved to be so, and while I bear testimony to the zeal and good will of the French teacher in the High School, who is a gentleman well able to teach his own tongue, and much liked by his pupils, I must attribute the difficulties that exist to the inability of teacher and pupil to understand each other.

Respectfully submitted,

H. ASPINWALL HOWE, LL. D.

Mr. ROGERS submitted the report of the Commercial Department of the school. He said that the total number of pupils during the last year was seventy-six, rather a falling off from the year before, but the average attendance was better. The work which had been done was of that comprehensive and practical kind which he thought best fitted a boy for a commercial pursuit. He would have liked if more time were devoted to mathematics, but he could say that the work on the part of the masters and boys had been most faithfully performed. He touched upon the question of the length of school hours. He had given the subject much thought and study and he was not prepared to recommend any change in the length of school hours. He feared that the outcry against home preparation came from parents who would like to see their sons dux of their forms without any home study. He thanked the school for the way in which they had supported him and attended to their duties.

During the reading of the prize lists the boys gave recitations from "Julius Caesar," "Othello," "The Critic," and "Henry IV." The last two scenes were particularly good, and the boys had evidently received careful training in the histrionic art.

### Prize and Honour List of the High School of Montreal.

Session 1873-'74.

CLASSICAL DEPARTMENT.—SIXTH FORM—Dux, Charles W. Ritchie; Davidson, medallist Maximum marks attainable, 7,000. 1, Ritchie, 5,754 marks; 2, Macpherson, 5,645 marks; 3, Burns, 4,529 marks. Latin: 1, Ritchie, 2, Macpherson; 3, Burns.

English : 1, Ritchie ; 2, Macpherson ; 3, Burns. French ; 1, Ritchie ; 2, Burns ; 3, Macpherson. Phonography : 1, Ritchie ; 2, Macpherson ; 3, Burns. History : 1, Ritchie ; 2, Macpherson ; 3, Burns. Geography : 1, Macpherson ; 2, Macculloch and Ritchie. Arithmetic : 1, Burns, 2 Ritchie ; 3, Macpherson. Algebra, 1, Macpherson, 2, Ritchie ; 3, Burns. Geometry : 1, Macculloch ; 2, Macpherson ; 3, Sweeny. Nat. Phil. : 1, Sweeny, 2, McLennan ; 3, Macpherson. Religious Studies : 1, McLennan ; 2, Macpherson ; 3, Sweeny. Writing : 1, Macpherson ; 2, Ritchie ; 3, Macculloch and McLennan equal. Punctualité : Macculloch. Good Conduct : Macpherson.

Fifth Form.—Maximum marks, 6,500. Dux, William D. Lightall, 1, Lighthall, 6,393 ; 2, Mackay, 4,127 ; 3, Mott and Howard equal, 3,690 and 3,677. Latin : 1, Lighthall ; 2, Howard ; 3, Mott ; 4, Mackay. Greek : 1, Lighthall ; 2, Howard ; 3, Dawson ; 4, Mott, English : 1, Lighthall ; 2, Mackay ; 3, Kerry ; 4, Mott. French : 1, Lighthall ; 2, Mott ; 3, Mackay ; 4, Howard. Phonography : 1, Lighthall ; 2, Mackay ; 3, Wallace ; 4, Dawson. History : 1, Lighthall ; 2, Mackay ; 3, Kerry ; 4, Esdaile. Geography : 1, Kerry ; 2, Lighthall ; 3, Esdaile ; 4, Mott, equal. Arithmetic : 1, Mackay ; 2, Lighthall ; 3, Mott ; 4, Wallace. Algebra : 1, Lighthall ; 2, Mackay ; 3, Mott ; 4, Smart. Geometry : 1, Lighthall ; 3, Howard and Smart, equal. Natural Philosophy : 1, Lighthall ; 2, Mackay ; 3, Smart ; 4, Muirhead. Religious Studies : 1, Wallace ; 2, Lighthall ; 3, Mott ; 4, Howard. Writing : 1, Lighthall, 2, Hamilton, mi ; 3, Mackay ; 4, McCorkill. Punctuality : Mott. Good Conduct : Esdaile and Kerry.

Fourth Form.—Dux, Jacques H. Darey ; Maximum marks, 5,500 ; Maximum marks, 5,500 : 1, Darey, 4,919 ; 2, Lafleur, 4,718 ; 3, McGill, 3,321. Latin : 1, Lafleur, 2, Darey ; 3, Johnson, ma ; 4, Macpherson, ma. Greek : 1, Lafleur ; 2, Darey ; 3, McGoun and Shaw, equal. English : 1, Lafleur and McGill, equal ; 3, Darey ; 4, Smith. Elocution : 1, Smith ; 2, Lafleur ; 3, Johnson, mi ; 4, Darey. French : 1, Lafleur ; 2, Darey ; 3, McGill ; 4, Reddy. Phonography : 1, Darey ; 2, Lafleur ; 3, Brown ; 4, Bernard. History : 1, Darey, 2, Lafleur ; 3, McGill ; 4, Adams. Geography : 1, Darey ; 2, Brown ; 3, Lafleur ; 4, McGill. Arithmetic : 1, McGill ; 2, Darey ; 3, Kinghorn ; 4, Cole. Algebra : 1, McGill ; 2, Cole ; 3, Brown ; 4, Kinghorn. Geometry : 1, Darey ; 2, Lafleur ; 3, Bernard and Cole. Religious Studies : 1, Darey and Reddy, equal ; 3, Shaw ; 4, Lafleur, McGill and McGoun, equal. Writing : 1, Macpherson, mi ; 2, McGill ; 3, Johnson, ma, and Smith, equal. Punctuality, Darey and Lafleur. Good Conduct : McGill.

THIRD FORM.—Dux, Ralph Thorneloe, Montreal, maximum marks, 4,500. 1, Thorneloe, 3,53 ; 2, Craig, 2,362 ; 3, Belcher, 1,362. Latin : 1, Craig ; 2, Thorneloe ; 3, McGibbon ; 4, Scott. Greek : 1, Craig ; 2, Thorneloe ; 3, Torrance ; 4, McGibbon. English : 1, Thorneloe ; 2, Belcher ; 3, Selwyn, ma ; 4, Craig. Elocution : 1, Thorneloe ; 2, White ; 3, Selwyn, ma ; 4, Selwyn, mi. French : 1, Thorneloe ; 2, Selwyn, ma ; 3, Carmichael ; 4, McLennan. History : 1, Thorneloe ; 2, Carmichael and McLea ; 4, Gibson. Geography : 1, Thorneloe, 2, Gibson and McLea ; 3, Pike. Arithmetic : Thorneloe ; 1, Thorneloe ; 2, Craig ; 3, Gault and McLea. Scripture : 1, Craig ; 2, Craig ; 2, Thorneloe ; 3, Selwyn, mi ; 4, Selwyn, ma. Writing : 1, Torrance ; 2, Selwyn, ma. Conduct : Belcher and White. Punctuality : Craig.

SECOND FORM.—Full Marks, 4,000. Dux, Henry Lafleur, Montreal. 1, Lafleur, 3,640 marks ; 2, Kingston, 1,835 marks ; 3, Gardiner, ma, 1,767 marks ; 4, Trenholme, h, 746 marks. Latin : 1, Lafleur ; 2, Gardiner ; 3, Kingston ; 4, Trenholme. English : 1, Lafleur ; 2, Kingston ; 3, Gardiner, ma ; 4, Macdougall. Elocution : 1, Lafleur ; 2, Kinloc ; 3, Stirling ; 4, Gardiner, ma. French : 1, Lafleur ; 2, Kingston ; 3, Gardiner, ma ; 4, Denovan. History : 1, Lafleur ; 2, Macpherson ; 3, Kingston ; 4, Godfrey. Geography : 1, Lafleur ; 2, Kingston ; 3, Godfrey ; 4, Gardiner, ma. Scripture Lesson : 1, Lafleur ; 2, Kingston, 8, Denovan ; 4, Gardiner, ma, and Stirling, equal. Arithmetic : 1, McMillan ; 2, Ewart ; 3, Trenholme ; 4, Kingston ; 5, Lafleur. Writing : 1, Brock and Trenholme ; 3, Whyte ; 4, Lafleur. Conduct : Holland and Trenholme. Punctuality : Lafleur.

COMMERCIAL DEPARTMENT—SIXTH FORM.—Earle, honorable mention in English history, mathematics and natural philosophy, writing and bookkeeping. FIFTH FORM.—Dux, Arthur Seybold. 1, Seybold, 5,133 marks (out of 6,500) ; 2, Morris, 4,186 ; 3, Christian, 3,669. English : 1, DeSola ; 2, Seybold ; 3, Morris. French : 1, Morris ; 2, Christian ; 3, Seybold. History : 1, DeSola ; 2, Seybold ; 3, Swan. Geography : 1, Christian and Seybold equal ; 3, DeSola. Arithmetic : 1, Seybold equal ; 3, DeSola. Arithmetic : 1, Seybold ; 1, Swan ; 3, Morris. Algebra : 1, Swan ; 2, Seybold ; 3, Morris. Geometry : 1, Swan ; 2, Seybold ;

3, Christian. Natural Phil. : 1, Swan ; 2, Morris ; 3, DeSola. Religious Studies : 1, Christian ; 2, Morris. Writing : 1, Christian ; 2, Seybold ; 3, Swan. Bookkeeping : 1, DeSola ; 2, Seybold ; 3, Christian. Phonography : 1, Seybold ; 2, Christian and Swan equal. Conduct : Christian. Punctuality : Swan, Seybold.

FOURTH FORM.—Dux, William Russell ; 1, Russell 4,681 marks (out of 5,500) ; 2, Gunn, 4,629 do ; 3, Weir, ma, 3,790 do ; English, 1, Gunn ; 2, Thompson ; 3, Russell ; 4, Weir ; Elocution, 1, Gunn ; 2, Larmonth ; 3, Foster ; 4, Scott ; French, 1, Gunn ; 2, Russell ; 3, Larmonth ; 4, Weir ; History, 1, Weir ; 2, Russell ; 3, Scott ; 4, Thompson ; Geography, 1, Russell ; 2, Thompson ; 3, Scott ; 4, Gunn ; Arithmetic, 1, Gunn ; 2, Weir ; 3, Russell ; 4, Scott ; Algebra, 1, Macfarlane ; 2, Weir ; 3, Scott ; 4, Russell ; Geometry, 1, Russell ; 2, Gunn ; 3, Weir ; 4, Scott ; Scriptural History, 1, Russell ; 2, Thompson ; 3, Weir ; 4, Macfarlane ; Writing, 1, Scott ; 2, Larmonth ; 3, Russell ; 4, Gunn ; Book-keeping, 1, Gunn ; 2, Weir ; 3, Russell, 4, Scott ; Phonography, 1, Gunn ; 2, Weir ; 3, Russell ; 4, Scott ; Phonography, 1, Gunn ; 2, Scott ; 3, Russell ; 4, Scott ; Punctuality, Macfarlane.

THIRD FORM.—Dux, Robertson McCulloch, 1, McCulloch, 4,287 marks, out of 4,500 ; 2, Weir, mi, 3,866 ; 3, Bentley, 2,341. English, 1, McCulloch ; 2, Weir ; 3, Myers ; 4, Nelson ; Elocution, 1, McCulloch ; 2, Evans ; 3, Bentley ; 4, Campbell ; French, 1, McCulloch ; 2, Weir ; 3, Myers ; 4, Holmes. History : 1, McCulloch ; 2, Weir ; 3, Bentley ; 4, Robertson ; Scripture, 1, Bentley ; 2, McCulloch & Robertson equal ; 4, Weir ; Arithmetic ; 1, Weir ; 2, McCulloch ; 3, Myers ; 4, Starke ; Writing, 1, Wilson, ma ; 2, Starke ; 3, Weir ; 4, Evans ; Book keeping. 1, McCulloch ; 2, Weir ; 3, Bentley ; 4, Wilson, ma ; Conduct, Bentley ; Punctuality, McCulloch.

SECOND FORM.—Dux, John Fraser ; 1, Fraser, 3,842 marks out of 4,000 ; 2, Robb, 2,755 ; 3, Triggs, 2,592 ; 4, Charlton, mi, 2,056. English, 1, Fraser ; 2, Robb ; 3, Triggs ; 4, Charlton, mi. Elocution : 1, Robb ; 2, Fraser ; 3, Triggs ; 4, Friedman ; French, 1, Charlton, mi ; 2, Fraser ; 3, Triggs ; 4, Robb ; History, 1, Fraser ; 2, Robb ; 3, Triggs ; 4, Friedman ; Geography, 1, Fraser ; 2, Triggs ; 3, Robb ; 4, Bruce Arithmetic, 1, Fraser ; 2, Triggs ; 3, Robb ; 4, Bruce ; Arithmetic, 1, Fraser ; 2, Triggs ; 3, Napier ; 4, Bruce ; Scripture, 1, Fraser ; 2, Robb ; 3, Triggs ; 4, Slessor ; Writing, 1, Murphy ; 2, Fraser ; 3, Friedman ; 4, Robb ; Conduct, Triggs ; Punctuality, Fraser.

A medal for the best trained officer in the cadets was offered by a member of that corps and won by Sergt.-Major Scott. Dr. Howe, in announcing the fact, said he was sorry that more interest was not taken by the boys in the cadets, as the body at present was rather small. After the distribution of prizes the Chairman called on Principal Dawson. Dr. Dawson said that he could quite bear out the statements of Dr. Howe as to the number of High School boys who took University Degrees and he had always found the boys from that school quite prepared, when they came up, to enter on their college career. He was sorry that more of them did not take college courses. He thought that every boy who entered the High School should, if possible, go through the highest form and then get a certificate and have his name entered in the school books. They had now a scientific course in the University, and he hoped the boys would remember that and fit themselves for engineers as well as merchants, so many railways were now being opened in the country that a good opportunity was offered Montreal boys for fitting themselves for mining and railway engineers.

The Chairman said that before closing he would like to say a word as to last year's work and the work of the future. He was satisfied that the teachers had been doing faithful service the result of the examinations showed that. He might say that his Excellency had expressed to him great satisfaction at the result of his recent visit to the school. He had to state that their good and excellent friend Mr. Rodgers, whom all admired so much, had felt compelled to resign the position which he held as head-master of the Commercial Department of the school. He (Dr. Jenkins) hoped Mr. Rodgers would be spared many years to that establishment and the

parents of Montreal to carry on the work which he had been doing so well for the past twenty-five years. He would like if that school was entirely a classical one. There was no better preparation for any position in life than a sound classical education. He would like to see the boys who are to be the merchants and bankers of Montreal, McGill College graduates, and he was therefore glad to find that the number of pupils on the classical side last year was greater than the year before. He felt when he looked at the schools of the city that the education of the boys of Montreal was being well attended to by the City Council and Local Governments, and he might say as regarded the schools under the charge of the Board of Commissioners, that never before had they been in a more satisfactory condition.

The Benediction was then pronounced and the boys dispersed for their holidays.

### Laval University.

#### LIST OF GRADUATES.

Doctors of Medicine : Messrs. Narcisse Eutrophe Dionne, L. Pouliot, N. J. Pinault, P. Giguère, D. Rossignol and O. Mazurette.

Licentiates in Law : Messrs. L. Asselin, *with distinction*, L. Cannon.

Licentiates in Medicine : Messrs. L. E. Olivier, *with distinction*, L. N. Fortin, *with distinction*, Messrs. R. Alleyn, C. N. Beauchemin, C. H. A. Clément, M. R. A. Fortin, H. Labrecque, P. J. O. Lauriault, A. Ross, T. Tremblay, T. A. Talbot, C. A. Casgrain, P. E. Lemieux.

Bachelors of Theology : Messrs. P. Dubé, Z. Caron, F. Pelletier, N. Proulx, O. Pelletier, J. O'Farrell, P. Tourhoy, J. Lavery, F. X. Garneau, C. Richard, E. Carrier, A. Blanchet, M. Labrecque.

Bachelors of Law : Messrs. A. J. Taché Bender, J. Z. Tessier, R. Ste Barbe-Young, P. A. Légaré.

Bachelors of Medicine : Messrs. J. R. Alexander, A. Bourbonnais, G. Bolduc L. Frémont Burroughs, A. Dion, L. J. A. Dostaler, C. H. Méville Dechêne, J. P. Jennings, F. C. F. Lamoureux, J. F. R. Latraverse, T. Laisné-Laliberté, A. D. Lepage, G. Lachance, J. C. Maranda, A. L. Smith, G. P. Tanguay, G. D. B. Watters.

Bachelors of Arts : Messrs. J. Chiasson, L. S. A. Chavigny, de la Chevrotière, V. Livernois, S. Pouliot, I. Savard, H. Sirois, Z. Lahaye.

Bachelors of Letters : Mr. A. Samson.

Bachelors of Sciences : Messrs. A. Blondin, E. Pagé, O. Mathieu, O. Beauchesne, N. Proulx.

Master of Arts : Mr. Thomas Maurault, Ptre, Seminary of Nicolet.

3rd July 1874.

### McGill Model Schools.

The examination of these Schools took place yesterday morning, 25th June, at ten o'clock, when there was a large number of parents and friends of the scholars present, among whom we noticed Judges Torrance and Day ; Principals Dawson, Hicks ; Rev. Dr. Jenkins and Mr. G. Moffatt. The distribution of prizes took place at three o'clock in the afternoon, when the room was crowded. Principal Dawson occupied the chair, the proceedings being opened by the children, of whom there were about three hundred, singing a hymn, after which Principal Hicks addressed the meeting and said that the progress of the Schools had been very satisfactory during the past season. He pointed out that these Schools were useful not only in teaching a large number of children, but also as preparing them for the Normal School, where they were trained with the view of ultimately becoming

teachers, and he showed that the Normal School itself owed a great deal of its success to the Model Schools. He was happy to see so many friends present, especially alluding to Dr. Miles, of the Education Office, Quebec. He regretted the unavoidable absence of M. Ouimet, who he said had left Quebec for the purpose of being present, but who had been recalled on important business. However, before leaving, he had asked him to express the interest he felt in the schools.

Dr. Miles then proceeded to distribute the prizes.

The following in the prize list :—

#### PRIMARY DEPARTMENT—JUNIOR DIVISION.

Class 5 :—Minnie Cooper, reading, writing, and conduct ; Susan Bastian, spelling and arithmetic ; Lizzie Lawrie, writing and conduct ; Minnie Lee, arithmetic, French and writing ; Philip Myers, geography, conduct, punctuality. 4 :—Annie Maltby, reading, spelling, conduct, writing and arithmetic ; Rebecca Sloan, spelling and conduct ; Johnnie McDougall, punctuality and general improvement ; Charlie Sandham, spelling and writing ; Johnnie Lawrie, punctuality. 3 :—Isabel Reid, conduct ; Annie Baylis, arithmetic, reading, conduct ; Florence Livingstone, spelling and writing ; Eva Robins, writing ; Bertha Ward, writing and arithmetic ; Thomas Cooper, arithmetic, geography, conduct, and punctuality ; Charles King, punctuality. 2 :—George Glen, reading, spelling, arithmetic and conduct ; Eddie White, spelling, arithmetic, and conduct ; Horace Duval, arithmetic and writing ; Matilda Gross, conduct and punctuality ; Freddie Cooper, arithmetic, spelling and conduct ; Maggie Napier, spelling and reading.

Senior Division.—Class 5 :—Agnes Lee, geography, spelling, french dictation, arithmetic and writing ; Ellen Sandham, spelling, dictation, writing, arithmetic ; Lizzie Duke, punctuality ; David Allen, sacred history ; Carrie Nichols, french and drawing ; Minnie Metcalfe, reading. 4 : Georgiana Allen, reading, spelling, dictation, sacred history ; Emily Gross, French, arithmetic, deportment and punctuality ; Ida Robins, arithmetic ; Maggie Longmore, writing ; Hugh King, punctuality ; Charles Richardson, geography. 3 : Maggie Douglass, reading and drawing ; Sarah Thurston, arithmetic and spelling ; Annie Gibson, writing, geography and deportment ; Clara Cookson, sacred history and French. 2 : Martha McLeod, reading, spelling and dictation ; Jennie Greer, drawing ; Dora McMan, writing ; Christina Miller, geography. 1 : Agnes Glen, writing and deportment ; Maria Hamilton, reading spelling, dictation and deportment ; Willie Greer, drawing and punctuality ; Charlie Thurston, punctuality ; Harry White, punctuality ; Annie Henry, deportment.

Boys' Department.—Junior Division.—Class 1 : Harper, spelling, drawing, arithmetic. 2 : W. Brady, drawing, mental arithmetic and arithmetic, conduct ; Warnock, reading, writing, French ; Brown, writing and geography. 3 : Masterman, reading and grammar ; Mathey, drawing and mental arithmetic ; Richardson, spelling and geography. 4 : Mooney, reading, writing and composition. 5 : Foster, drawing, composition, geography and history ; Frees, reading, writing and grammar ; Perrin, spelling and arithmetic ; Sheppard, French and conduct. 6 : Alex McFarlain, reading, drawing, composition, grammar and French ; Smith, arithmetic, history, mental arithmetic ; Swan, drawing, map drawing ; Allan McFarlain, credit marks, conduct and geography. 7 : Cook, credit marks, mental arithmetic ; E. Turner, French, map drawing, military drill ; Michaels, writing, arithmetic, grammar ; Maynard, geography and history. 8 : Peters, conduct, reading, spelling, grammar, history, French, mental arithmetic, map drawing, special for military drill ; Hamilton, drawing, map drawing, physics and arithmetic. 9 : Ban, conduct, reading and grammar ; Thurston, conduct, physics, arithmetic and map ; Creber, composition and spelling ; Mooney, reading, writing and drawing ; Silverstone, mental arithmetic, theoretical arithmetic ; Guthridge, geography, history, French and book-keeping. 10 : Turner, reading, writing, drawing, composition, map drawing, special military ; Smith, geography, mental arithmetic, physics ; Cunningham, spelling, arithmetic, mental arithmetic, conduct ; Smith, geography, mental arithmetic, physics ; White, theoretical arithmetic and military drill ; Berger, grammar, French ; Tannahill, composition, history, mental arithmetic, map and book keeping. Advanced Class : Fowler, geography, algebra, geometry, book-keeping ; Frees, reading, Spelling, French, theoretical arithmetic, geography, general history, writing,

map drawing, book-keeping and latin ; Howard, practical arithmetic, geography, composition, physics and conduct.

*Girls' Department.—Junior Division.*—Class 1: Isabella Baillie, prize in reading and mental arithmetic ; Amy Morris, punctuality and writing ; Bertha Gross, punctuality, spelling, geography, grammar and history ; Annie Farquhar, punctuality. 2: Mabel Thurston, composition, grammar, history and mental arithmetic ; Mary Hurst, reading and arithmetic ; Helena Hart, credit marks, punctuality, geography and sewing. 3: Helen Duval, credit marks, writing, geography, French, mental arithmetic, sewing and map drawing ; Florence Thurston, grammar, history and mental arithmetic ; Sarah Kent, spelling ; Kate Christie, reading and composition. *Intermediate Division*—4: Eliza McLaren, geography and map drawing. 5: Matilda Reeves, drawing, geography, sewing and Canadian history ; Marion Melville, writing ; Emeline Baylis, spelling, composition, grammar and map drawing ; Eliza Boyd, credit marks ; Francis Pearson, reading and practical arithmetic ; Henrietta Anderson, mental and theoretical arithmetic, grammar, French and Canadian history ; Laura McWatters, spelling, writing, composition and geography ; Elizabeth Scott, reading and sewing ; Lilly Morris, punctuality. 7: Jane Tees, reading, mental and theoretical arithmetic, geography, grammar and French ; Ann Jane Cooper, reading, composition, sewing and practical arithmetic ; Lillian Robins, spelling, writing, drawing and map drawing ; Eliza W. Boyd, Canadian history ; Lydia Sinclair, credit marks and miscellaneous questions ; Annie Gross, punctuality. *Senior Division* : Class 8 : Jessie Leishman, political and physical geography, grammar, history and sewing ; Louisa Trigg, spelling and geography ; Florence Holmes, physiology. 9: Elizabeth McKillop, spelling, French and physiology ; Maude Chariton, drawing, political and physical geography, grammar, history and sewing ; Jane Darling, credit marks, mental arithmetic and map drawing ; Annie Barlow, reading, writing and theoretical arithmetic. 10: Elizabeth Maltby, spelling and practical arithmetic ; Louisa Norris, credit marks, drawing, French and map drawing ; Laura Philips, spelling, French, theoretical arithmetic, geography, grammar, history and sewing ; Suzan Montgomery, writing, physical and political geography ; Annie Ward, reading and composition ; Elizabeth Myers, mental arithmetic ; *Advanced Class* : Mary Peebles, credit marks, spelling, drawing, physiology, physical and political geography, grammar, English history, composition, geometry, Canadian history and map drawing—1,800 marks out of 2,100 ; Elizabeth Binmore, theoretical and practical arithmetic and algebra ; Elizabeth Dooner, writing, French, grammar, composition and general history ; Honora Sheehan, spelling, book-keeping and Latin ; Zulieme Holmes, reading, drawing and map-drawing.

Several pretty airs were sung by the children during the distribution of the prizes, and at the close Dr. Dawson addressed a few words to them, congratulating them upon their success, and hoping that the training which they received at school would be a blessing both to their friends and to the country. He concluded by urging upon the parents of the scholars and all friends of the education to be present on the following day, when the diplomas would be presented to the teachers in training at the normal school.

The National Anthem was then sung by the children and the meeting broke up.—*Montreal Gazette.*

### McGill Normal School.

#### DISTRIBUTION OF PRIZES.

Yesterday afternoon, 26th June, the session of 1873-74 of McGill Normal School was brought to a close. In the meeting held in the large room of the building, the chair was taken by Judge Day, and upon the platform were the very Rev. the Dean of Montreal, the Revs. Canon Bancroft, Dr. Jenkins, and Mr. Raylis, Dr. Dawson, Professors Darey, Robins and McGregor, Principal Hicks, Dr. Miles, Asst. Secretary of the Ministry of Public Instruction, and Messrs. Lunn and T. White, Jr.

After prayer by the Rev. Canon Bancroft, Professor Hicks read the following report :—

At the close of the 17th session of the McGill Normal School, I have to present the usual annual report :

The applications for admission into the School at the beginning of the session were very numerous, and a full number of students, after careful examination, were admitted, and they have attended regularly up to the present time. We admitted during the year 112 applicants, of whom nine were male students and 103 female students. Of these, five entered the Academy class, 40 the Model School class, and 67 the Elementary School class.

The students entering as resident in Montreal were 59, from the country 53.

At the close of this session I am in a position, after careful examination, to recommend 70 students for diplomas, of whom six are for Academy diplomas, 26 for Model School diplomas, and 39 for diplomas to teach in Elementary Schools. These diplomas will raise the total number granted by the McGill Normal School to 867.

During the past year I have endeavoured to ascertain to what extent the teachers obtaining diplomas at the close of the last session succeeded in securing employment, and the result, I trust, will be found satisfactory. The students who received Academy diplomas immediately obtained appointments ; of those obtaining Model School diplomas, 22 in number, 17 secured situations after the holidays, and five returned to the Normal School for the Academy diploma ; of those receiving Elementary School diplomas, 53 in number, 21 re-entered the school for a higher certificate, 23 took charge of schools principally in the country, and the remainder may be similarly occupied, but have failed to communicate to me, as the others have done.

The students during the past year have in every case shown that they entered the institution only after a careful consideration of the importance of the profession with which they desired to connect themselves, and fully justified the recommendations which the regulations of the school require from all who make application for admission.

They have assembled every Thursday afternoon during the session for the purpose of receiving religious instruction, and we have every reason to be thankful to the ministers who have, as usual, voluntarily superintended the different classes.

In connection with this I must not fail to state that from the commencement of the school, seventeen years ago, the religious instruction of the pupils belonging to the Church of England has remained, by special arrangements with the Colonial Church and School Society, in the hands of the Rev. W. Bond, now Dean of Montreal.

Much to my regret, however, the present session will terminate any stated supervision of that nature on his part, owing, I believe, to increasing calls upon his time, but I am sure he still retains all that interest in education which, from the beginning of that Society's work in Canada, now nearly 21 years ago, up to the present moment, has led him to set apart a large portion of his time for the benefit of persons training for the teaching profession. I may also say that during the last two years the Rev. Mr. Thornton has uninterruptedly met the Presbyterian class, numbering each year more than 50 pupils, and I am sorry that circumstances have occurred to prevent his attending here to-day.

I am glad to report that in several instances we have had applications for admission from teachers who have already been engaged in the work of teaching, and who were desirous to fit themselves by a course of training for an advanced position in their profession. As I have

stated on previous occasions, we are always happy to aid in cases such as these, and welcome most heartily teachers who are desirous of self-improvement; and although they may incur a considerable outlay at first, and in almost all instances give up for a time engagements in schools, they will, I am sure, in more respects than one, find themselves gainers in the end. There are, however, I am convinced, many teachers whose circumstances will not allow them to leave, even for a short time, their daily employment, but who would gladly, could they do so, avail themselves of the advantages which our school affords. A small fund set apart to aid teachers in instances of this nature would be highly beneficial, and the country, as far as education is concerned, would ultimately reap material benefit.

In my last report I was able to state that owing to the generosity of a gentleman of Montreal, Mr. J. C. Wilson, a handsome prize would be given annually to the most successful student in our Elementary School class, and that as the Prince of Wales' medal and prize had been previously allotted to the Model School Class, two classes out of the three belonging to the school were in this respect excellently provided for. I am happy now to be able to state that at the end of the next Session, through the kindness of His Excellency the Earl of Dufferin, we shall be enabled to give a silver medal to the remaining, or Academy Class, to be presented to the student who shall attain the highest proficiency in classics and mathematics.

It gives me great pleasure at the close of every year's report to call attention to the earnest and faithful manner in which the whole of the Professors aiding me in the school discharge the duties devolving upon them. These gentlemen, I am sure, feel that in this respect they are, in more ways than one, benefiting a large number of students, who are daily being prepared for responsible duties connected with the training of a large number of the youth of the Province.

The Model Schools continue to maintain their efficiency, and it is only want of space that compels the teachers to refuse many applications that are made for the admission of pupils during the session.

These schools are most valuable adjuncts to the Training School, and in many respects are promoting the advancement of education in the Province.

In the first place they give an excellent course of instruction to a large number of scholars, in the second, they serve as indispensable models for the practice of our pupils in the art of teaching; and thirdly, they yearly furnish a number of students who enter the Normal Schools as candidates for the teaching profession. The Boys' School still remains under the care of Mr. W. Hicks, the Girls' Department under that of Miss A. F. Murray; and Miss Derick at the closing of the present Session completes 14 years, during the whole of which she has devoted her care to the Primary Department. In connection with this part of my report, I have no hesitation in saying that the Normal School derives a large share of its success from the benefit our pupils receive during their training from the Model Schools and their teachers.

I am anxious again to call attention to the fact that we still suffer from the want of sufficient space in our Normal School building, both as regards the Model Schools, and the waiting rooms of the students. I may, also, mention the want of a room as a chemical laboratory, a want which necessitates all preparation for lectures to be carried on in a library, which is of itself far too small for the purposes for which it was originally intended. I may also add that a yearly addition to our library, the establishment and maintenance of a museum of objects to illustrate lectures on natural history, and

means to increase our School apparatus generally, would do much to enable us to keep pace with that advancement which education is so rapidly making at the present time.

I cannot conclude my report without thanking the Committee of the Corporation of the McGill University for their earnest attention to all matters brought before their notice, and, also, for the interest which they on every occasion manifest in the prosperity of the school.

Professor Hicks then read the following list of students who were entitled to prizes or diplomas:

## UNIVERSITY GRADUATE.

1. Alexander Duncan, of Montreal.

## ACADEMY DIPLOMAS

1. Lucinda Lawless, of Montreal, honorable mention in Greek, Latin, hydrostatics, mechanics, French and geology.
2. Susan Rodger, of Montreal, honorable mention in Greek, Latin and hydrostatics.
3. Robert Varner, of Montreal, honorable mention in drawing, Latin, hydrostatic and mechanics.
4. Charles McCorkill, of Montreal, honorable mention in drawing, elocution, Greek and hydrostatics.
5. Zadoc Lefebvre, of Quebec, honorable mention in French, Greek and hydrostatics.

## MODEL SCHOOL DIPLOMAS.

1. Anne McFee, of Beauharnois, Prince of Wales's Medal; honorable mention in algebra, geometry, book-keeping, Latin, natural philosophy, instrumental music, agriculture, geology, French, art of teaching, history, geography, grammar, composition and literature.
2. Mary A. Baillie, of Montreal, Prince of Wales' medal and prize; honorable mention in arithmetic, algebra, geometry, book-keeping, Latin, geology, art of teaching, history, geography, grammar and composition.
3. Catherine McFee, of Beauharnois, honorable mention in geometry, book-keeping, Latin, natural philosophy, instrumental music, geology, French, geography and literature.
4. Jane Keason, of Quebec, honorable mention in algebra, geometry, Latin, art of teaching, history, geography and grammar.
5. Sarah Hurst, of Montreal, honorable mention in book-keeping, Latin, grammar, composition, literature, drawing and French.
6. Jessie Rodger, of Roxton Falls, honorable mention in algebra, geometry, Latin and geography.
7. Alice M. Christie, of Bowmanville, honorable mention in Latin, elocution, art of teaching, history, geography, grammar and composition.
8. Abner Kneeland, of Stukely, honorable mention in geometry, elocution and geography.
9. Louisa Vessot, of Joliette, honorable mention in geometry, agriculture, French, history, geography and composition.
10. Mary Ferguson, of St. Anicet, honorable mention in history, geography and composition.
11. Jeremiah Elliott, of Durham, honorable mention in geometry, history and geography.
12. Florence Hilton, of Montreal, honorable mention in grammar and composition.
13. Andrew Stewart, of English River, honorable mention in geometry and geography.
14. Edouard Cornie, of Montreal, honorable mention in history, literature, French and book keeping.
15. Alexander Scott, of Howick.
16. Jane Campbell, of Montreal, honorable mention in elocution.
17. Elliott Henderson, of Montreal.
18. Mary McLean, of Melbourne.
19. Sarah Nightingale, of Quebec.
20. Kate A. Graham, of Montreal, honorable mention in elocution.
21. Mary C. Brown, of Montreal.
22. Amelia Groome, of Montreal.
23. Jane McNab, of Montreal.
24. Elizabeth Fraser, of Dundas.
25. Marguerita Lucas, of Montreal.
26. Callista Burnham, of Stanbridge.



## ELEMENTARY SCHOOL DIPLOMAS.

1. Georgina Hunter, of Montreal; J. C. Wilson prize of \$40, and honorable mention in arithmetic and mensuration, algebra, geometry, botany, elocution, drawing, history, geography, grammar, composition, literature, physics and French.
2. Martha Warcup, of Laprairie, honorable mention in arithmetic and mensuration, algebra, geometry, book keeping, French, art of teaching, history, geography, grammar, composition and literature.
3. Marguerita Francis, of Prescott, Ont., honorable mention in arithmetic and mensuration, algebra, geometry, drawing, history, geography, grammar, composition and literature.
4. Grace Hendrie, of Montreal; honorable mention in arithmetic and mensuration, algebra, geometry, botany, elocution, drawing, art of teaching, history, geography grammar, composition and literature.
5. Fanny Edwards, of Montreal; honorable mention in book-keeping, elocution drawing, physics, art of teaching, grammar, composition and literature.
6. Beatrice D Graham, of Huntingdon; honorable mention in geometry, elocution, drawing and French.
7. Louisa Woods, of Montreal, honorable mention in arithmetic and mensuration, geometry and history.
8. Blanche Smith, of Montreal, honorable mention in algebra, geometry, book-keeping, elocution and drawing.
9. Lydia Tees, of Montreal, honorable mention in arithmetic and mensuration, and elocution.
10. Mary N. Stewart, of St Jean Chrysostome, honorable in geography and literature.
11. Selina J. Robinson, of Mascouche, honorable mention in elocution.
12. Mary A. Dawson, of Montreal, honorable mention in elocution.
13. Margaret Maguire, of Montreal, honorable mention in algebra.
14. Alice O. Chapman, of Barnston.
15. Emily Sutton, of Edwardston, honorable mention in history.
16. Margaret Williams, of Montreal.
17. Elisabeth McNab, of Montreal.
18. Lizzie Barrett, of Huntingdon, honorable mention in French, geography and composition.
19. Daisy Richardson, of Montreal.
20. Mary Marshall, of Montreal.
21. Isabella Woods, of Montreal, honorable mention in elocution.
22. Agnes Smith, of Pointe Claire.
23. Mary R. Sutherland, of Durham.
24. Elizabeth Ballantyne, of Williamsburgh.
25. Mary E. Scroggie, of Montreal.
26. Henrietta Douglas, of Montreal.
27. Harriet Hodge, of Quebec.
28. Charlotte V. Currie, of Montreal.
29. Fanny L. Ewing, of Montreal.
30. Agnes Forgrave, of Sorel, honorable mention in history.
31. Jeanie Condie, of Howick.
32. Alma Taylor, of Montreal.
33. Jessie W. Neill, of Quebec.
34. Hannah J. Kendall, of Montreal.
35. Elizabeth Brethour, of Florence, Ont.
36. Annie Thomson, of Hemmingford.
37. Sarah E. McCombe, of Montreal.
38. Philias A. Blouin, of Quebec.
39. Elizabeth A. Loring, of Ascot, P. Q.

The prizes were distributed by Dr. Miles, acting for the Minister of Public Instruction, who found it impossible, owing to other engagements, to be present.

After the distribution, a very well written valedictory address was read by Mr. Jeremiah Elliott.

After a duet on the piano, accompanied by the musical instructor of the institution, Prof. Fowler, on the melodeon,

Professor McGREGOR, on behalf of the teachers, addressed the pupils as follows :

MY YOUNG FRIENDS.—In accordance with our usual custom, I have now to address you on behalf of the officers of instruction of this school a few parting words of friendship, of encouragement and of advice. In this

age of advanced radical ideas there is often a fierce impatience of the old, and a feverish desire for the new; and this custom of ours is in some danger of being considered antiquated. But this is not right—the old and the new are not different necessarily. How many things within our ken are older than the change in the vegetable world, from the sterile torpidity of winter to the active luxuriance of spring? And yet, what could be ever fresher, more joyous than the bursting forth of these leaves once again? The change from night to day is old as creation itself; but every morning bursts upon us, a new revelation of youth and beauty. The song of the Redeemed on high is “a new song unto the Lord,” but it is the old, old song of the past, and will be the new song of the future when our present shall have long been the past. We are the old trunk and limbs of the tree; you the young and fresh offshoots, full of life and vigor. Our session has been the night from which you issue—bearers of the dawn, representatives of the young and rosy morning, and harbingers of a fuller, more glorious day. We congratulate you on the successful completion of your year's work. Those of you who have taken honors and prizes, not so much on account of these as on account of what they represent; and in this all the members of the class are participants of our congratulations. You feel yourselves *stronger* than when you came here a year or two years ago. You are, not merely older and wiser by that length of time, you are more of men and women intellectually than you were. You feel that you have been developed in a new direction—that you have been trained, both in the sense in which the gardener uses the word—held back from wrong and led into right courses; and also in the *athletic* sense—strengthened, nerved for effort and endurance. If this be a good thing, and that it is so I can appeal to your own consciousness, see to it, that when you shall have charge over schools much of your thought and attention be given to securing the same benefits for your scholars. In this connection let me say to you in the directest manner, these schools have been organised and are maintained at considerable expense to the country. Many of you could not have secured for yourselves the advantages you have found here but for this expense. Acknowledge then, frankly, cheerfully, your indebtedness to the country. This debt need be no burden, but only an obligation which you gladly assume in your turn to benefit the country. By doing your work well you not only benefit your own scholars to the utmost, but you may, each of you, make your school a standard of reference; and may cause the people and teachers of other schools in the neighbourhood to become dissatisfied with their lower standing, and to set about devising means for their improvement. A few of you, scattered here and there throughout the country, might in this way do incalculable good; and you may rightly consider it as a part of our mission to elevate the standard of popular education in this Province, both among our English people and among our French Canadian fellow-countrymen; for these are not slow in recognising good schools and the value of them, when brought fairly face to face with them. The Canadian farmers in the district of Montreal, and perhaps elsewhere, have been taught to plough by the old countrymen, who brought their better knowledge across the Atlantic with them, and now they often carry off prizes from their old teachers. This is well; but how vastly better it would be if you, by your example, should so stimulate them in the matter of common school education that they should keep pace with you in your best efforts, and perhaps excel you! Our Province, with its abundant agricultural and mineral resources, but with its short summer and long winter, has especial need of



men and women, fitted by education to do more than mere machine work, in order best to overcome our difficulties and utilize our natural advantages. This want you may largely supply by your teaching in the public schools. But if (as is altogether likely, for, as we are told, "history repeats itself") many of you get married in a shorter or longer time, you can still well repay the debt you incurred at the school, for the country can secure for itself no greater blessing than a class of intelligent, educated, well trained mothers. We hope, and have reason to believe, that in the years to come your recollection of the McGill Normal School, and of those connected with it, will be of the kindest nature; and while we expect that, *indirectly*, you will strengthen our hands, and increase the good name and fame of the school by the manner in which you will do your work; we ask you to help it *directly* by making it better known and understood. There is yet in many places—in fact nearly throughout the Province—a great deal of ignorance and misconception in regard to the Normal School as to its aims and purposes, its modes and manners, its processes and results; and this not only among people generally, but among those who are publicly connected with schools—teachers and clergymen, trustees and commissioners, examiners and inspectors. You can dispel much of this ignorance by seasonable information, and you can remove much of the misconception by giving the people, among whom you may be teaching, clearer notions of what is required in the way of previous preparation and constant careful work, and of what is given in the way of training, culture and position. We are fain to believe that the better it is understood the more it will be appreciated. We would not have you remiss in asserting your position and maintaining your rights. There may be cases in which it would be good, neither for you nor for the person or persons seeking to infringe your rights, to allow such infringement to take place. But a too constant and close watch over your supposed rights is apt to induce a very disagreeable habit of mind and a corresponding demeanor. As a rule think more of your *duties* than of your rights, and you will be likely to do your work better and more pleasantly both to yourself and to others. Be independent by all means; but see that you adopt a true standard of independence. We have a sure and true one in our blessed Lord's definition, "He is free whom the truth makes free." Cultivate the habit of considering the importance of your work. Things are not always great in accordance with the general acceptance of them. Our colleges do a work, in some sense, higher and greater than that which you will have to do. More power is required in those who do that work, even passably, than you will require to do yours; but it is a question if their powers, the best of them, would be wasted on your work. You have a training to give to your scholars which they cannot give to theirs, for their students are comparatively matured and set before coming under their influence. It is for you to give this training, to form habits of thought, observation and application that will constitute a basis on which the higher structure may be easily and safely erected; and on which a higher structure will necessarily be erected, whether this be done at college or elsewhere. Our St. Lawrence, with its 2,000 miles of channel, its great lakes its grand rapids, its expanded gulf, its ever increasing fleets of steamers and sailing vessels, is a great river; its praise is in every mouth. But who speaks of any of the 10,000 little rills and streamlets that feed it? They are everywhere over the whole country, but their influence is neither seen nor thought of. But let them be dried up and where would be the St. Lawrence? Its channel a dry bed, its lakes hideous basins, its fleets all stranded and

useless. And while the great river is thus dependent on the streamlets, they are not dependent on it for usefulness. For, apart from their function of feeders of the far away river, they fertilize the ground at home, and in their modest course carry fatness and joy to man and beast. It may be that our ideas of importance are sometimes distorted. Many of you are likely to get situations as assistant teachers in our large city schools. Let me very earnestly warn you against allowing yourselves to sink into the position of mere assistants. Attend first to the particular piece of work assigned you, but above and beyond that take an active and lively interest in the whole work of which yours is a part. Do not look upon yourselves as servants hired to do this service, and to receive your pay and no more, but consider yourselves rather as helpers of and co laborers with the head masters, the Inspector and the Commissioners in the great work they have undertaken and are carrying on so well. Suffer another word of warning—and this against a temptation through which we also have passed, and to which we can now look back, half pitying, half wondering at our former selves. It is that you may think yourselves *wiser* than you are; that indeed Wisdom has taken up her abode with you, and (a quite logical but very offensive inference), that she has forsaken others, and left them to the ministrations of Folly. Were you a class mainly of young men, I would feel it necessary to urge this more strongly, for, as a rule, they are more rudely conceited than young women; but even you are in danger of *thinking that* you know more than you do know, and that you know it much more certainly. Do not be afraid to face your ignorance fairly—so will you drive it back, the better and the farther. And do not be too much afraid to let it be seen by others, for even if it should cause some one who requires, in a teacher, a kind of limited omniscience to slight you, let him go, elsewhere in search of, not the article itself, but only the appearance of it. Simple ignorance, acknowledged but lamented, may not be very injurious. Compound ignorance, that is ignorance of one's own ignorance, is to be deplored—but ignorance seen and quickly acquiesced in or permitted to grow when it might be removed is culpable ignorance. And now one word by way of encouragement to those of you who almost fear to enter upon the duties of your profession, owing to a keen realisation of what you consider to be the responsibility attached to it. It is quite true that the effects of the teacher's conduct on his scholar may be and are very great and far reaching; but this may be and often is represented in some sense truly, and yet in such a manner as to utterly appal a sensitive mind. You are reminded of the possible results for good or evil, reaching through the whole life of your scholar, of every look, and word, and act of yours in reference to him. By an impatient look, a hasty word, or a thoughtless act, you may effectively turn the scale which was just vibrating between a life of wisdom, usefulness and honor—and one of folly, waste and disgrace; and you are told to pause before assuming such a position. Pause if you will, but not to hesitate as to your course, but only emphatically to disclaim any such responsibility. It is too great for any human being to bear, and you are not called on to bear it. He who was sent to bear our burdens is able and ready to bear this one. Commit it to Him and the responsibility of your position becomes neither more nor less than that of other men and women. You are responsible before God and man for an earnest, enlightened, prayerful discharge, of your duties, and no more.

After the pupils had sung in a very pleasing manner "The Canadian Boat Song,"

Dr. JENKINS offered a few remarks. He dwelt first upon the religious instruction given in their institution,

and upon the importance of religion as the foundation of all education. He remembered hearing the Rev. Dean Bond upon that platform refer to the great pleasure he had had in his class for religious instruction in connection with the Normal School ; and while regretting the absence of the Rev. Mr. Thornton, who had charge of the Presbyterian class, he was authorized by him to express the very great satisfaction he had had in conducting that class. This element of religious instruction could not be overlooked, and he was glad to know that in the teachers they were sending forth from this institution they had the fullest assurance that the moral training of the youth of the country would be safe in their hands. He dwelt also upon the great obligation which the city schools were placed under to this Normal School for the class of teachers it supplied. He had had some experience of such institutions both in England and the United States, and he believed he could safely say that from none of them were a better class of teachers sent out than from this. The city schools found the advantage of its training, and as Chairman of the Board of Protestant School Commissioners, he desired to acknowledge the obligations of that body. They made this return, that as a consequence of those better teachers, they send up a more advanced class of pupils to enter the Normal School. He urged strongly upon those who had taken certificates in the elementary class the importance of returning and pursuing their studies.

Mr. JUSTICE TORRANCE spoke next. As one of the Governors of McGill University, he took a deep interest in this Normal School, which he felt was doing a most important work in this Province of Quebec. The protestant population of the Province occupied a peculiar position. The French and Catholic population was as eight hundred and sixty-four to every thousand according to the last census, and unlike the people of old France the population was steadily increasing. In about one hundred and fifteen years they had increased from about seventy thousand to about sixteen hundred thousand, a rate of increase almost unparalleled. In the matter of education he feared that the French population was actually ahead of the English Protestant. Look at its libraries as an illustration. Laval had a library of some fifty thousand volumes ; when would McGill be able to boast of such a library ? The Mercantile Library Association was in a languishing if not in an actually moribund condition. The elder Napoleon had pointed a sneer at England in describing them as a nation of shop-keepers. It was important that we should learn that, if we would hold our own, there were other interests worthy of our attention besides those of commerce ; and he believed in the teachers sent forth from this institution, they might hope for a better influence in the important matter of education.

After another piece of vocal music by the students—

Dr. DAWSON made a few remarks upon the important work which this institution was doing to improve the whole character of the education of the city, which had made most wonderful strides within the last few years.

Principal Hicks then made some announcements, as to the re-opening of the school, &c.

The students sang God Save the Queen and the Benediction was pronounced by the Rev. Dr. Jenkins.

**Colonial and Continental Church Society Model School.**

ST. GEORGE'S SCHOOL HOUSE.

The examination of this school took place on Tuesday

afternoon 23rd June in the presence of a number of the friends and relatives of the scholars. In the absence of the Bishop, who had kindly undertaken to preside, but who was unavoidably prevented, the Very Reverend the Dean occupied the chair. After prayer the proceedings were conducted in the order of the following programme :

- March.....Miss. M. Gordon.
  - 1. Hymn—"Hark the Sound of Holy Voices."
  - 2. Scripture Examination.....Rev. J. G. Baylis.
  - 3. Geography .....Principal Hicks.  
Recitation—"The Water Cress Girl," Miss Maud Martin.
  - 4. Arithmetic Examination.....Miss McGarry Song  
—"The Sea is England Glory."
  - 5. Grammar Examination.....Principal Hicks.  
Instrumental Solo.....Miss Billa Stoneham.
- FRENCH DIALOGUE.—*Marie Stuart.*
- Miss. M. A. Schofield, }  
    *Marie Seyton.*        } Compagnes d'Enfance de  
Miss. G. Charlton,        }                            *Marie Stuart.*  
    *Marie Fleming.*        }
  - Miss. C. Robertson.....La Duchesse De Guise.
  - Miss. M. Gordon.....*Marie Stuart, Reine d'Ecosse.*
  - Miss. Gaillard..... }  
                              } Catherine de Medecis, Reine de  
                              } France.
  - Miss. M. Given..... }  
                              } "Lady Throgmorton," Amba-  
                              } sadrice d'Elizabeth.
  - } Vocal Duet—"The Lilly and the Rose,"
  - Misses A. Thurston, E. Leslie, M. Ewing and J. Dodds.
  - 6. Object Lesson.....Miss. Thomber.
  - Recitation.....Master John Hasley.
  - Valedictory.....Miss. C. Robertson.

Distribution of Prizes.

GOD SAVE THE QUEEN.

The examination proved highly satisfactory, reflecting much credit on both teachers and scholars. At the close, addresses were made by the Rev. J. G. Baylis, Principal Hicks, and the Dean. The latter stated that, having been compelled by press of other duty to resign the position of Secretary of the Colonial and Continental Church Society, the Rev. J. G. Baylis had been appointed to the post, and henceforward would have the superintendence of the Model School, as of all the other schools and work connected with the Society. The Dean gave an interesting sketch of the history of the school from its commencement twenty five years ago to the present time, showing that the school, combining sound religious instruction with good secular training, had had a most marked success. The Dean stated that the next Fall the school would be reopened, and be in charge of Miss Thomber as Mistress, and Miss Hicks as Assistant, whose faithfulness and efficiency as teachers had been fully proved ; also that special attention would then be paid to the formation of an Infants' Department, which would be placed in charge of a teacher well qualified for the position.

We are requested to state that the school will be reopened on Monday, September 7th, when application for admission of pupils and for all needed information may be made to Miss Thomber, at the St. George's Church School House, on Stanley street.

Members of the Church of England are specially invited avail themselves of the advantages offered by this School for their children. While weekly instruction in the Scriptures is given to all scholars, a Liturgy Class will be formed for the special instruction of Church of England scholars in the Prayer Book and Catechism.—(*Gazette*).

### Bishop's College, Lennoxville.

The annual Convocation of the University was held at Lennoxville on Thursday, 25th June. The Chancellor, Hon. Ed. Hale, D. Ch., opened the Convocation, supported on the platform by their Lordships the Metropolitan Bishop of Montreal and the Bishop of Quebec; the Vice Chancellor of the University, Hon. Geo. Irvine, R. W. Heneker, Esq., Rev. R. W. Norman, Rev. C. Loble, and the Professors of the University; Professor J. Baker Edwards and Dr. G. B. Shaw representing the Medical Faculty in Montreal.

The Chancellor congratulated the members and friends of the University on the present condition and prospects of the Institution. Notwithstanding the loss they had sustained in the destruction of their beautiful School by fire, they were devoutly thankful that no loss of life or even accident had occurred to any of their inmates; and the loyalty of their scholars, the devotion of their officers, and the liberality of their friends promised to turn even this misfortune into a blessing by enabling them to erect in its place a more commodious structure, to accommodate their increasing numbers. He also congratulated the members on the completion of their professorial staff by the appointment of the Rev. Mr. Roe as Professor of Divinity, and on the restoration to improved health of their much respected friend Principal Nichols. Their Treasurer would give them an encouraging report of the funds of the Institution, and he trusted that the future before them was one of increased usefulness and acceptance. The Chancellor then conferred the degrees.

Rev. Mr. Loble, on being called upon, expressed his gratitude to the University for the cordial reception they had extended to him as a stranger and the representative of a young institution having similar objects of theological training. He was aware that he was not the first child of his *Ave Mater* (Cambridge) who had found a foster mother in Lennoxville, and he trusted that the theological training would ever be recognized as the true basis of a higher education—on which subject he enlarged at some length. He was glad to see that the ladies, by their presence, indicated the interest they took in the welfare of the University, which he hoped would so increase that they would themselves cultivate its letters and seek its honors.

The Treasurer, Mr. Heneker, reported favourably of the financial position of the institution, which was now in a better position than it had been in for many years. The staff was now complete and sustained out of the funds of the College. The liberality of their friends as well as the amount realized by insurance would enable them to erect a much enlarged and in every respect improved school building, the plans of which would be shown to them in the evening and which would be completed without delay. Meantime, as they saw, they had fitted up the Gymnasium as a temporary school house, so that the work of the session had not been seriously interrupted, and they had lost but very few scholars.

They had providentially been free from sickness, unless indeed that might be so called which was a remarkable feature in all connected with the institution, and which the Chancellor called a soft spot in the brain, the symptom being an intense attachment to the institution, which is of a cumulative character and is decidedly infectious, regardless of sex and condition. The last outbreak of it which he had to announce was amongst the old scholars who had left the institution, and who had subscribed a handsome sum as an annual scholarship prize in affectionate remembrance of their *Alma Mater*.

The Rector, Rev. C. H. Badgley, then gave his report

on the work of the School, with which he expressed his great satisfaction, and praised especially the excellent discipline and loyalty of the boys under the trying circumstances in which they had been placed by the fire; and but for which he should not have been able to sustain the work of the session. He read the report of the Examiner, Rev. R. W. Norman—which that gentleman supplemented by an address of a highly congratulatory and encouraging character.

The distribution of prizes then took place, the Chancellor addressing a few courtly and appropriate words to each recipient.

The National Anthem was sung, and vociferous cheering accompanied the announcement of an annual prize from the Governor General during his official residence in Canada, and of an extra week's holiday for the present vacation, which were announced with a few congratulatory words by their Lordships the Bishops of Montreal and Quebec.

In the evening the usual *conversazione* was held in the dining hall of the College, at which the *élite* of the neighborhood and the parents of the scholars were present.

Prof. Baker Edwards delivered a discourse on "The Unity and Harmony of Force," and, assisted by Dr. G. B. Shaw, performed some interesting and brilliant experiments with a Voltaic battery, electro-magnets, and Rohmkoff's coil, with Geissler's vacua tubes. The experiments showing the relation of the various forms of Force, Light, Heat, Magnetism and Motion to each other, and their various correlations.

The various refractions of light were also illustrated by the Polariscopes, and the principle of the Spectroscope explained by the illumination of colored diagrams by monochromatic and polychromatic illuminations.

During the interval, some excellent songs and recitations were given, and very handsome prizes delivered to the athletes who had distinguished themselves on the previous day in the various field sports and games for which this school is so celebrated, and with which its general spirit, entitles it to the character of a second Rugby—excelling, not only in its learning and its morality, but also in running, rowing, swimming, bowling, boxing, and all other developments of Muscular Christianity—for which very handsome and appropriate prizes are annually presented.

The station next morning was crowded with happy fathers and mothers, and jubilant boys with heavy boxes, bound for the pleasures of a long vacation, to whom we heartily wish "God speed." (*Montreal Gazette*.)

### Close of the Scholastic year at Villa-Maria.

Whilst daily obliged to discuss so many dry or wearisome subjects, to chronicle so many disagreeable facts, we feel really grateful when fortune sends us an event as the annual distribution of diplomas, gold medals, &c., which took place Friday, the 19th June, at the well-known educational establishment of Maria Villa, under the charge of the Sisters of the Congregation of Notre Dame, ladies who have won for themselves a world-wide reputation for their success and skill in directing the studies and forming the minds and characters of the young girls committed to their charge. Their first establishment was coeval almost with the foundation of our city, for their illustrious foundress, Sister Margaret Bourgeois, was held in the highest esteem by Mr. de Maisonneuve, Montreal's first Governor, and consulted frequently by him on affairs that came within her

speciality, the education and welfare of the youthful female sex. Since that period the Sisters of the Congregation, in one unbroken chain of gifted devoted teachers, have continued to instruct young girls, improving, altering or adding to their system of education, so as to meet the exigencies of the time, and to keep up with the rapid strides with which education, especially that of women, is yearly advancing. The number of establishments under their direction, not only throughout the length and breadth of Canada, but also in the Maritime Provinces and the States, is very large. The first of these in point of superiority is Maria Villa, and the large hall of this establishment was fairly crowded last Saturday with spectators, including many of our prominent citizens, clergymen, as well as many strangers. The *seance* opened with *Le Bal Masqué* on harps, pianos and guitars, executed with remarkable skill; this was followed by a charming selection from Irish airs, entitled, "Gems of Erin," also on harps and pianos. The diplomas, crowns and prizes were then presented to the graduates, eleven in number. Their names were as follows: The Misses Mullarky, Dyer, McClatchy, Barsalou, Boucher, McCormick, Fitzgerald, King, Riley, Moran, Robinson and Sibley. Among the prizes was one for Natural Philosophy, presented by Edward Murphy, Esq., of this city, consisting of a very handsome microscope and accompanying volumes. Medals were also awarded to those young ladies who had distinguished themselves by excellence of conduct as also by proficiency and progress in the culinary art and course of house keeping, including plain sewing, mending, to all of which branches close attention is paid in the establishment. Prizes and medals were subsequently presented to the under graduates, also to the superior and different junior classes. A poetical valedictory in English was recited with much feeling, and we certainly believe the regrets at leaving their beautiful convent home, so touchingly expressed by the fair graduates, were sincere. The pupils of Madame Petitpas, so favourably known in the musical world, then sang a gem from Rossini, *L'Espérance*, with a correctness and artistic taste, reflecting equal credit on their own application and on the careful training bestowed on them by their distinguished teacher. This was followed by a prose address in French, clearly and gracefully spoken. Another musical selection, the execution of which was greatly admired and applauded by the audience, was a *motif* from *Robin des Bois*. A superb bouquet of flowers was then presented to his Lordship the Roman Catholic Bishop of Montreal, who presided on the occasion. He responded to the address and at the same time felicitated the pupils and teachers on the proofs of capacity given during the *seance* with that fatherly kindness and earnest feeling which always speak to the hearts of his listeners. After the conclusion of the exercises, visitors were shewn into an adjoining room where ranged on long tables were specimens of rich fancy work, numerous enough to furnish a modern bazaar, together with embroidery, knitting, crochet, plain sewing and wax flowers. Fain would we dwell a while on the natural beauties rendering Villa Maria one of the fairest spots on our beautiful mountain, glance at the matchless view it commands, the shady terraces, pleasant playgrounds, sunny lakelets, but time presses, and we must conclude, with the assurance to our readers that the enjoyment afforded ourselves was fully shared by the distinguished and appreciative audience present.

**British and Canadian School.**

The examination of the scholars attending the British

and Canadian School having been completed, the prizes were awarded yesterday morning; Rev. Dr. Jenkins, Chairman of the Board of School Commissioners presiding. After the singing of a hymn by the school, several readings were given, and a composition, written by A. Falconer, during the examination, was read. The prizes were then distributed by Mr. John Frothingham. Alexander Falconer, having the highest number of marks among the boys, received the first prize, \$20 and bronze medal; Henry Elliott, next highest, 2nd prize, \$10. Among the girls, Elizabeth Peyton, 1st prize, \$20 and medal; Mary Ann Overing, 2nd, \$10 Principal Dawson said that he was glad to see that the Commissioners had enlarged their building, and he hoped they would provide a few more prizes for next year, so as to extend the competition. After a few remarks by Professor Murray, the National Anthem was sung by the school, when the benediction was pronounced by the chairman.

**Royal Arthur School.**

The presentation of the medals offered by Mr. W. Lunn, Protestant School Commissioner, which were competed for some time ago, took place yesterday, 17th June.

The chair was occupied by Mr. Lunn, and on the platform were Professors Murray and Robbins. About 250 boys and girls pretty evenly divided, were in the room, and a number of their parents and friends were present. A number of hymns and songs were sung, and two readings and recitations given by the young folks in very good style, after which Mr. Lunn distributed the medals as follows:—

1st prize, 2nd Sr Class	Miss E. Tickle.....	803
2nd " "	Miss Mary Stephens.....	701
1st " 1st "	Master Thos. Roger.....	606
2nd " " "	Master R. Costigan.....	577

Professor Robbins being called on, said that it was only fair to explain how the girls appeared to have gained so many more marks than the boys; the reason was that the girls had one year's more study than the boys in the branches in which they were examined, it having been found impossible to maintain a senior class for boys on account of so many of them going into business. He said that in all probability the examination questions for these prizes would be published, together with some of the best answers, as it was desired that the public might have a better idea of what the work was like than simply saying that out of a possible 1,200, 803 had been made by the first girl and 606 by the first boy. He thanked God for the increase in attendance, which had risen from 1,500 February, 1872, to 2,500 last month, and also for the erection of buildings and the securing of the services of so efficient a staff of officers.

Professor Murray being called for, congratulated not only those who had taken prizes, but those who had been unsuccessful but had tried well. He expressed his pleasure that the girls had done better than the boys, as there was an impression that girls were not as capable of mental culture as boys. It was true that most of the great names in history for mental attainments were men, but it must be remembered that for ages the paths of learning has been closed to women and opened only to men. Women had had no means of attaining a higher education afforded them, and had not been allowed an opportunity of showing what they could accomplish. In later years, however, this was being changed, and women had gained high places in mental culture in competition against men; as an instance he

noticed Mrs. Sommerville who had won so high a place in science. In all civilized countries now, even in slow going England, fields of labor and usefulness were being opened to women which had formerly been occupied solely by men. Women now filled places in the Post Office, in the Telegraph Office, in the Counting house, in various branches of mercantile pursuits. He then proceeded to impress on the girls that to compete with men they must make themselves as good accountants and writers, and understand the business they desired to engage in as thoroughly as the men they compete against. To both boys and girls alike, education was the one most important thing at the present time. It was the fashion to envy the possessor of a great fortune, and the possession of a great fortune was, undoubtedly, a high privilege, as it afforded the means of doing great good; but the possession of a good education was still the more important. Ask the richest man in the city which was the best to start with, a good education and no wealth, or wealth and no education, and he would tell you the former. The youth who started with wealth was apt to squander his wealth, and find himself beggared, without any means of raising himself; but the one who started with education, and no wealth, would gradually work his way up in the world. Education was not only a matter of the head, but of the heart; he impressed on his young hearers that they should endeavour to be sober, kindly and courteous in manner so as to be good men and women.

After the announcement of a half holiday, and the singing of the National Anthem, the school dispersed. Mr. Lunn having previously announced that the schools would probably close for the season on Friday the 26th inst.

The following are the teachers of the school:—Head Master, C. A. Humphrey; Head Mistress, Miss J. Hart; assistant teachers, Misses Martin, Dalgleish, Morrison, Algar, Richardson, Rexford, Pierson, Ryan, Henry, Millan and Luthrell, with Mr. Hans Stevenson.

#### Masson College.—Terrebonne.

On Wednesday last, 1st July, the annual distribution of prizes took place at this college before the Professors and a number of ladies and gentlemen. The report for the year 1873-4 was read showing the number of Pupils to be 319 and their efficiency very satisfactory. The prize list is too lengthy for publication but we give the names of the two boys who gained *prix d'honneur* being those who had shown the greatest proficiency in study, namely: Paul Gariepy, Irene Prefontaine and Telesphore Monette. The Masson prize was awarded to Alphonse J. Demeules. Several choice selections both vocal and instrumental were well executed by the pupils after which they were addressed by the Hon. Solicitor General Chapleau and Messrs. Masson, Taillon and D. C. Prevost.

#### Convent de Notre Dame.

The closing exercises at this educational institution, took place yesterday, 1st July, in the Grand Hall of the Convent of St. Rochs. There was a select gathering of the friends and relations of the young ladies, and a number of clergymen present. The prizes to be presented to those young ladies who had attained proficiency in the various courses taught in the convent, were displayed on a table in front of the audience, as also a beautiful collection of neat

work. This collection comprised almost every article that can be made of linen or cotton, a variety of wool-work and wax-work, and a number of artistic drawings in pencil, crayon and water colors. The musical programme showed that the young pupils did not neglect this interesting part of a lady's education. The prizes were awarded by the Rev. Mr. Charest, Rector of St. Roch's Church. The pupils acquitted themselves remarkably well, and it must be a source of satisfaction to the respected ladies who are such excellent teachers, and who manage the convent with admirable good taste to see the scholastic year brought to such a successful issue.—*Quebec Mercury*.

#### Ann Street School.

The presentation of prizes took place yesterday, 18th June, the presentation being made by Dr. Jenkins. The first prize for boys was taken by Master J. Turriff, 1374, out of a possible, 1,500, gaining the \$20. The next highest were:—R. Clarke, 956; R. Robertson, 909. Amongst the girls C. J. Richardson, 1,143, took first prize; M. J. Donald, and B. Fraser, 736, being next.—*Montreal Gazette*.

#### Stanstead Wesleyan College.

The first scholastic year of this institution will be brought to a close on 30th June, Tuesday evening next, by appropriate closing exercises. There have been 100 students in attendance this year, and it is expected that the number will be considerably increased the next year. The closing exercises will consist of vocal and instrumental music, and original essays by the students, and addresses by Rev. Professor Townsend, D. D., of Boston University; Rev. A. Sutherland of Montreal, Rev. Geo. Douglas, L. L. D., Principal of Montreal Wesleyan and Theological Institute, and Rev. J. Elliott, President of the Montreal Conference, having also promised, if possible, to favor the meeting with their presence.

The Fall term will commence on the 7th of September next.

#### Hawkesbury High School.

The first half-yearly examination of the pupils of this school took place in the new High and Public school buildings on Friday last, 26 June. The school has only been in operation since January of the present year, but its success is now almost a certainty. It was instituted principally through the efforts of the Hon. John Hamilton, and has on the Board of Trustees some of the energetic men in the County of Prescott,—the Rev. E. P. Crawford, M. A., brother of the Lieut.-Governor of Ontario, being the Chairman. The building is a large brick one, and, though not quite completed, reflects great credit on the skill of the designer and contractor, Mr. John W. Higginson. The lower storey is divided into two large rooms, both of which will be used by the pupils of the public school. The upper storey consists of two fine class rooms, the larger of which will be occupied by the senior pupils and head master of the High School; and the smaller one by the juniors and the assistant. Off these there are two smaller apartments, designed for cloak and apparatus rooms. The building has altogether ample accommodation for 270 pupils, and is well ventilated and lighted. There was a large attendance of parents and visitors



present. The proceedings opened by the Rector, Arch'd P. Knight, M. A., announcing the names of successful competitors for prizes, and explaining his method of awarding them. A series of written monthly examinations, together with a class registration of the daily errors made and reciting lessons furnish the basis for determining who should secure the coveted rewards of hard study. There are thirty-one registered pupils in the High School department, sixteen of whom are candidates for public school teachers' certificates. Several of these are from different parts of the united counties, and board in the village. The fact that so many of the students of this school are either teachers or those desirous of entering the profession, shows how much another Normal School is needed in Eastern Ontario, the more especially as diplomas from McGill Normal School are not recognized as valid in this province. But the preparation of teachers is not the chief aim of this institution; particular attention is devoted to commercial branches of study, and to training boys for entrance to our Canadian Universities.

After the distribution of prizes, addresses were delivered by the Rev. Chairman and the County Inspector of Public Schools, both expressing their great satisfaction with the attainments of the students, and both prophesying a brilliant future for this, the youngest High School in Ontario.

The following is the prize list; the prizes in reading and recitation being a handsome gift from the Chairman. Prizes were not awarded in all the subjects, several of the classes being not yet properly organised:—

Reading: 1st Miss Lizzie Waddell; 2nd Miss Dora Lawlor; 3rd Miss Emma Cooke. Recitation: 1st Miss Lizzie Waddell; 2nd Miss Dora Lawlor; 3rd Miss Mary Fraser. Essay Writing: 1st Miss Maggie Cooke. Honorable mention: Miss Wade and Miss Cooke. Arithmetic: 1st Mr. John Fraser; 2nd Miss Lizzie Waddell. Honorable mention: the Misses Maggie and Emma Cooke, Miss Dandy, Master J. L. Pattee. Grammar: 1st Mr. John Fraser; honorable mention, Miss Lizzie Waddell and the Misses Cooke. Drawing: 1st Miss Dora Lawlor; honorable mention, Miss Agnes Higginson. Geography: 1st Miss Emma Cooke; honorable mention, Mr. John Fraser and Miss Waddell. Euclid: 1st Miss Maggie Cooke; honorable mention, Masters John Fraser and H. Hay. History: 1st Miss Emma Cooke; honorable mention, Mr. John Fraser. Spelling: 1st Miss Florence Wade; honorable mention, Master Fraser and Miss Cooke. No award of prizes was made in the Algebra, Natural Philosophy, Physiology, or Latin Classes for the reason above mentioned.

#### Academie de Jesus Marie.

Yesterday, 25th June, morning the annual distribution of prizes in the Jesus Marie Convent, Sillery, took place before a very large assembly. His Lordship Bishop Persico, Very Rev. Mr. Cazeau, Rev. Messrs. Audet, Vignon, Paquet, Sax, Laliberté, Dumontier, Lepage, Gauthier and Sauvageau were present, and we remarked the Misses Caron, Lieut. Colonel Strange, Mrs. Justice Taschereau, Madame Casault, Mrs. H. H. Smith, Captain Larue, C. A., and a large number of the elite of society. His Honor the Lieutenant-Governor was prevented from attending through being in mourning. Proceedings were opened by the performance of "La Chasse de Jeune Henri," executed with remarkable precision upon four pianos and harmonium, followed by a chorus by twenty pupils, exceedingly well rendered. Bishop Persico then distributed the prizes in the junior division, accompanying each with a few cheering words. A duett, "Les Perennes Fleuries," was then beautifully sung, and a solo and chorus from *Martha* charmingly rendered.

distribution of prizes was again taken up, and a Spanish chorus executed by the pupils, and an English song, *Adieu*, rendered by a young lady with great taste and feeling. Gottschalk's *Radieuse* was executed on several pianos, in wonderfully accurate time, shewing careful and correct training. Several other musical selections were presented, Miss Larue of Three Rivers, especially distinguishing herself in an Italian song, *Arditi*. Then came the proclamation of the graduates. Miss Lamar-tine Goodburn, of New York, and Miss Darlington, graduated in the English course of literature, chemistry, philosophy, natural history, botany, mathematics, &c., with the highest honors, winning the Maltese cross. Miss Laurin graduated in the French course. After a little dramatic piece by a number of the pupils "Remerciments," the singing of God Save the Queen, brought the proceedings, to a close. The ladies of this institution deserve much credit for the training the young. Their success is fully merited by the efforts they put forth

#### The Misses Fornerets' Examination.

The annual examination of the Misses Fornerets' Seminary took place on the 25th and 26th ult. at 840 Ste. Catherine street, west. The usual branches were thoroughly examined, combining the most elementary with the highest English subjects, in all of which the pupils seemed to be quite at home; the independence of the answers tested the ability of the scholars and gave ample proof of the sound and satisfactory education that can be obtained in this school. On Friday evening two or three scientific subjects were also examined, in which Miss Molson acquitted herself with great credit.

The elocutionary pieces, both French and English, were pronounced excellent, and these were varied with instrumental music of no common order.

The Rev. Mr. Carmichael distributed the book prizes. In the course of his remarks he said that he sympathized with the great desire expressed by many that this school should be located more westward, and now that this want was supplied by the present situation of the school, he hoped it would receive the generous support it merited, and that it would be as well sustained as it had been at the East End. Miss Belcher won the silver medal in the second class, Senior Department, and Miss Molson won the gold medal in the finishing class after a close competition with a high standard of scholarship, and this, we understand, is the second medal Miss Molson has won within two years. At the close of the prize distribution the Misses Forneret presented Miss Molson with a complimentary address after her scholastic course of eight years, to which thanks were returned by Mr. W. H. Kerr, Q. C., who in his reply alluded in graceful and delicate terms to the care and ability involved in his niece's education, and that Miss Molson was the third of his nieces who had availed herself of the high educational advantages obtainable in this institution; nor did he think she would be the last. Mr. Kerr's presence, as well as his speech gave great satisfaction. The evening's entertainment closed with an address from the Very Reverend the Dean. The most striking points he touched upon were the religious element diffused through the training and teaching of this school, apart from which he had no confidence in instruction. He also expressed his appreciation of the lasting good done by public examinations, and his want of sympathy with those of a contrary opinion. He closed with a warm eulogium on the ability and successful efforts of the head of this school.

The following young ladies received rewards and



prizes in the various departments : The Misses Atkinson, Belcher, Blackburn, Carter, Darling, Fraser, Hood, Little, Molson, Nicholson, Short, and Simpson.

#### St. Ann's College.

The scholastic year was brought to a close in the above institution on the evening of the 30th June, by the usual distribution of prizes. The audience was a large and select one,—composed chiefly of the pupils' parents, and friends of the College—whilst the Clergy and Legislature could each count a goodly number of its members present. The evening was on the whole agreeable and interesting : music and singing of the highest order and best rendering, enlivening at intervals the more solemn but not less interesting portions of the programme. The stage gayly decked out in evergreens and flowers was in itself a little gem, reflecting great credit on the pupils, who on all such occasions have to see to its ornamenting. We would be glad were we able to give a more lengthy report of the distribution, but unfortunately want of space prevents us from so doing. We cannot refrain from noting the success attained by the special commercial course, inaugurated in this institution last fall, and to which we have already had occasion to draw the attention of our subscribers and of the public at large. The want of such a course has, for some time past, been keenly felt by our commercial community ; the corporation of the College—seconded by a staff of efficient English-speaking professors have endeavoured to satisfy this public want, and we are glad to say, have partially succeeded in so doing. The results of the first year of the commercial course have been most satisfactory. The pupils have devoted most of their time to book-keeping, penmanship, commercial arithmetic, mensuration, &c., and last but not least to English and French Grammar. There is still in reserve for them next year—a more complete course of commerce and commercial law, trigonometry, land surveying, linear drawing and architecture—Natural Philosophy, &c., &c. The other accessories of a good education are not omitted; history, music and drawing, still hold a prominent place. For our part we feel convinced that should such a programme be carried out in all its particulars, St. Ann's College will yet turn out not only efficient business-men, but many intelligent and well-educated members of society.—*Quebec Chronicle.*

#### Bellevue Convent.

This institution is situated on the St. Foy road, about two miles from Quebec. The building which has been completed in the course of last year, is large and commodious, and furnished with all the requisites necessary to make it both healthy and comfortable ; the system of heating therein applied, is that of hot water, in its perfection, the ventilation is first class. The site is magnificent, commanding a splendid view of the St. Charles Valley, with the rich parishes of Lorette, Charlesbourg and Beauport in the distance. On Friday, 26th June last, we had the pleasure of assisting at the distribution of prizes in this valuable institution. No words of ours can add to the fame of the Good Ladies of the Congregation of Notre Dame, under whose direction Bellevue Convent is placed. Suffice it to say that all present witnessed enough to convince them that in all the branches which go to make the learned, the accomplished Lady, and what is better still the useful Woman of the World, Bellevue Convent is not

to be surpassed on the continent. A fact worthy of mention in this institution is, that equal attention is paid to the teaching of the English as well as the French language, so that the greater part of the young ladies can speak alike in both languages. His Lordship Bishop Persico, who presided at the distribution with The Very Reverend Vicar General Gazeau, thanked the young ladies for the extreme pleasure they had on this occasion afforded the numerous audience. He, at the same time, congratulated them on the success they had obtained in the execution of the different parts of the programme. Those who had not the good fortune to be present at the distribution on Friday, as well as strangers visiting the city, would do well to call and see Bellevue Convent. The ladies of the institution will always be ready to furnish visitors with any information required.—*Quebec Chronicle.*

## OFFICIAL NOTICES.



### Ministry of Public Instruction.

#### ERECTION OF SCHOOL MUNICIPALITY.

The Lieutenant Governor, by Order in Council dated the 15th May last, has been pleased to erect into a separate school municipality, the whole of the township of Marston and that part of the township of Whitton herein described, namely : "from lot number 43 in the first, second, and third ranges, to the line between the two said townships, said erection to take effect from the first day of July next."

#### SCHOOL COMMISSIONERS.

The Lieutenant Governor, by Order in Council dated the 11th May last, has been pleased to name the following School Commissioners.

County of Rimouski, Rimouskiville—Mr. Alphonse Martin *vice* Mr. Enoch Lepage.

County of Wolfe, South Ham—Mr. William Thomson *vice* Mr. William Russell.

#### BOARD OF EXAMINERS.

##### OTTAWA BOARD.

The Lieutenant Governor, by Order in Council dated 11th May last, has been pleased to appoint the following named Gentlemen Members of the Board at Aylmer, for the examination of Candidates for elementary school diplomas.

10. Lévi Ruggles Church, Esq., *vice* Revd. Mr. Morris.
20. The Revd. Antoine Brunet, curé of Aylmer, *vice* John Delisle, Esq.
30. George Léandre Dumouchel, Esq., *vice* James Colman, Esq.

#### DIPLOMAS GRANTED BY CATHOLIC BOARD, MONTREAL

MODEL SCHOOL, *First Class (F)* :—Miss Maria Héroux.

ELEMENTARY SCHOOL, *First Class (F)* :—Misses Laura Authier, Albertine Bacon, Pulchérie Beaudry, Pamélie Bergeron, Victorine Boucher, Nathalie Boulais, Mélodie Brière, Délima Brulé, Octavie Champagne, Dinas Chenier, Françoise Choquet, Elise Corbière, Martine Demers, Aurore Desjardins, Herminie Dumontier, Clarilda Dupont, Justine Durocher, Rose Girard, Euphrosie Gendron, Amanda Gosselin, Louise Guenette, Arline Guertin, Angéline Hébert, Alexandrine Houle, Cymodoécée Lafleur, Ursule Lefebvre, Elisa l'Heureux, Philomène Lesage, Zénaïde Lévêque, Paméla Monette, Mme veuve Montreuil, Rose Ouellet ou Wellette, Eloïse Plante, Rosalie Pinsonnault, Célanie Quintal, Marie Thauriel, Marie Vien and Marie Louise Vigent.

*First Class (E)* :—Miss Eliza Bulger.

*First Class (F & E)* :—Miss Mathilda McArragher.

*Second Class (F)* :—Misses Auxilie Cardinal, Joséphine Dion or Yon, Hermina Ethier, Odile Fafard, Emélie Foisy, Clémentine

tine Froment, Elmina Delina Forcier, Herméline Gauthier-Landreville, Cordelie Goyette, Julienne Lapiere, Rose-Anne-Ludvine Provost, Rose-de-Lima Tellier and Delina Vaillant.

*Second Class (E)* :—Miss Elizabeth Donnelly.

F. X. VALADE, sec.

5th and 6th May 1874.

THREE RIVERS BOARD.

MODEL SCHOOL, *First Class (F)* :—Misses Marie-Louise Tremblay, Jeanne Roy, Joséphine Hubert, Eutichianne Bellerose, Louise Beauchêne, Annie Blanchette, Luce Grandmont, Lumina Côté, Salomé Durand and Marie Allard.

*First Class (F & E)* :—Misses Eulalie Jannary, Marie Duguay, Sophie Connolly, and Marie Pinard.

*Second Class (F)* :—Miss Marie-Virginie Boisvert.

*Second Class (E)* :—Misses Eutichianne Bellerose, Annie Blanchette, Lumina Côté, Salomé Durand and Marie Allard.

ELEMENTARY SCHOOL, *First Class (F)* :—Misses Hélène Proulx, Sara Déchéne, Georgina Daveluy, Victorine Saint-Laurent, Elizabeth Trudel, Octavie Bourgeois, Clara Lefebvre, Georgina Gagnon, Delima Béliveau, Luce Bergeron, Marie Elisa Dessureault, Elise Comeau, Flore Mailhot, Marie Loranger, Marie-Emma Poisson, Anastasie Lemaire, Marie-Elisa Saucier, Amandine Bellemare, Alice Paquin, Marie-Césarie Forcier, Marie Bellemare, and Louise Beauchêne.

*Second Class (F)* :—Misses Céline Caron, Annie Allard and Marie-Mélanie Provencher.

EPHREM D'ÉPESNE, Sec.

5th May, 1874.

SHERBROOKE BOARD.

MODEL SCHOOL, *First Class (E)* :—Misses Mary E. Steeve and Clara J. Warney.

*Second Class (E)* Miss Sarah C. Coburn.

ELEMENTARY SCHOOL, *First Class (E)* :—Misses Agnes Addie, Jennie Atkinson, Sarah L. Draper, Alice M. French, Mary E. Gibson, Laura A. Hall, Ellen Hunting, Martha La Roche, Clara Murray, Sarah A. Mitchell, Mary Ann Ridley, Emma J. Warney, and Mary Weir.

ELEMENTARY SCHOOL, *2nd Class (E)* :—Misses Emélie Andrews, Luella C. French, Artemas S. Farnsworth, Elimenia A. Gavin, Janey E. Howe, Rosanna Morrill, Isabella MacAshill, Annie Mitchell, Clara J. Ployart, Martha J. Westman, Frederick H. Wynne, and Albert A. Brown.

S. A. HURD, Sec.

5th May, 1874.

OTTAWA BOARD.

ELEMENTARY SCHOOL, *First Class (F)* :—Miss Emile Ippersiel.

*First Class (E)* Miss Jennie McLean.

*Second Class (F)* :—Miss Marie-Louise Blouin.

*Second Class (E)* :—Misses Emma Fulford and Margaret Graham.

JOHN R. WOODS, Sec.

3rd May, 1874.

PROTESTANT BOARD, QUEBEC.

ELEMENTARY SCHOOL, *First Class (E)* :—MM. Richard Simmons and Barfare Kinghorn.

D. WILKIE, Sec.

5th August, 1873.

WATERLOO AND SWEETSBURG PROTESTANT BOARD.

ELEMENTARY SCHOOL, *First Class (A)* :—Misses Maggie Beattie, Victoria A. Chapman, Mary F. Cutter, Gertrude Closson, Emely A. Dent, Ellen F. Dryden, Harriet E. A. Gibb, Priscilla Leggat, Louisa Mooney, Mary McKechnie, Ellen J. McCabe, Amanda Parker, Harriet M. Roatch, Hannah Sassy, Mary E. Streeter, Carrie Tyler, Jennie E. Wilkinson, and M. Oscar H. Larway.

ELEMENTARY SCHOOL, *Second Class (E)* :—Misses Anna Connor, Elizabeth Elder, Ada Erskins, Mary Getty, Martha T. Harvey, Clara E. Hand, Nettie A. Jewell, Florence Jenne, Mary C. Krans, Alma Peabody, Flora Truax, and Mary J. Wilson.

WM. GIBSON, Sec.

5th May, 1874.

RICHMOND AND WOLFE CATHOLIC BOARD.

ELEMENTARY SCHOOL, *First Class (F)* :—Miss Mathilde Boisvert.

*First Class (E)* :—Miss Elisa Jane Delany.

*Second Class (F)* :—Misses Anésie Allard, Emma Castonguay and Elisa Héroux.

*Second Class (E)* :—Miss Catherine Falloux.

F. A. BRIEN, Sec.

5th May, 1874.

RICHMOND PROTESTANT BOARD.

ELEMENTARY SCHOOL, *First Class (E)* :—Misses Mary A. C. Dickson and Georgina Trenholme.

C. F. CLEVE AND, Sec.

5th May, 1874.

KAMOURASKA BOARD.

ELEMENTARY SCHOOL, *First Class (F)* :—Misses Vénérande Bernier, Louise Bérubé, Marie Boucher, Malvina Dumont, Hortense Martin, Marie-Louise Martin, Arthémise Michaud and Marie Séraphine Roy.

*Second Class (F)* :—Miss Marie-Reine Alexandre.

J. G. PELLETIER, Sec.

5th May, 1874.

CHARLEVOIX AND SAGUENAY BOARD.

ELEMENTARY SCHOOL, *First Class (F)* :—Mr. Jos. M. Tremblay.

CHS. BOIVIN, Sec.

5 mai, 1874.

To School Commissioners.

A Teacher of long experience, holding a diploma since 1854, qualified to teach perfectly the French and English languages, and with good recommendations, wishes to obtain an engagement. Address, retpaid, specifying salary and other conditions.

ALEXANDER BOURGEOU,  
Aylmer, Co. Ottawa.

School Teacher Wanted.

Wanted for School Section No. 2, Chapeau Village County of Pontiac, a first Class Male Teacher to whom a liberal salary will be given. For further particulars apply to the undersigned.

TERENCE SMITH,  
Secretary-Treasurer,  
School Corporation of  
Allumette Island.

Allumette Island; }  
July 13th 1874. }

SCIENCE.

About the Comet.

The latest computations prove that Coggia's comet, now nightly observable with the naked eye, is the most extraordinary body of the kind that has ever visited the solar system, and that probably by the 21th of July the earth will be passing through its tail. Already the tail is about three millions of miles long, but, as like Donati's comet, the tail of this one is curved (though from the position of the earth we cannot perceive the curvature), the real is much greater than the apparent length. Mr. Henry M. Parkhurst, who has been making calculations in regard both to the orbit of the comet and the gradual elongation of the tail, estimates that the perihelion distance of the comet from the sun lies just within the orbit of Venus, and that the tail increases one-tenth each day. He further makes a number of predictions in regard to this wonderful visitor, which are of so interesting a character that we quote them in full :—

On Tuesday, July 2, at half-past nine o'clock, the comet will be easily seen by the naked eye in the northwestern sky (no other description will be needed) with a tail about five degrees in length. On succeeding evenings the nucleus will move towards the south, while the tail will increase in length, so as

to bring its extremity gradually northward. On the 14th of July the head of the comet will have reached the horizon in the northwest at the end of twilight, so that it will not easily be visible after that date; but the tail will extend nearly to the pole star. Donati's comet had a retrograde motion, and when the earth met it, and the tail was most brilliant, it was placed nearly at right angles with the line of vision. On the other hand this comet, whose perihelion distance is very little greater, coming just within the orbit of Venus, moves in the same direction with the earth, and nearly with the same velocity (reduced to the plane of the equator), in consequence of which the tail, which is now nearly at right angles with the line of vision, will gradually turn towards us, still apparently pointing in the same direction. It will be remembered that Donati's comet was curved like a soldier's plume: but Coggia's is now and will remain nearly straight, because the curvature will be directly from us, and therefore imperceptible. Another striking difference from the tails of comets generally is that it will be foreshortened so as to be remarkably wide at the end. On July 16th the tail will extend far beyond the pole and develop a new characteristic, tapering off rapidly towards the end. Within three or four days after the 16th the tail will have become so expanded in the neighborhood of the pole as to fill a large part of the northern heavens. Yet it will not be a conspicuous object, because it will be so faint as to look rather like an immense cloud or new milky way than what it really is. By this time we shall have solved the question whether the tail is hollow or has a radiated structure or what is its constitution. Of the way in which this will end it is not safe yet to speak with definiteness; for although, if the tail were straight, we should be almost certainly near the middle of it on July 21, yet its curvature will probably delay it two or three days, and even until the earth has passed beyond its path. Taking the best value I can from the records of previous comets, I should expect the earth on July 22 to be wholly within the eastern edge of the comet's tail, and I will assume this to be the case. The comet will then disappear to us; but then the inhabitants of the Southern Hemisphere, who may be ignorant of the cause of the luminosity of the evening sky, will see it gradually rise and pass away, and will be amazed by the sudden apparition of a comet of extraordinary size and unusual brilliancy, which will burst upon their vision as unforeseen as the great comet of 1861. The gradual diminution and final disappearance of the comet will be so nearly the converse of what we shall have witnessed here that it needs no description. What will be the effect upon the earth? I dare not predict the effect upon the minds of men especially of the ignorant; but I do not anticipate any appreciable physical effect further than possible electrical phenomena like the aurora. It will, of course, leave us a portion of its atmosphere when it departs, but, probably, not enough to affect the barometer, or to come within the cognizance even of scientists. But there may be, by possibility, one permanent effect of scientific interest and curiosity. If the earth should not entirely escape, the moon will also probably be involved, and it will also retain a portion of the cometary substance. As the amount of the atmosphere upon the moon's surface is now so small—if, indeed, there is any at all—that it is unrecognizable by the nicest astronomical scrutiny, perhaps after the passage of the comet we shall find that henceforth the moon will have an atmosphere, of greater or less density, which will materially modify the phenomena of occultations and solar eclipses. I will add that Venus is safely out of the way, so that the transit expedition will not be interfered with by the great comet of 1874.

The New York *Tribune* says editorially:

—"From what depths of space this comet came, and whether, after circling the sun it will pursue its travels, are questions no man can answer. But the course it will pursue while within our ken has been the subject of careful calculation, and the communication which we present to-day invests it with more than its previous importance. The head of the comet will be near enough to this world to alarm the timid; its nearest approach is not much, if at all, nearer than that of the planet Venus when she is least removed. And as the rain of meteors which the theory of Schiaparelli connects with comet applies only to the heads of these bodies, we may consider ourselves out of danger on that score. The horrid hair that shakes down bolides and aerolites if not pestilence and war, will not approach us. But there is a fair probability, dependent only on the question of its less or greater curvature than is the custom of such extremities, that we shall be enwrapped in the hazy glories of the comet's

tail. Therein is a wide field for the exercise of imagination, which, according to no less an authority than Tyndall, is essential to the development of science. As to the substance of which comets are constituted it is scarcely an exaggeration to say that at present we can scarcely make head or tail of it. The analysis of the light of heavenly bodies is yet so recent that very few comets have been examined by the spectroscope, and those only of the smaller kind. The observations so far as they go indicate that the nucleus is to some extent composed of the vapour of carbon; its spectrum being somewhat like that given by olefiant gas or olive oil. The present comet will be the first since the invention of the spectroscope to provide a tail bright enough for the investigations of that instrument. Considering that we are likely to know more within four weeks about the nature of comets than has been learned in four thousand years before, it is scarcely worth while to rehearse the ingenious guesses which have done duty hitherto. Suffice it that none of them, though fathered by such eminent names as Faye, Secchi, Tyndall, Zollner, and Proctor, fully explain all the facts observed. Let us possess our souls in patience and keep as cool as we can in the prospect of breathing a celestial atmosphere

Another letter from Professor Parkhurst.

"To the editor of the *Tribune* :

"SIR,—Since writing my communication in the *Tribune* of July 4, I have satisfied myself that the delay of the comet's tail from curvature will be about four days, during which time the earth will have moved so far that no probable errors of computation or of estimation would bring us within it. Having settled that point, I shall introduce an illustration which otherwise might have been too suggestive of danger. A tall man, having an india-rubber club two feet long, and three inches in diameter at the end, sees a spider running very rapidly across a table. He raises his club aloft at arm's length, and brings it down with a terrible blow. He aims for a point two feet in advance of the spider, so as to allow for the motion, and strikes very nearly the point which the spider would have reached when the club struck the table; but in consequence of the club bending a little more than he anticipated, the spider escapes by one inch. This is an approximate representation on a small scale of what will take place within the next three weeks, with two exceptions. In the first place, the club, instead of being of rubber, is of such attenuated material that if the spider were hit he would not know it; and secondly, an ordinary spider would be many thousand times too large to represent the earth. Perhaps I should add a third, that the size of the club is only known from estimates, since it may increase in thickness during the blow.

"On July 3rd, I estimated the length of the tail of the comet to be  $7\frac{1}{2}^\circ$ , but the end of it was so faint that many persons saw it not much more than half that distance. On July 5th, I estimated the length to be  $12^\circ$ , and a company of persons with me varied in their estimates from  $12^\circ$  to  $14^\circ$  by comparison with stars known to me, and one, "by the aid of a little imagination," could see it for a length of  $16^\circ$ . Taking my own estimates, the tail had increased in length 60 per cent, within these two days, although part of this may be due to unnoticed haze in the atmosphere on the 3rd.

"The brightness of the comet on the 3rd and 5th indicates that it will have an equality on July 4 with the star Altair, the brightest star with three exceptions visible in the evening with it. As Donati's comet equaled Arcturus in brightness, I am by no means confident that the present will be equally bright.

"The motion of the earth is 1,580,000 miles per day; that of the comet about 4,000,000 miles per day, and will continue about the same so long as it remains visible. The motion of that part of the tail nearest us is nearly 6,000,000 miles per day; that is, 70 miles per second, which is 5,000 times faster than the motion of an express train. The thickness of the tail I assume at about 5,000,000 miles at the distance of 26,000,000 miles from the head, when it shall have reached that length. If the earth were to pass centrally through it, the passage would occupy about 24 hours. Passing through the extreme edge, as I at first thought possible, would not occupy more than four to six hours. My computations indicate that the nearest approach to the centre of the tail will be not less than 4,000,000 miles, which would be a distance from the edge of the tail of 1,500,000 miles, which is six times the distance of the moon. But this will be sufficiently near to cause it to appear enormously large, if it can be seen at all, of which I hope to be able to speak more definitely within a few days. One thing is certain, it will be there whether we can see it or not.

"HENRY M. PARKHURST.

"New-York, July 6th, 1874."

*The Material of the Comet*—The latest spectroscopic observations of the present comet are published in the "Comptes Rendus" for June 8, by G. M. Rayet, Professor of Astronomy at the Paris observatory. The results are new and very important to our knowledge of the physical constitution of comets. Herewith is a translation :

Since astronomers have used the spectroscope in researchs in celestial physics no brilliant comet visible to the unaided eye has appeared in the portion of the heavens that they are able to explore. The problems that such a comet would without doubt solve are numerous. I need only cite the exact measurement of the wave lengths of the three bright bands of their spectra and the determination of the chemical composition of the bodies to which they belong. All comets which become visible to the unaided eye, it is important to study and to watch while visible, in the hopes of discovering changes in their spectra.

The comet discovered at Marseilles by M. Coggia on the night of April 17, will probably become very brilliant, I have consequently studied its spectra with much care, and here present the first results of my observations.

At the time of discovery the comet was very faint and of a circular form, with a central condensation very marked, forming a luminous point, the diameter of nebulousity being two minutes. The light was so faint that it was difficult to perceive the existence of a spectrum. Since then, the comet has been continually approaching both the sun and the earth, and its brilliancy is regularly increasing. On May 19, I made with M. Wolf the first complete spectroscopic observation. The comet was then three minutes in diameter, and was forming a tail. The light seen through the spectroscope gave a continuous spectrum from the orange to the blue (spectrum of a solid nucleus), traversed by three bright bands (spectrum of a gaseous nebula). This spectrum is well recognized in comets, but it differs from theirs in its dimensions and in the relative brilliancy of the different portions. Thus while the continuous spectrum of the nucleus is in general large and diffuse, it is in M. Coggia's comet very narrow. Moreover, the luminous bands, instead of being sharply defined on the side, the most refrangible are terminated both toward the red and the violet by fine lines. This fact, especially prominent in the middle band, the longest and most brilliant, was very striking, as it is the first time I have ascertained it.

New observations were made on the nights of June 4 and 5. I will only mention the second, obtained under favorable atmospheric conditions. Then the comet had a round very bright nucleus (it being equal to a star of about the eight magnitude), its edge sharply defined by the surrounding nebulousity. The position of the nucleus could be observed with a nebulous envelope of about four minutes in diameter, its brightness decreasing regularly from the centre to the edge. This envelope is prolonged on the side opposite to the sun into a tail to a distance of eight minutes from the nucleus. The brightness of the comet (which is about four times greater than when discovered) must be considerable to furnish so bright a spectrum. The continuous spectrum corresponding to the nucleus is remarkably narrow, almost as narrow as that of a star seen in the same instrument. It recalls the spectrum of a star of the sixth magnitude, but without color towards the extremities. The spectrum extends on both sides beyond the three bands.

The spectrum of the bands is composed of three lines, which, from their refrangibility, are found in the yellow, the green, and the blue. The central band is long and bright, and when the slit of the instrument is properly closed it is terminated both toward the red and the violet by sharp, narrow lines. There is nothing of the appearance of shading toward the violet that is noticed in the usual telescopic comet. When the light of the comet becomes sufficient so that the slit can be made very narrow, it perhaps will be possible to reduce it to a bright line. The yellow and the blue band have a brilliancy of about half the other, and they are a little diffuse toward the edge, approaching the ordinary type.

If, instead of placing the slit of the spectroscope across the nucleus so as to obtain at once the spectra of the nucleus and the envelope, the slit is placed across the tail, a spectrum of three bright bands is seen, as already described without, however, a trace of continuous spectrum, and each is separated by dark intervals. In the tail there is, therefore, no solid incandescent material in sensible quantities.

*Transit of Venus.*—Most people think they know something

about Venus, and most poets, always excepting Tupper, owe much to the inspiration of her imaginary presence. Though ever ravishingly beautiful she always has been a cause of trouble on earth. According to mythological story, she early got up a row on Mount Ida, among her contemporary goddesses. Ever since she was first noticed transformed into a planet in the heavens she has compelled the most ardent looks of staid astronomers to be fixed upon her, and she has tormented the physicists with a coy reluctance to make herself fully known to them. Now she has made a cause for disturbance among her astronomical votaries. She is about to bathe in the glowing light of the sun. Every astronomer wants to see her do it, and as there are two methods of noting all her ablutions there is a controversy as to which is the more proper. The scientists are even jealous of the sun, and as Venus is to bathe in his light they want to determine just how far Old Sol will be from her at the time of the bathing.

Coming down to sober fact, Professor Proctor lectured at the Cooper Institute on the subject of "The Transit of Venus across the Sun's Disc." His audience was very large.—He spoke clearly, as usual, and illustrated his meanings very successfully. The good results that are likely to come from the observations to be made of the transit are easily understood; but the circumstances that will operate during the making of those observations are more difficult of explanation and comprehension. Mr Proctor's lecture, after referring to the purposes for closely observing the transit, dealt mainly with the methods of observation. He said, in substance, that the main thing to be deduced from the observations of the planet's actions is the determination of the distance of the sun from the earth. All ideas of the dimensions of the solar system depend upon this distance, which may be considered the basis of measurement of the whole visible universe. He then carefully reviewed and illustrated by means of charts the methods devised by Halley, the pupil of Sir Alexander Newton, and De Lisle, a French astronomer, for observing the transit and for solving the problem of the sun's distance. De Lisle's method necessitates an exact knowledge of the longitude of each station from which the transit is observed.—Some of the places that astronomical parties are to visit next December are so bleak that the time necessary to prove their situations could be spent upon them. The astronomers could not reside upon them throughout a year and to certainly ascertain their longitude might occupy more than that length of time. For this reason Professor Proctor prefers Halley's method to be used at the coming observations. The Astronomer Royal of England clings to De Lisle's device, and the English observers will make use of it, although the American astronomers will use Halley's method. There are other methods of determining the problem of the sun's distance. They have already been applied to it, and the observations to be made on the 9th of next December, are simply to verify their result.

Professor Proctor then spoke of the difficulties that it is known Venus will throw before her observers. The utmost care will be needed to determine the exact time when the planet begins her passage before the sun. She will then so wobble as to change her shape, and appear to observers as a jagged and gyratory mass. This difficulty will be in a measure obviated in the case of American observers. At the observatory in Washington there is an apparatus designed to show the aberrations of Venus, and to familiarize the student with them, so that their visions will be but little affected when the phenomena are themselves seen. The lecturer ended his discourse with the exhibition of a series of charts by means of a stereoscope. On these were indicated the course of Venus across the sun and the direction of the shadow that will be projected upon the earth by the planet.

During his lecture and towards its end, Professor Proctor made several explanations of his personal action in reference to the observing of the coming transit. He had made himself prominent, he said, in opposing the ideas of such a scientist as the Astronomer Royal of England simply out of a knowledge of the great importance of the coming phenomenon and a desire to secure accurate impressions of it. For no other cause had he done so. He referred to the charge that he had insulted the Board of Admiralty by making a map on which an Island was referred to thus:—"This island may be regarded as a reality or a myth, as may be most convenient." As the island was marked upon maps approved by the Admiralty, that Board considered that the inscription was a direct insult to it. The matter having occurred since he has been in this country Professor Proctor says he has had no opportunity of explaining that

the comment upon the island was only a broad joke made upon the Admiralty's action in approving of Possession island as a good place for a party from which to observe the Transit and in withdrawing that approval when he had asked for a party to be sent to the island.

*Great Britain Two Hundred Thousand Years ago.*—In his new book on the glacial period, Mr. Geikée gives a gloomy account of the former condition of things in Northern Europe. It has been thus epitomized by the "Spectator":

"An intensely severe climate prevailed in our hemisphere some two hundred thousand years ago. North Britain and Scandinavia were then united by a vast system of glaciers, while the ice extended down to low latitudes in England as well as the on the Continent, through the intervention of the various mountain ranges. To this arctic period of sterility a more genial time succeeded; plants such as pine trees grew in the south of England, and animals, such as the woolly rhinoceros and the great bear, appeared. Gradually, however, the climate grew warmer, the distinction between summer and winter became less marked, and in consequence, the northern mammalia withdrew to more arctic homes. At last a kind of perpetual summer reigned, while the fauna of the country were marked by the introduction of the hippopotamus, the elephant, the lion, the tiger and the hyena.

"Again a series of changes occurs, and in the reverse order to that just given, until an arctic climate has brought all life to an end. We cannot say how often such cold and warm periods were repeated, nor can we be sure in which of such warm periods the men that fashioned rude implements of stone first made their appearance. It is likely that man arrived here as early as the mammoth and the rhinoceros, and his first coming may even have preceded the filial epoch itself. But it is certain that he entered Britain during the last inter-glacial period, when there were glaciers in our mountains and arctic mammalia in our valleys. He witnessed the northward migration of these animals and the advent of the southern mammalia.

"Then came a period of submergence when the British Islands were well nigh drowned in the sea. After that the last cold period began, and in what remained of England it is not likely that palæolithic man still lingered. But the British Islands again rose from the waves; the treeless land was soon invaded by the reindeer, the arctic fox and the lemming, and then the neolithic man entered upon the scene. So a vast lapse of time separates the men whose implements were roughly chipped from stone, from those whose implements were laboriously fashioned and polished.—Gradually the climate still further improved, plants became more numerous and luxuriant, the animals of arctic regions were replaced by the ox and sheep while man himself slowly progressed, until he discarded stone for bronze, and ultimately discovered the mode of working iron. Thus we reached the dawn of that human history the records of which are more varied, and at the same time more easy to decipher than the obscure relics of the new historic ages."

## MISCELLANY.

*Unknown Places.*—Chief Justice Daly, in his annual address before the American Geographical Society, in referring to the work yet to be done by geographical societies, says: "There are not now great highways along the ocean to be tracked or great continents to be discovered, but there is yet one seventeenth part of the globe of which we know nothing except by conjecture. The region which surrounds the South Pole, the Antarctic, covers an area of 7,000,000 square miles. The Arctic measures nearly 3,000,000. The unexplored portion of Africa may be put down at least as 1,000,000. The unknown part of Australia is certainly more than two-thirds of that amount, and in this connection I may draw attention to the great islands of the East Indian Archipelago, stretching from the northeast corner of Asia to New-Zealand, occupying the most favored part of the earth, and which have in extent the magnitude of a continent. One of this great group, Borneo, is considered the second largest island on the globe. A strip along the coast of about 100 miles deep represents what we know of it; the interior and the larger portion remains unknown. Papua or

New Guinea is as large or may even be larger than Borneo. What do we know of it? Comparatively nothing. Sumatra is 1,000 miles in length, and Celebes and Luzon are inferior only to Sumatra, and there are in addition numerous islands of considerable size, some as large as Ceylon, and thousands of minute islands, many abounding in spices and mineral ores. It was with the view of drawing public attention to the importance of obtaining more exact geographical knowledge of the planet we inhabit that the first geographical society was formed in Great Britain 43 years ago, and that the stimulus which such a body can give to such an enquiry is very great and the results it can produce extensive is seen in the fact that there are now 33 of these societies distributed over the globe, in England, France, Holland, Belgium, Italy, Spain, Germany, Hungary, Russia, India, the United States, Mexico, Brazil, and Buenos Ayres. It is only very large societies—like the Royal Geographical Society in London, which has now 2,700 members, paying £2 each annually, and has in addition a permanent fund of over \$100,000 and a stipend from Government, making its annual income over \$30,000, or the Imperial Russian Geographical Society, which is munificently supported by the Government—that can engage in and defray the expense of explorations in the unknown parts of the earth."

*Abandonment of the Furrow.*—It seems that the introduction of steam in England as a motive power for the tillage of the soil, is resulting very extensively in the abandonment of the furrow system of culture, and the substitution for it of a system of soil-stirring, similar to that produced by the subsoiler. In other words, the steam plough is bringing about the abolition of ploughing. In all stubble and fallow work, a deep-tined grubber or cultivator is used instead of the share, and the soil is torn up and loosened without being reversed. The tillage is deep, but the soil is kept at the top, and the sub soil is simply loosened where it lies. By this means, the chief advantages of deep ploughing are secured without their attendant evils. The soil is opened to the action of the air and moisture, is well drained and protected against drought, without the richer surface soil being buried away out of reach of the influence of sun and air, and of contact with plant roots. It is a common sense and effective system of cultivation, and one which is worthy of experimenting on in horse as well as steam tillage. More power is needed to overturn and reverse the position of the soil than is requisite merely to stir and loosen it up, while it is manifestly of advantage to retain the best soil near the top, so as to promote the early and rapid growth of the young crop. We believe that much of the difference of opinion as to the comparative merits of deep and shallow ploughing may be traced to diversity of methods. To bury a rich top-soil below a hungry, barren subsoil, can only result in disappointment and loss, and this is why so many who have tried it report against deep ploughing. They have embalmed the wealth of the land, but put it out of reach for present use. But deep tillage by means of grubbing, tearing and loosening the soil must be beneficial, and the more the land can have of it the better.—*Country Farmer.*

*A Coal Mine in Greenland.*—This is the latest feature attracting attention in the Frigid Zone. It is nearly a hundred miles from Godhaven, and on the northeast side of the island of Disco, in the weigat or strait. The vein of coal is about thirty inches in thickness, running longitudinally into the mountain a few feet back from the beach, and about one hundred feet above the level. A party that went in pursuit of the "Polaris" sufferers visited this mine and examined it. They found on top of the vein of coal three strata—two of sand, with one of clay between the two, forming a total thickness of fifteen feet, which sand and clay had first to be removed before the coal could be taken out. They found veins of ice running through the sand as far down as the coal, and the vein of coal increased in thickness and good quality as it descended, containing a large percentage of bitumen and a light sprinkling of rosin. The first day the party mined and took out and carried to the beach ready for embarkation about fifteen tons of gas coal. If they had remained they could have taken out one hundred tons of coal within five days. It is thus proven that the mineral treasures of Greenland are not confined to kryolite; and indeed there may be many valuable mines of various kinds there, the mining of which in the bosom of the earth would be free from the terrible severity of the cold. Doubtless further explorations and mining operations hereafter will render Greenland a



habitable country for a mining population. With good coal available there in ample supplies, life will be shorn of much of the terrors hitherto incident to the climate.

*The Best School of Journalism.*—The Philadelphia *Bulletin* argues that "the only school for a practical editor is the newspaper office. The scissors is the first good teacher. A daily overhaul of exchange papers is better than the study of library or text-books, prepared by learned men, who prate about the "profession of journalism." A lad of average brains, who has received a common school education, who understands grammar enough to avoid flagrant errors, and arithmetic enough to compile election returns, can train himself to become a very fair editor by beginning as errand boy, or boy of all work in the editorial room of a respectable daily paper, where there are men whose example is a daily lesson, and whose correction of mistakes is given promptly, but kindly. One man becomes a good editor, just as another man becomes a good railroad president, by perseverance, energy and careful attention. Journalism is like railroad management and financiering in these respects, though far less profitable." It is not consonant with the spirit of modern advancement to attempt to discourage any system of education which will increase the fitness of any one for the position he is to occupy in life. The only question is, whether the "school of journalism proposed" will really effect that object. After the rudiments of education are thoroughly acquired, it is a question whether a man will do best if still further shut out from his fellows, or if it will not really be better that he should mix with them and learn his trade by pursuing it. The question is right here, and those who write for or against should confine themselves to it.

*Captured Cotton.*—The total amount realized by the Treasury from sales of captured and abandoned property in the South, chiefly cotton, was \$20,910,506. Of this amount there have been paid to claimants, under the award of the Court of Claims, \$6,300,436; under judgments in the United States Court for New-York, \$27,029; and awards by the Secretary of the Treasury under the Act of May, 1871, \$97,764. The fund has also been diminished by \$25,000, expenses of collection, leaving a balance in the Treasury of \$14,411,479. There remain unpaid judgments of the Court of Claims, amounting to \$1,834,011.

*New Comet.*—Professor Henry received by telegraph (Feb. 23) the announcement of the discovery of a comet from the Academy of Sciences of Vienna, in right ascension 20 hours 43 minutes, faint motion, south east 2½ degrees

*Telegrams Sacred as Letters.*—In a recent contested election case in England an order was issued for the production in court of certain telegraphic correspondence which had passed during the campaign. A clerk who carried in a bag full of telegrams refused to deliver them unless specially ordered by the court, and the Judge, after considering the matter three days, refused to issue the order, withholding his reasons on the ground that future cases might arise wherein such interposition might be justified by strong specific circumstances. The result is an earnest discussion as to whether telegrams, when under government control, ought not to be kept as sacred as letters, and absolutely free from espionage.

—Daniel Webster, writing to a friend, in 1850, spoke as follows of education:—"You speak very properly, my dear sir, of the claims of science and religion on the minds of sober, intelligent man. But undoubtedly a religious feeling and religious convictions are the things which direct science to its best uses. "Knowledge should be baptized into Christianity, and the more we know the more deeply ought we to feel the truth of that more important declaration, that the fear of God is the beginning of wisdom."

*Wages for Labor in Europe.*—Sixty cents a day is considered good wages for a workingman in any of the European countries except Great Britain, where the wages are somewhat higher. In the Tyrol silk region and in Italy they often do not get more than ten cents. In the country in Germany ten cents is the common pay. Women there often get but five cents. In Sweden men often work from four o'clock in the morning till nine in the evening, and do not get any more. During the late war many poor women in Berlin were hired to knit stockings for the soldiers for five cents. The profits of the poor who keep petty shops, sell trinkets in the streets, or act as sutlers do not average more than three or four cents. Barbers

in Berlin, since the raising of their prices, get five cents for hair-cutting and two and a half cents for shaving. Servants at hotels get from three to eight dollars a month. Servant-girls in private families often get but ten dollars a year. Sometimes these classes cannot get work at any price.

*Schools and Health.*—At the annual meeting of the American Social Science Association, in New-York, last month, two notable papers were presented, in which all parents, teachers, and school officers are interested.

Dr. Alfred L. Carroll read a paper on "Sanitary Science in Schools and Colleges." Hygiene should, he said, pave the road for all other human advances—commercial, intellectual, and even moral. The most competent observers are inclined to attribute habitual crime, in many instances, to physical degeneration; and they have, he said, ecclesiastical authority for the assertion that the form of a man's religious belief is intimately connected with the state of his digestive organs. Yet there is no subject of which mankind at large is more deplorably ignorant than this code of health. With very few exceptions, our undergraduate academies are content to leave hygiene as a matter of purely medical doctrine, forgetting that the preservation of health is a matter which almost exclusively concerns the non-medical public, whose intercourse with physicians seldom begins until after violation of sanitary laws has induced actual disease, when the time for the "ounce of prevention" is past and the "pound of cure" alone is sought. It is to the lack of rudimentary knowledge which everyone should possess that we owe more than half the mortality of the world and a very much larger proportion of its sickness. To this are due the appalling death-rate of infancy, the slow devitalization of children in overcrowded, ill-ventilated school-rooms, the crippling of operatives in deleterious trades, the myriad evil effects of sewage poisoning, the generation and perpetuation of endemic disease, the ravages of epidemic contagious maladies, and less directly, but perhaps almost as surely, a great part of the intemperance and moral decadence which are as often the consequences as the causes of insanitary conditions among the poorer classes. Nowhere is sufficient prominence accorded to hygiene. Of the thirty-seven colleges in the United States he knew of but four that have chairs of hygiene. Hygiene should be made an essential feature of every grade of education, and taught with the thoroughness it merits. From the lowest form up to the graduating class of every college, he would give in a progressive course. No more effective method could be devised for the suppression of ignorant quackery than to teach the public something of the philosophy of life and health, and no better legacy could be prepared for posterity than to tell those who are to give birth to coming generations how to fulfill their parental duties and to transmit an unimpaired inheritance of health to their heirs.

Dr. D. F. Lincoln, Secretary of the Department of Health, next read a report on "School Hygiene." The Department of Health, he said, had been paying attention to this subject of late, and had drawn up a list of thirteen topics which covered, or nearly covered, the ground in question. These were: Heating and Ventilation, Light (Condition of Scholars' Eyes), Seats (Deformities Traceable to Them), Architectural Plans, Apparatus employed in Instruction, Gymnastics, Condition of Nervous System, Organ of Hearing, Organs of Pelvic Cavity, Drinking Water, Sewage and Water-closets, Commissioners for Scientific Inspection of School Areas, and Project of a Law Establishing the Office of the Medical Inspector of Schools. In reference to the first point, he said that the air furnished for the use of the school-room should be heated before it was brought into the room. It should not be roasted, so to speak, but should contain sufficient moisture. The method of its removal when polluted was not, he said, a wholly settled question. Good ventilation, he considered, must be expensive, for the reason that the expulsion of impure air was accomplished by a great deal of heat which was absolutely thrown away. Adequate ventilation in a crowded room implied a dangerous amount of draft of air. Scarcely a school-room existed that was not so crowded that any attempt to bring in enough fresh air would be impossible. The remedy, he conceived, was only to be found by placing fewer scholars in one room. With reference to the second point, Dr. Lincoln said it was well known from foreign sources that school work was bad for scholar's eyes. The best known series of observations upon this point came from Dr. Cohn, of the Prussian town of Breslau. The German nation was a spectacled nation, and he thought it might be safely affirmed that near-sight had begun to prevail very largely



among those families in our own country in which the children, for a generation or two, had been thoroughly trained in studies which were not accomplishments. School seats, Dr. Lincoln said, were had when the scholar could stand up between desk and seat, because in such a construction the scholar in sitting had to lean forward very much. Seats with too little support, or uncomfortable support, increased the natural restlessness of the children. In referring to the effects of school life upon the nervous system, Dr. Lincoln protested against the lamented perversion and inversion of what ought to be the sum of all school life, by the system of grading, useless drill for examinations, rank lists, confinement to painfully dull subjects, exclusion of a right training of the pupils' powers of observation, and the like processes. It was not, they thought, stepping out of their functions as health officers to insist on the incorrectness of the school routine now prevalent. The mental discipline of a child, his efficiency in all that made him a good pupil, was greatly injured by the long vacations. His *morale* was good in proportion as he came into friendly relations with his teacher. Yet it was a known fact that in our great public schools it was next to impossible for a teacher with forty, fifty, or sixty pupils, changed every year, to be to them anything more than an impersonation of fixed fate and absolute will. Dr. Lincoln mentioned as a new fact that there prevailed among school teachers, to some extent, a form of deafness largely due to the intense nervous strain brought upon their systems. The organ of hearing suffered through a mode of nervous exhaustion and breaking down. Among the subjects which the department of health desired to have carried out was that of organized inspection of schools within given areas. They had thought it worth their while to charge one of their number, a member of the bar, with the preparation of a form of law establishing the office of inspector of public schools. Such were the leading topics which they had thought worthy of attention among the great variety of subjects included under school hygiene. In a year they hoped to invite public attention to elaborate reports upon these points.

A lady in the audience rose and said that she attributed much of the injury to the eyes of the school children to the overheating of the rooms. A gentleman then remarked that it was not the school-rooms only, but that all our public halls were kept too hot; that he had tried to call attention to it before, but had not succeeded, and therefore took advantage of this opportunity.—*Michigan Teacher.*

*Ophthalmia in Schools*—We (*Lancet*) have on previous occasions adverted to the prevalence of ophthalmia in schools. While this disease is the scourge of institutions appropriated to the use of the pauper classes, its presence in our upper and middle class schools is an extremely exceptional occurrence. The enfeebled health consequent on the imperfect nutrition and privation to which the children of the more indigent classes are exposed is a strong predisposing cause no doubt to this and other affections. Still, ophthalmia is a preventable disease. Its occurrence is suggestive of defective hygiene somewhere, and its persistence or repeated recurrence in a public institution, as an epidemic indicates the existence of insanitary conditions of some kind—overcrowding, for example. Like so many other contagious diseases, the eradication of ophthalmia, when once introduced into a large school, is generally a matter of difficulty and takes time to effect. If any overcrowding exists, the best course is to remedy it at once by sending as many children to their homes as practicable. We are very glad to notice, by a communication from the chairman of the North Surrey Schools that every case, be it trifling or serious, is at once sent to the infirmary; that arrangements also exist for intermediate and convalescent cases; and that there is a preliminary building where the newly admitted children are retained for a time. The directions in which sanitary improvements are required, nine times out of ten, in buildings where ophthalmia is prevalent, are:—In the provision of ample cubic and superficial space, with effective ventilation and warming in all associated dormitories and day-rooms occupied by the children; in the appointment of a good staff of nurses, and the exercise of a rigid surveillance over the ablutionary arrangements, to guard against the spread of the disease through water or towels being infected with the discharges from affected eyes; and, lastly, in providing the children with a somewhat liberal scale of meat diet, and seeking by frequent out-door exercises beyond the precincts of the building to create in them an appetite for their food.

*The best position for sleep.*—E. D. Rabbitt, M. D., in his new

book, the "Health Guide," thus gives his views on the best position for the body during the hours of sleep:—Baron Reichenbach, by a large number of experiments with sensitive and feeble persons found that they would be thrown into a very uncomfortable or spasmodic condition when they lay with their heads to the south, and still worse when their heads were to the west; but that when he turned them with their heads to the north and their feet to the south, they were quiet and comfortable. This harmonizes with the idea of a magnetic earth current going from north to south, or at least in the direction of the needle, thus throwing the warm principle toward the feet when the head points northward, while the distress occasioned by lying with the head to the west may be accounted for on the supposition of an electric current moving from west to east, at right angles with the magnetic current, thus throwing the cool element to the feet, just were it should not be. The last direction must be particularly injurious to delicate ladies, in whom the electrical element already predominates too much, especially at the extremities; and these were the class of persons with whom Reichenbach experimented. I would recommend the north-east as a still better direction for the head than the north, as it throws both the cool current toward the head and the warm toward the feet. The observance of these rules of position would save a vast amount of headache, neuralgia, and distress of the brain and nervous system generally. I lay down these rules, not as a mere theory, but as a fact established by my own experience as well as that of others, and it is high time our physicians began to look into these important health laws, which, if habitually violated, will imperceptibly undermine many a delicate constitution.

*Stammering.*—Stammering is due to unbalanced action of the muscles concerned in articulation. This is why many persons who stutter badly in speaking can sing without difficulty. Singing compared with speaking, is as walking compared to running. Some persons whose muscular system is not equally developed, as in the case of many sedentary females, can walk very well, but cannot walk without staggering. The athlete can run with the same grace and symmetry of motion that he can walk. In singing, the motions of the articulating muscles are slow, deliberate and measured. In speaking they are rapid, and if all do not contract in harmony, some will be thrown into spasmodic action. And this is stammering.

In some cases the tongue, and in other cases the lips act spasmodically, producing the varieties of stammering known as lingual and labial. It is very easy to understand that, if these defects are not corrected in childhood, they become, by long habit, very inveterate in adult life. Yet nearly all cases are curable by judicious training. But months of patient and persevering effort are usually required.

The remedial plan consists essentially in ascertaining what words or letters occasion spasmodic action, and practicing on them by pronouncing very slowly and distinctly, as in singing, until the habit of spasmodic action is overcome. The patient must on no account utter a sound hurriedly, nor until the mind has, by a deliberate exercise of will-power, got control of the muscles. A good elocutionist may be of great service to the patient; but he must study the peculiarities of each case, and not undertake to manage all cases by a routine.—*Science of Health.*

*Overtaxing the minds of children.*—The *New York Medical Journal*, for March, gives some extracts from a lecture on "Physical Diseases from Mental Strain," by Dr. Richardson, of London. After treating of the ailments caused by excessive mental labor in various classes of adult brain workers, he considers the injury done to the young by overtaxing their minds in school. The extent of this injury, as he remarks, varies according to the kind and character of the work. In the very young it gives rise to direct disease, to convulsive attacks, or even to epilepsy. In less extreme cases, it causes simple weakness and exhaustion of the mind, with irregularity of power. The child may grow up with a memory overburdened with technicalities, and rendered almost incapable of the acquisition of other knowledge; and often the brain, owing to the labor put upon it, becomes too soon mature, so that in manhood it is merely a large child's brain, very wonderful in a child, and equally ridiculous in a man or woman. The development in an extensive degree of one particular faculty is also a common cause of feebleness.

As an illustration of the danger of constantly forcing a single faculty, he tells the story of a boy whose originally good memory was cultivated to such a degree that he could learn fifty lines of "Paradise Lost" at a single reading. On going from school to the University he was beaten by every fellow-student in the learning of detailed and detached facts. For a long time he made mistakes that were most annoying; he was unable, for instance, to cast up accurately any column of figures, he forgot dates, he ran over or under important appointments, misnamed authors in speaking of works of

art or letters, and, in reasoning, his want of analytical power was painfully felt. It took him full ten long years to unlearn his wonderful technical art.

"For the reasons given," says Dr. Richardson, "I have always persistently opposed the special prize system in schools. A teacher, with some experience of results of teaching, I can recall no single instance in which noted prize-men in yearly youth bore away more than other men the prizes, that is to say, the success of after life. I have, however, many times known the successful prize-man in the class the least successful afterward, and as often have known the most ordinary youths, in class, come out as the best men in life. Overwork in the child and in the student defeats its own object; it does not develop the powerful brain so necessary for the man; for life is ever a new and great lesson, and some young brain must be left free from the reception of lesson on lesson. Of this there need be no doubt, and there we may leave the first and leading fact. But the danger of overwork is, unfortunately, not confined to the brain; it extends to the body as a whole. When the brain is overworked in the growing child, however well the child may be fed, and clothed, and cared for, there will be overwaste of substance in proportion to the overwork. There will be stunted growth, and the formation of a bad physical body."

**Chinese Students.**—There are now sixty Chinese students pursuing their studies in Massachusetts and Connecticut, mainly in private families, in the towns of Springfield, Holyoke, Greenfield, Wilbraham, Monson, and Warren, in the former State, and at Hartford, Hebron, Colebrook, Simsbury, West Haven, Stratford, and Washington, in Connecticut. A third instalment of thirty young men are expected to arrive about the middle of July, and they will be distributed in the same towns. Of those now here the Springfield Union says: "They are all hard students, and chiefly devote their time and strength to the acquirement of knowledge. At the same time they are guarded against violating the laws of health, and they exercise liberally in the gymnasium when they can, and in the open air and fields when the gymnasium is wanting. Some excel in mathematics, and others in the languages, and all have gained during the one or two years of their sojourn here a very clear knowledge of English, and can use it with great facility. They are all fitting for our higher grades of schools, and will enter our scientific schools and colleges as soon as they are prepared to do so. So successful has been the experiment in America, that the Chinese Government has already a plan projected for extending their educational enterprises, and in the course of another year will send students to England, France, and Germany, to be educated. All the students are preparing for Government service. Some will enter the diplomatic, some the civil, and others the military and engineering departments. An effort will be made in due time to gain a place for some of the students at West Point and Annapolis, so that they may get a complete military and naval training in connection with their other attainments. Commissioner Yung Wing, who has been absent in China for several months, is to return shortly, and will probably have some further plans for the pupils here. Thus far their course has reflected constant credit on their country, and has made them not unworthy examples for our American youth."

**A Simple Filter**—We find in an English exchange the description of a very simple filter, called "The Poor Man's Filter." It consists of a common garden flowerpot, of some nine inches in diameter, and ten inches in depth. The drainage-hole is stopped (not too tightly) with a piece of clean sponge. A layer of about two inches of animal charcoal is first placed in the pot, when a second layer of clean sand, upon which a layer of three inches of clean coarse gravel is placed. The pot can be set over an earthen jar, into which an abundant supply of pure water will filter for all drinking purposes.

—The vote asked from the English House of Commons for the State Education Department for the present year was £1,356,852 stg., and it was granted without a dissentient voice. It is true that this sum was but \$57,000 in excess of the preceding year, but a fair idea of the great progress which has been made in this educational movement will be got from the fact that thirty-five years ago the Educational Department of the State was started with £30,000. Yet the maximum is far from being attained, and we have no doubt that as the people find the expenditure brings in rich returns, they will pay their money still more cheerfully. At present there are 2,200,000 boys and girls receiving instruction, but it is anticipated that by the middle of next year England and Wales will be provided with schools for four million children, of whom 2,500,000 will be educated in voluntary schools receiving grants, 1,000,000 in

those not receiving grants, and 500,000 in the School Board establishments.

**"Who's who" in 1874.**—We gladly welcome the *Canadian Parliamentary Companion* for 1874, which came to hand yesterday, wearing the old familiar green cover of '62, enlarged in size and containing, if possible, even more valuable information than its predecessor. The *Companion* has been somewhat delayed this year, owing to the recent general election to the House of Commons, but it will be none the less acceptable, and will be found none the less valuable to all those who have occasion to refer to its pages.

From this new edition of the book we glean some interesting facts touching the history and political antecedents of the Federal Parliament, now sitting at the Capital. The Senate is at present composed of 80 members. Of these it will please "Canada First" to learn, that no less than 46 are natives of the Dominion; 9 are natives of Scotland; 8 of Ireland; 7 of England; 2 of the United States; 1 of Jersey (Hon. Mr. Bourinot), and there are 8 whose birthplace is unknown. Two only are University graduates, (Hon. Mr. Cornwall, B. A. of Trinity College, Cambridge, and Hon. Mr. Kaulback, LL. B., of Harvard University.) There are sixteen lawyers in the Upper House, eight of whom are entitled to wear silk; four doctors; four notaries; three journalists; one Provincial Land Surveyor; five bankers; two noted agriculturists; four members of the consular service; twenty-one merchants, two ship builders and one railway manager; one Prime Minister, [Hon. Mr. Haviland of P. E. I.] sits in the Red Chamber, and seven members of the Privy Council; eight gentlemen hold seats in the Local Legislatures; nineteen have been Ministers of the Crown; thirty-five have sat in the Commons or Local Assemblies before and since the Union, and forty-four were members of the Legislative Council before being summoned to the Senate. The politics of the "Canadian Lords" we sum up thus: Conservatives 47; Liberals 32; Liberal (conservatives) 1, [Hon. Mr. Scott.] The "father of the House," in point of age, is Hon. Mr. Holmes, of Nova Scotia, who was born in Scotland in 1789; and, in point of seniority of service, Hon. Col. Botsford, of New Brunswick, who was summoned to the Legislative Council of that Province as long ago as 1833. Hon. Mr. Hamilton, of Kingston, is the senior Legislative Councillor of the old Province of Canada, his mandamus dating back to 1841. The youngest member of the Senate, as regards age, is the Hon. F. X. A. Trudel, born 1838; next to him comes Hon. William Miller, Q. C., born 1835; as regards date of summons, the junior Senator is Hon. Dr. Baillargeon, of Quebec.

The House of Commons is composed of 206 members, of whom the large number of 138 are "native and to the manor born;" of the remainder Scotland claims 24; Ireland 13; England 9; the United States 5; Wales 1; France 1; Gibraltar 1, and there are thirteen whose place of birth is unknown to fame. Of the 206 representatives Toronto University educated 5; Laval University 8; McGill University 9; Victoria University 5; Queen's University 3; Ottawa University 1; London University 2; Dublin University 2; Glasgow University 1; University of St. Andrew 1; Harvard University 1; New-York University 1; Upper Canada College 6; St. Sulpice 8; Nicolet 9; L'Assomption 5; St. Hyacinthe 4; Quebec Seminary 9; St. Francis Xavier 3; Masson 1; Knox 1; Winsor Academy 2; Horton 1; Ste. Anne 4; St. Raphael's, 2; St. Therese 2; St. Andrews (P. E. I.) 1; Dalhousie 1; St. Dunstan 1; Truro Seminary 1; Toronto Normal School 2; Laval Normal School 1; Berthier Academy 1; Naval College, Portsmouth 1; Michigan University 1; Vermont University 1; Oberlin College, Ohio 1; Georgetown College 1; Dartmouth College 1; Kilkenny College 1; Yarmouth Academy 1; Potsdam Academy 1; and Grantham Academy 1; and amongst the University graduates, besides a goodly sprinkling of gold and silver medallists are three holding the degree of D. C. L.; three with that of LL. D.; four with that of LL. B.; eight with that of B. C. L.; five Masters of Arts; and eight Bachelors of Arts. The House of Commons contains no less than fifty-four lawyers, nineteen of whom are Queen's Counsel; fourteen members of the medical profession; three notaries; two civil engineers; two farmers; five bankers; four ship builders; five ship owners; one inspector of schools; one governor; one railway manager; one brewer and two railway contractors. The political stripe of the members is as follows:—Liberals, 105; Reformers, 15; Conservatives, 4; Liberal Conservatives, 28. There are two Independent members (Dr. Forbes and M. Rouleau) one Independent Reformer, (Mr Power); one Independent Liberal, (Dr Schultz); three advanced

Liberals, (Messrs. Malcolm Cameron, Holton and Fréchet) one "strongly pronounced Reformer," (Mr. O'Donoghue); three Independent Conservatives, (Messrs. Cartwright, Desjardins and Robillard); and two supporters of the "Parti National," (Messrs. Jette and Pozer.)

The "father of the House" as regards seniority of service, is Hon. Malcolm Cameron, who first entered Parliament in 1836; and as regards age, Mr. James Hall, member for East Peterborough, who was born in 1806. Mr. George E. Casey, member for West Elgin, born in 1850, still continues the youngest member of the Commons.—*Ottawa Times.*

**Railroading at a High Elevation.**—The Buenos Ayres *Standard* recently contained the account of a trip made in a construction train from Arequipa over the Andes. Amongst other places reached was Vilcomayo, 14,533 above the level of the sea. The newspaper man has reached these high attitudes. "As I write," says the tourist, there lie before me copies of *El Ciudadano*, a newspaper published at Puno and of *El Herald*, a newspaper published at Cuzco, both of them being well printed and well written sheets, and both published more than 12,000 feet above the level of the sea. At Cerro de Pasco, is issued a very clever gazette devoted to mining and the mines; and Cerro de Pasco is 14,000 feet above tide water." Of Vilcomayo, the writer says: "Here amid the supreme desolation of the Andes, at a height at which man in Europe does not dream of living, was a genuine railway village. There was an American Hotel two stories high, with a piazza, and some forty or fifty rooms for the accommodation of the rail-way people. There were all the buildings, station houses, machine shop, engine, houses, coal yards, required for a large road. There were the cabins of the labourers employed on the work, many hundreds of men, Chilians (the Yankees of South America), Bolivians, Peruvians, whites, ladinos, Indians, a motley multitude, but superior, both in respect to capacity and conduct, to the average navvies of Europe and the United States. With the early morning a further run of an hour at good speed brought us to the actual summit of the road, at 14,586 feet above the sea level, and we then to descend the Atlantic slope.—*Scientific American.*

**Improvement in Tanning.**—M. B. Picard reports a new system of tanning skins which is carried through without acid and in a much shorter time than is required by ordinary processes. He first boils the tan down in water, making a complete extract, and then frees the decoction by decantation from all residue and foreign substances. The strength of the essence thus obtained is regulated according to the quality, thickness, &c., of the hides to be treated, weakening it when necessary with pure water. It is placed in the pits in a cold state, and the skins are immediately thrown in. The latter are lifted and their positions changed three times during the first and second days, twice during the third, and once a day afterwards. Ordinarily, eight days suffice to complete the operation, and the inventor states that the proportion of about 77 pounds of extract to 220 pounds of skins gives excellent results.

**New improvement in Photo-Lithography.**—M. Paul announces in *Les Mondes* a process for transferring the photographic image to the stone. The ordinary process, we may remark, consists in producing a positive image on gelatinized paper, treated with bichromate of potash. After exposure, the whole is covered with lithographic ink, and by simple means is transferred to the stone.

The outlines thus obtained, however, M. Paul considers, fail in clearness because the hot water produces a swelling of the undissolved gelatin and softens the lithographic ink; and he states that, in the transfer, which requires pressure, the parts thus affected produce blurs. To avoid this, Mr. Paul substitutes albumen for gelatin, so that the washing can be done in cold water. The unaltered albumen, after insulation is removed with a fine sponge. Very clean and sharp images, it is said, are thus produced.

**Height of the World's Loftiest Mountains.**—Some of our readers will be interested in the following statistics. We quote from T. E. Wood Zell's superb "Hand Atlas of the World."

Mount Washington, in America, is six thousand two hundred and eighty-five feet high.

Mount Djorefeld, Norway, seven thousand and six hundred and twenty.

Mount Blanc, fifteen thousand seven hundred and twenty-seven. Mount Shasta, in California, fifteen thousand four hundred feet.

The Mountains of Lebanon, in Palestine, are ten thousand and sixty-one feet high.

Mount Ararat, in Armenia, seventeen thousand one hundred and twelve. Mount Hermon, Syria, nine thousand three hundred and eighty-one. Mount Horab, Sinai, in Arabia, eight thousand five hundred and ninety-three.

Mount Kenia, in Central Africa, eighteen thousand feet and Mount Kilima Njaro, twenty thousand and sixty-five.

The highest summit of the Pyrenees, separating France from Spain, is over eleven thousand feet.

The Sierra Nevada, in Spain, eleven thousand six hundred and sixty-four.

The Volcano of Popocatepetl is the highest peak in North America, seventeen thousand seven hundred and eighty-three.

The mean height of the Andes, which are four thousand five hundred miles long, and from forty to four hundred broad, is eleven thousand eight hundred feet.

Mount St. Elias, in the Rocky Mountain Range, is higher than Mount Blanc, being seventeen thousand nine hundred feet.

Mount Aconcagua, in the Andes range, is twenty-three thousand nine hundred and ten feet above the sea level.

But all are eclipsed by Mount Everest, of the Himalaya range in India, which is *twenty-nine thousand and two feet high*, more than four times as our own Mount Washington.

—Extensive ruins have been discovered, according to a St. Louis paper, on the Gila river. A parallelogram fortification, 1,600 feet in length by 600 in breadth, incloses the remains of a structure 260 by 200 feet, made of roughly hewn stones. Copper implements, golden ornaments and stone utensils have been found, revealing a state of civilization, it is said, similar to that of the ancient Peruvian, Central American, and Mexican nations. A thorough exploration of the ruins will be made during the present year.

—Some veritable pigmies were met with in Africa by Schweinfurth, and two boys and a girl were brought to Egypt by Miani. The girl died, but the boys are now in Naples, and are attracting the attention of the scientific world. They are under three feet and a half in height, and are supposed to be aged fifteen and nine respectively. Their vocabulary is being investigated through the aid of an interpreter, and Schweinfurth promises to disinter and convey to Europe the remains of an Akka pigmy, who died while accompanying him on his return from Central Africa.

**A Word to Fathers.**—We have read a story of a little boy, who, when he wanted a new suit of clothes, begged his mother to ask his father if he might have it. The mother suggested that he might ask for himself. "I would," said the boy, "but I don't feel well enough acquainted with him." There is a sharp reproof to the father in the reply of his son. Many a father keeps his children so at a distance from him that they never feel confidently acquainted with him. They feel no familiarity with him. They fear him and respect him, and even love him some, for children cannot help loving some body about them; but they seldom get near enough to him to feel intimate with him. They seldom go to him with their little wants and trials; they approach him through the mother. They have a highway to her heart on which they go in and out with perfect freedom. In this keeping off plan, fathers are to blame. Let them come near. Let them be as intimate with the father as with the mother. Let their little hearts be freely opened. It is wicked to freeze up the love fountains in the little ones' hearts—fathers do them an injury by living with them as strangers. This drives many a child away from home for the sympathy his heart craves, and often into improper society. It nurses discontent and mistrust, which many a child does not outgrow in a lifetime. Open your hearts and arms, oh, fathers; be free with your children; ask for their wants and trials: play with them; be fathers to them truly, and they will not need a mediator between themselves and you.

**If you please.**—Boys, do you ever think how much real courtesy will do for you? Some of the greatest men were ever cautious in this respect. When the Duke of Wellington was sick, the last drink he took was a little tea. On his servant handing it to him in a saucer, and asking if he would have it, the duke replied: "Yes, if you please." These were his last words. How much kindness and courtesy are expressed by them? He who had commanded great armies, and was long accustomed to the tone of authority, did not overlook the small courtesies of life. Ah! how many boys do! What a rude tone of command they often use to their little brothers and sisters, and sometimes to their mothers! They order so. That is ill bred, and shows, to say the least, a want of thought. In all your home talk remember, "If you please." To all who wait upon or serve you, believe that "If you please" will make you better served than all the cross or ordering words in the whole dictionary. Do not forget these little words: "If you please."

"Speak gently; it is better far  
To rule by love than fear."

APPORTIONMENT OF SUPPLEMENTARY GRANT TO POOR SCHOOL, MUNICIPALITIES FOR 1873.

COUNTIES	MUNICIPALITIES.	Reasons for the grant as well as for the amount.	Amount of ordinary grant.	Amount of assessment raised.	Amount asked for	Amount granted.
Argenteuil.	Gore & Wentworth.....	New, eight schools.....	166 08	292 00	30 00	20 00
"	Mile Isles, Nos. 1, 2, 3.....	" population small, three schools.....	70 46	190 00	30 00	20 00
"	Harrington, No. 1.....	" poor, one school.....	35 66	173 00	30 00	20 00
"	" No. 2.....	" " " ".....	32 26	54 00	30 00	20 00
"	Township Morin, Diss.....	Population small, very poor, one school.....	15 84	90 00	30 00	16 00
"	Arundel.....	New, Population small, poor, one school.....	24 58	46 00	30 00	20 00
"	Township Morin.....	" " " two schools.....	51 94	243 00	30 00	24 00
"	Grenville, No. 3.....	" " " ".....	60 62	180 00	30 00	20 00
Arthabaska	Ste. Clothilde.....	" " three ".....	45 16	200 00	100 00	30 00
"	Blandford.....	" " " ".....	64 86	150 00	40 00	20 00
"	Chester Ouest.....	" " six ".....	166 48	400 00	40 00	20 00
"	" Nord.....	" " four ".....	93 92	232 00	40 00	20 00
"	" Est.....	" poor, 3 houses built, three ".....	197 90	311 94	40 00	30 00
"	Tingwick, Diss.....	" " " two ".....	32 14	162 00	40 00	20 00
"	St. Valère.....	" " three ".....	93 12	250 00	40 00	20 00
"	St. Albert.....	Poor, " ".....	45 16	265 00	40 00	30 00
L'Assomption.	St. Lin, Dissidents.....	Not numerous, scattered, two ".....	39 90	60 00	30 00	20 00
Bonaventure.	Rustico.....	New and poor, " ".....	80 20	224 90	40 00	30 00
"	Port Daniel.....	Not rich, one house built, three ".....	110 18	232 00	80 08	20 00
"	Hope.....	" two ".....	107 14	293 50	50 00	20 00
"	" Dissidents.....	Few one school.....	49 70	70 00	30 00	16 00
"	Ristigouche.....	Poor, " ".....	49 98	147 93	30 00	20 00
"	Ristigouche Sauvage.....	" " " ".....				40 00
"	Miguasha.....	" " " ".....	24 94	100 00	30 00	20 00
Bagot	Acton Vale.....	Have lost \$157.10.....	213 00	500 00	200 00	157 00
"	St. André.....	" " \$25.00.....	88 36	458 00	100 00	40 00
"	St. Théodore.....	By the law of 1869, \$30.00.....	150 42	60 00	100 00	36 00
"	St. Hélène.....	25.00.....	140 80	300 00	80 00	36 00
"	St. Liboire.....	30.00.....	173 90	832 84	80 60	36 00
"	St. Ephrem.....	30.00.....	169 40	460 00	60 00	30 00
Beauce	Aylmer.....	New and poor, four schools.....	131 80	292 42	40 00	30 00
"	Sacré-Cœur-de-Jésus.....	" " " ".....	56 14	200 00	30 00	30 00
"	St. Côme.....	" " " ".....	65 96	222 83	30 00	30 00
"	Sacré-Cœur-de-Jésus, Diss.....	" " one ".....	22 96	222 83	30 00	15 00
"	Forsyth.....	" " three ".....	140 32	120 00	30 00	30 00
Bellechasse	St. Cajetan.....	" " four ".....	160 08	250 00	30 00	20 00
"	Buckland.....	" " " ".....	149 56	200 00	30 00	20 00
"	Mailloux.....	Very poor, two ".....	65 00	35 00	30 00	30 00
Beauharnois	St. Louis-de-Gonzague.....	Amount lost by the law of 1869.....				30 00
"	St. Clément.....	" " " ".....				16 00
"	St. Etienne.....	" " " ".....				16 00
Ferthier	St. Michel-des-Saints.....	Quite new, very poor, two schools.....	24 70		50 00	40 00
"	St. Damien.....	" " three ".....	137 42	120 00	100 00	30 00
Brome	Bolton, Diss.....	Poor, " ".....	70 20	255 26	30 00	30 00
"	Sutton, ".....	" two ".....	50 78	97 50	30 00	30 00
"	" ".....	" " " ".....	60 52	100 00	30 00	26 00
Chicoutimi	Harvey.....	" " " ".....				26 00
"	Grande Baie.....	Poor, six schools, two models.....	158 68	408 40	50 00	30 00
"	Bagotville Village.....	Extent small, 1 model.....	53 18	125 87	35 00	20 00
"	St. Alphonse.....	Seven schools.....	141 30	574 92	40 00	30 00
"	St. Anne.....	Poor, four schools.....	132 84	320 00	30 00	30 00
"	St. Jérôme.....	" two houses built, three schools.....	133 86	250 00	30 00	30 00
"	Ouiatchouan.....	" " schools.....	103 44	400 00	30 00	20 00
"	St. Prime.....	" three ".....	49 90	180 00	30 00	30 00
"	Anse St. Jean.....	" one ".....	74 48	80 00	30 00	20 00
"	Hébertville.....	New, seven ".....	180 34	432 18	30 00	30 00
"	Métabetchouan.....	" two ".....	72 40	300 00	30 00	20 00
"	Kinogami, St. Cyriac.....	" one ".....	40 00		30 00	20 00
Compton	Winslow-Sud.....	Population small, poor, four schools.....	101 98	355 29	30 00	30 00
"	Clifton.....	Supports, nine ".....	153 70	507 00	30 00	30 00
"	Westbury.....	Population small, poor, two ".....	44 18	184 20	40 00	30 00
"	Hereford.....	Supports, eleven ".....	149 68	625 00	60 00	30 00
"	Tingwick.....	" eight ".....	97 48	360 00	50 00	30 00
"	Whitton.....	New & thinly populated, three ".....	113 92	491 00	30 00	30 00
"	Newport.....	" " " ".....	112 46	381 00	50 00	30 00
"	St. Romain.....	" " " ".....	85 44	280 00	30 00	30 00
Charlevoix	St. Fidèle.....	Population small, poor, " ".....	98 94	254 00	30 00	25 00
"	Settrington.....	" " " ".....	104 90	160 00	30 00	20 00

Carried over..... \$1859 00



APPORTIONMENT OF SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES, FOR 1873.

COUNTIES.	MUNICIPALITIES.	Reasons for the grant as well as for the amount.	Amount of ordinary grant.	Amount of assessment raised.	Amount asked for	Amount granted.
		Brought forward.....				\$4124 00
Lévis	Etchemin	Many poor, school large.....	199 46	225 00	40 00	30 00
Laprairie	St. Constant, Diss.	Few, one school.....	21 18	70 38	50 00	16 00
Mégantic	St. Sophie					
"	Sacré-Cœur-de-Marie	New and poor, one school.....	69 36	90 00	30 00	30 00
"	Inverness, Diss.	Scattered and poor, one school.....	21 34	59 25	30 00	20 00
Montmorency	St. Tite	Very poor, two schools.....	80 68	110 00	30 00	20 00
"	St. Adolphe	New and poor.....	16 55		30 00	30 00
"	St. Brigitte, Laval	" " one school.....	92 86	94 70	30 00	20 00
Maskinongé	St. Paulin	Poor, four schools.....	131 44	211 08	30 00	20 00
"	Hunterstown	New, three ".....	150 66	210 40	30 00	20 00
"	Peterborough	" one ".....	39 56	55 39	30 00	20 00
"	St. Didace					
"	St. Ursule, Diss.	Few and scattered, one school.....	15 76	22 75	20 00	16 00
Missisquoi	St. Damien, Diss.	Poor and scattered, four schools.....	150 20	343 53	30 00	20 00
"	Dunham, Diss.	Few, one school house built, one school.....	20 92	53 64	30 00	30 00
Montmagny	Grosse-Isle	Few, one school.....	50 00	60 00	30 00	30 00
"	Isle aux Grues					
Montcalm	Chertsey	Few and poor, four schools.....	137 14	185 00	50 00	30 00
"	Kilkenny	Mountainous country, three schools.....	135 26	223 26	30 00	30 00
"	St. Julienne	Poor, four ".....	135 94	250 00	30 00	30 00
"	Wexford	New establishment, poor, one ".....	59 98	50 00	30 00	20 00
Nicolet	St. Gertrude	Maintains six schools, one model.....	188 88	408 00	120 00	30 00
"	St. Léonard	Still new, poor, five schools.....	90 92	235 72	100 00	30 00
"	St. Perpétue	Poor, few, two ".....	32 02	120 00	50 00	30 00
"	St. Vincelas	" " four ".....	88 72	200 00	30 00	30 00
"	St. Marie-de-Blandford	Quite new, few, poor, one school.....	22 16	37 91	30 00	30 00
"	St. Brigitte	Poor, three schools.....	66 70	150 00	30 00	30 00
"	St. Angèle	" " ".....	124 36	146 00	30 00	20 00
Ottawa	Ripon	New and poor, three schools.....	171 46	206 92	30 00	30 00
"	Montebello	Few, two schools, one superior.....	98 20	426 00	30 00	20 00
"	Buckingham, Diss.	Poor and scattered, four schools.....	91 34	853 97	30 00	30 00
"	Ange-Gardien, Diss.	Few, one ".....	21 10	177 52	30 00	20 00
"	Eardley, Diss.	Poor, " ".....	38 36	95 00	30 00	20 00
"	Lowe	New and poor, one school.....	117 42	300 00	30 00	30 00
"	St. Malachie	" " three ".....	62 44	159 00	30 00	30 00
"	Hartwell	Quite new, one ".....	80 92	80 00	50 00	20 00
Pontiac	Leslie	New, few and poor, one school.....	48 32	124 00	30 00	30 00
"	Sheen and Aberdeen	" " " ".....	57 20	669 14	30 00	30 00
"	Onslow, Diss.	Few and poor, " ".....	30 34	72 00	30 00	20 00
"	Calumet, Diss.	" " " ".....	20 78	81 00	40 00	20 00
"	Litchfield	" " two ".....	52 88	606 55	30 00	30 00
Portneuf	Portneuf	Poor, three schools, two models.....	177 22	439 89	200 00	40 00
"	St. Jeanne	New and poor, five schools.....	128 00	422 55	30 00	30 00
"	St. Raymond	Large extent, eight ".....	344 48	425 97	100 00	100 00
"	St. Catherine	New, six ".....	153 70	217 88	60 00	80 00
"	St. Ubalde	" and very poor, one school.....	56 46	100 00	30 00	30 00
Québec	Tewkesbury, No. 1	" few and poor.....	39 54	106 60	30 00	30 00
"	St. Dunstan		43 08	92 00	30 00	20 00
"	St. Gabriel, Valsartier		89 70	144 00	30 00	20 00
"	Stoneham		26 44	124 00	30 00	20 00
"	" Diss.		17 62	90 00	30 00	30 00
"	St. Roch, Nord		337 20	672 25	45 00	45 00
"	" Sud		1178 00	1426 81	45 00	45 00
"	Cap-Rouge		115 24	177 00	50 00	45 00
Rimouski	St. Fabien	Poor, six schools.....	106 26	263 90	30 00	30 00
"	St. Mathieu		109 04	137 20	30 00	30 00
"	St. Félicité		132 40	184 00	50 00	30 00
"	St. Ulric		177 36	200 00	30 00	30 00
"	St. Angèle		87 02	88 00	30 00	30 00
"	Métis		67 54	140 00	40 00	30 00
"	St. Moyse	One school.....	36 52	60 00	30 00	26 00
Richmond	Stokes		61 82	863 60	40 00	30 00
"	St. George-de-Windsor		133 14	478 15	30 00	30 00
"	Shipton, Diss.		71 62	159 00	30 00	30 00
"	Brompton, Diss.	One school.....	26 78	121 00	30 00	20 00
"	Windsor, Diss.				30 00	30 00
Saguenay	Tadoussac	New, and few poor, one school.....	57 06	84 00	30 00	30 00
		Carried over.....				\$5987 00



APPORTIONMENT OF SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES FOR 1873.

COUNTIES.	MUNICIPALITIES.	Reasons for the grant as well as for the amount.	Amount of ordinary grant.	Amount of assessment raised.	Amount asked for	Amount granted.
		Carried forward.....				\$5989 00
Saguenay	Ste. Marguerite.....	New, poor and few, one school.....	12 06	52 00	31 00	30 00
"	Escoumains.....	" " " model.....	89 08	116 00	30 00	20 00
"	Bourg Boissonneault.....	" " " ".....			20 00	20 00
"	Bergeronnes.....	" " " ".....	25 42	41 00	31 00	20 00
"	Rivière-aux-Canards.....	" " " ".....	23 98	24 00	30 00	30 00
"	Mille-Vaches.....	" " " ".....	49 76	47 00	30 00	20 00
"	Pointe-aux-Esquimaux.....	" " two ".....	104 9	344 00	30 00	20 00
Sheffield	St. Valérien.....	Still new, four ".....	157 34	394 97	31 00	30 00
"	Roxton.....	Lost a like sum by the law of 1869.....				161 00
"	Ely Nord.....	\$66.50 for five schools.....	63 34	551 43	31 00	72 00
"	Grandby, Diss.....	Poor and scattered, four schools.....	104 28	150 00	30 00	30 00
"	" Village, Diss.....	" few, one ".....	39 02	85 00	30 00	30 00
"	Ely Sud.....	Lost \$60.00 by the law of 1869, five schools.....	116 38	337 22	31 00	71 00
"	Ste. Anne-de-Stuckely.....	New, five schools.....	115 5	627 93	31 00	30 00
St. Maurice	St. Sévère.....	Poor, four " one model.....	100 04	171 00	87 00	30 00
"	Shanwenigan.....	" " " ".....	144 70	327 00	30 00	30 00
"	Pointe du Lac.....	" five " two models.....	178 52	389 6	81 00	30 00
St. Jean	Lacolle.....	Lost a like sum by the law of 1869.....				72 00
Stanstead	Hatley, Diss.....	Few and poor, two schools.....	21 34	125 00	20 00	30 00
"	Barford.....	Three houses built, five schools.....	162 96	556 3	51 00	30 00
Témiscouata	St. Antonin.....	Poor, four ".....				30 00
"	St. Modeste.....	" three ".....	136 78	120 00	31 0	30 00
"	St. Jean-de-Dieu.....	" one ".....	82 4	80 00	31 00	20 00
"	St. François.....	" two ".....	44 42	91 5	30 00	30 00
"	St. Honoré.....	Quite new, poor, one ".....	31 64		30 00	30 00
"	Notre-Dame-du-Lac.....	Still new, five ".....	131 92	221 1	40 0	40 00
"	Ste. Rose-du-Dégelé.....	" three ".....	46 62	165 00	30 00	30 00
"	Notre-Dame-du-Portage.....	" " " ".....	74 44	215 8	30 00	30 00
Terrebonne	St. Hypolite.....	" " " ".....	114 86	12 00	40 00	30 00
Wolfe	St. Gabriel.....	" " one ".....	69 72	75 00	30 0	20 00
"	Weedon, Diss.....	Poor and few, " ".....	12 4	15 2	30 0	20 00
"	Ham Nord.....	New and poor, five ".....	126 92	460 00	30 0	30 00
"	St. Camille.....	" four " one model.....	73 76	350 00	30 0	30 00
"	South Ham.....	" " nine ".....	35 16	100 00	30 0	30 00
"	Weedon.....	" " six ".....	156 53	623 8	30 0	30 00
"	Garthby.....	" " one ".....	39 56	40 00	30 0	20 00
Yamaska	St. Zéphirin.....	Maintains nine " one model.....	188 64	719 12	32 00	30 00
"	St. Bonaventure.....	" four ".....	139 12	210 72	80 00	30 00
		Total.....				\$7303 00

ADVERTISEMENTS.

**THE MAINE JOURNAL OF EDUCATION.**  
 A MONTHLY, OF 40 PAGES OF READING.  
 Terms, \$1.50 in advance.

Carefully edited by a practical educator, with the constant aim to assist the Teacher, by the experience of others in matters of every-day practice in the school.

A Massachusetts teacher says he "takes the Maine Journal of Education because it is better than any other he knows of."

Sample copy sent on receipt of 10 cts. Address—

BROWN THURSTON, Publisher,  
 PORTLAND, MAINE.

THE JOURNAL OF EDUCATION.

(FOR THE PROVINCE OF QUEBEC)

The Journal of Education,—published under the direction of the Hon. the Minister of Public Instruction, and Edited by H. H. MILES, Esq., LL. D., D. C. L., and P. DELANEY, Esq., of that Department,—offers an advantageous medium for advertising on matters appertaining exclusively to Education or the Arts and Sciences.

TERMS:—Subscription per annum \$1.00; Public School Teachers half price; School-Boards &c., free.

Advertising.—One insertion, 8 lines or less \$1 00, over 8 lines, 10 cents per line; Standing advertisements at reduced charges, according to circumstances, but not less than \$10 per annum.

Public School Teachers advertising for situations, free. School-Boards &c., free.

All communications relating to the Journal to be addressed to the editors.

Printed by Léger Brousseau, 7, Buade Street, Quebec.