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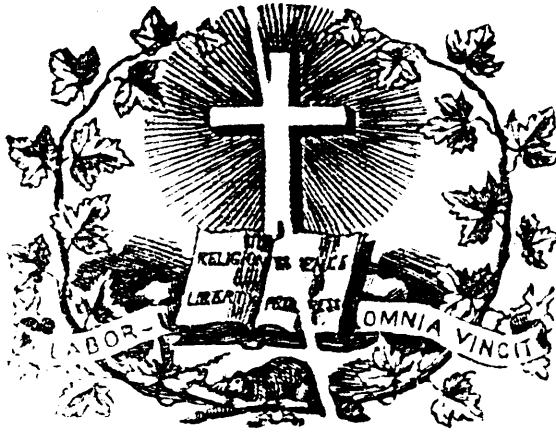
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THE

# JOURNAL OF EDUCATION

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

Volume XV.

Quebec, Province of Quebec, May, 1871.

No. 5.

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### Compulsory Education.

(From May number of *Scribner's Monthly*.)

A peculiar feature of the legislation of the past winter has been the unprecedented number of measures designed to secure more general and more regular attendance of children at school. Not only in the National Legislature, but in several of the State Legislatures, bills have been introduced for the promotion of public education by devices ranging from penalties for non-attendance at school, as proposed in the State of New York, to rewards for regular attendance (by remission of taxes), as proposed in Illinois. Though these schemes have been, for the most part, unsuccessful,—the time not being ripe for them, as their friends allege,—they have shown very clearly the drift of public opinion. The nation has been aroused to a sense of its educational poverty, and is earnestly casting about for a cure. It has learned that some millions of its population are illiterate; that millions of children are growing up unschooled; that ignorance is everywhere associated with, if not related to, poverty and crime; and that the productive force of the country is seriously weakened by lack of intelligence. The natural inference is, that a wider diffusion of elementary instruction would go far to inaugurate a happier state of things. And the inference is just. But when people assume, as the advocates of compulsory schooling do, that

the instruction now given in the schools is a certain cure-all for the evils noticed, and that the one thing needful is some means of bringing all the children into the schools and keeping them there, then their position may be reasonably questioned. It is by no means evident that such an extension of the scope and power of the public schools would be an advantage. Indeed there are reasons for suspecting that it might prove a national calamity unless a radical change were first made in the matter and methods of popular teaching. Let us not be charged with hostility to public schools. We believe in them firmly. It is not only the wisest policy but the highest duty of the community to make education a public concern, and to see to it that no poverty, indifference, or greed shall be suffered to deprive the young of suitable opportunities for instruction and culture. We believe, further, that a well-devised and properly-conducted system of public schools is the directest, cheapest, surest, and best means for securing the instruction of all classes. Nevertheless, we seriously question whether the existing system is anywhere near that state of perfection which would warrant us in stereotyping it, and enforcing it on all children. We are by no means sure that the instruction given in the schools is, in the main, such as the children need. We doubt whether the mental habits fostered by the schools are really beneficial to inhabitants of a working world like ours. We doubt whether instruction is offered at the most suitable times and for the most suitable periods. In short, there is not a feature of the popular school system that we should not wish to have carefully reconsidered before extending its sphere and power. The perfection of the system is to be found in Boston. It is the professed desire of the advocates of compulsory education to secure, as far as possible, to all the children of the land, the school advantages provided by that city. In view of the testimony of the hundred and fifty physicians who have joined with the parents of the pupils in the Boston Latin School in protesting against the system of long hours and cramming enforced in that school in particular, and in the public schools in general, we may be pardoned for accounting those "advantages" something fearful. "I cannot doubt that the modern system of forcing the tender brain of youth lays the foundation for the brain and nervous disorders of after years—the cases of melancholia, paralysis, softening of the brain, and kindred diseases becoming so fearfully prevalent." So writes

Dr. Clement A. Walker, Superintendent of the City Hospital for the Insane. Dr. George A. Stuart adds: "Of late years the majority of diseases seem to have assumed a nervous type, which in most cases may be traced to over-taxation of the mental powers of the young, both male and female." And Dr. J. B. Treadwell: "Hundreds of pupils of our public schools are ruined in health every year; this I know from personal observation." And Dr. H. F. Damon: "The amount of vital power has its limits, and these limits, in my judgment, are far exceeded by the present system of overtaking the pupils in our public schools." Dr. E. B. Moore writes that he has a son now in the insane asylum, "the result of excessive study and disappointed ambition."

We do not infer that such would everywhere be the inevitable results of the proposed extension of public schooling, but such results would be possible, indeed probable, unless the system were materially modified; and we ought to be very cautious in erecting a national god so likely to turn out a Moloch. If the choice lies between healthy ignorance and "an overtaxed brain, a dwarfed body, a weakened intellect, a variety of diseases, and a premature grave,"—which Dr. P. D. Waish says is the natural, or unnatural, result of the current system of schooling,—commend us to an abundance of healthy ignorance.

Even if much study were never a weariness to the flesh,—if the requirements of the schools could be complied with without any risk of broken health, the present cost of schooling would be needlessly great. The complaint that our schools are spoiling our more promising youth for work,—that they foster foolish ambitions and aversions to material pursuits, is not wholly without foundation. Ten or fifteen years of exclusive devotion to books is very apt to develop tastes and habits unfriendly to productive labor. The youth leaves school a young man (in his own estimation at least), and very likely with exaggerated notions of his own importance. He is too old, and too proud, and "too much of a gentleman" to begin at the bottom of any craft, and, by doing a boy's work, acquire that familiarity with details on which the mastery of any business depends. Besides, in most cases, he cannot afford the time for such an apprenticeship. He must begin to earn wages at once. The consequence is, the country is full of unprofitably "educated" men, who, having neither rude strength nor skilled hands, are glad to get employment at lower rates than are paid to common laborers. The loss to the country from this needless diverting of youth from productive labor is beyond estimation. It is due very largely to the unwise requirements of the schools in the matter of time. They suffer no rivals. Their pupils must give the best part of the day, regularly, to school-work, or withdraw. It may ruin their health, and deprive them of opportunity to acquire the practical business training on which their future happiness and usefulness will chiefly depend. No matter: the character of the school is at stake, and the school, not the student, is the primary consideration. The Boston Board admit this inversion of the proper order of things with unconscious frankness, in their refusal to lessen the amount of study required of the Latin School boys. "It would be impossible," they plead, "to point out any eminent school of this grade in which a less number of hours is found sufficient."

At the lower end of the social scale is another class of victims to the unwisdom of our school conductors. The records of our Board of Education show that half the children who enter the schools never pass beyond the primary grades; that is, they leave school before they can read a newspaper, or work a simple sum in fractions. Mrs. Holmes's "Children who Work," in our last number, tells what becomes of the most of them. Their sad condition justifies legislative interference; but it would be going to as injurious an extreme to compel them to stop work entirely, and go to school all day. They must live; and they must earn their living soon, if not now. The school of letters is to them a need, the school of labor is an absolute necessity: and, as things are, they cannot take both. Nevertheless, they could have, and should have, both; and we believe that the public schools ought

to take the first step toward making this consumption possible, by offering instruction at such times, and for such periods, as shall least conflict with the primary requirements of the children. The current six-hour system is destructive at both ends, and in the middle. It is ruinous to health, it prevents the practical education of the well-to-do, and it shuts out from school privileges that large class which cannot command the whole day for book-learning. A system so doubtfully adapted to the circumstances of the case needs very careful looking to before it is made absolute in power and dominion. Indeed, our Boards of Education are in urgent need of some scores of Huxleys to insist, as Professor Huxley did at a late meeting of the London School Board, on a reconsideration, not only of the subjects and methods of elementary instruction, but of the hours given to schooling. Our public schools may never become perpetual fountains at which all may draw as they have opportunity; but they will cease, we hope, to hedge themselves about with needless exactions and impassable barriers. They will not insist on six hours' attendance a day, when three hours are the limit of profitable study; nor will they insist on three hours' study or none when any number of children can command but one hour.

### The Elements of Science and Art in Schools.

(By E. T. CHAMBERS, TEACHER, STONEHAM.)

So much is now said and written about introducing into schools the elements of science and art as a subject of instruction, it may perhaps interest the readers of this journal to know in what way these subjects were taught in England a few years ago. Of late years through the introduction of an entirely different system of examinations by Her Majesty's Inspectors of Schools, these subjects have been somewhat put aside, but efforts are again being made for them to receive the attention due to their importance.

By the expression "Instruction in Science," "Common Things," &c., we understand the teaching the young child to observe and understand the most common objects of creation around him. earth, air, water, animals, vegetables, heat and light. The simple mechanical powers; food and how it is digested and the most important facts in agricultural chemistry for elder children. Of course these subjects cannot all be crammed into one session of school attendance. One course should be taken at a time at the discretion of the teacher.

It may be objected that these subjects will take up more time than can be spared for them, but it has been found that one hour per week devoted to them, if made interesting by experiments and illustrations, will give a large amount of useful knowledge which must be serviceable to the possessor. It has also been found that children are much more intelligent and quicker at their other lessons when they have been led to reason upon the properties and uses of things around them, and I have known lads, having the advantage of two or three years at these lessons, when leaving school take to the reading of scientific books and fit themselves for places of trust and usefulness. It is usual after these lessons to require the children to reproduce in writing as much as they can remember of them, which, besides fixing them in the mind, forms an excellent exercise in composition.

Much of the usefulness of these lessons will be lost if care is not taken in the method of imparting the instruction. It will not do to make them a mere exercise of memory. No task will be more distasteful to the child. Rather let it be a kind of conversational lecture. Let the class take part in the simple experiments. Take for illustration things with which they are most familiar. Have the lessons well graduated, and illustrate well with simple diagrams and experiments, which will not only make them interesting, but fix them upon the mind by the aid of the eye as well as the ear.

It will lead to great mistakes if the teacher is not careful to keep to simple things, equal to the understanding of those he has

to instruct, really *common* things. If, for instance, in a lesson on the atmosphere, he discourses on the quantity of ozone, it contains at different times, or attempts to describe the delicate instruments used to determine the weight and composition of the air, he will puzzle the poor children and provoke the parents to complain of the time wasted. Let him rather shew that pure air is necessary to life, and the respiration of animals changes the character of it and makes it unfit to breathe, he can then with reason shew the necessity of ventilation and the evil effects of living in overcrowded rooms. Shew that the same element in the atmosphere which supports life, supports flame; that where a light will not burn, a person cannot live, and you may thus teach them to avoid danger from foul air in cellars, wells, or mines by trying (before they venture into a doubtful place) if the air is pure enough to sustain the flame of a candle, or so impure as to put it out. While showing the necessity for pure air to support flame, the children may be brought to see, that if the supply is stopped, the flame must be extinguished, and so if their clothes should accidentally catch fire, the wisest thing they can do will be to wrap themselves up in anything which will keep away the air from them.

By sensible and searching questions on the things about them, we may lead the children to read the book of nature as spread out before them, and to observe with care and reverence the wonders and beauties of creation, and who can tell what use that lad may be to his fellow-men, whose mind was first led, by the simple lessons at school, to study the great principles which govern the universe, or what lives it may be in his power to save by the knowledge of facts of which he might otherwise be ignorant.

#### On Teaching Elementary Mathematics. (1)

It is much to be regretted that a large majority of the youth of this country leave school utterly unacquainted with the useful and beautiful truths of Algebra and Geometry. For them, these noble sciences do not exist. They are sent into the world not only without that mental cultivation derived from a course of mathematical demonstrations, but without that inferior though still valuable training afforded by exercise in the precise definitions, problems, and rules of these branches of knowledge; entirely unacquainted with geometric forms and ideas; without that practical training of hand and eye imparted by the careful construction of geometric figures; unable to work a common question in mensuration; unable to understand a simple algebraic formula; and hence incapable of comprehending elementary truths in interesting and important subjects of science and the arts. They are deficient in that early foundation which makes it easy to raise an after-structure of scientific or technical knowledge; and, from want of a little rudimentary instruction, are unfit to rise above the lowest grade of work in any of the mechanical arts.

This is not only an individual loss; it is a national loss. There is a vast amount of genius amongst the people, the development of which would be a public benefit. Much of this is lost from want of a little rudimentary instruction in mathematics. It is only genius of the very highest order that can force its way through a thick crust of gross ignorance.

Mathematical information has not been generally diffused, because we supposed that a demonstrative course is essential, and that there is no such course but Euclid's. Many who began that work have been driven from the study by the repulsive ruggedness of the first steps, especially that large class in lower schools where the teacher can give them little attention, who have no home helps, not much time for the study, and are mostly left to themselves. Simpler works, adapted to various wants, have not been prepared, because Euclid was considered the one only sovereign and universal remedy for ignorance of Geometry. Publishers

vied with each other in producing cheap Euclids; one brings out a half-crown edition, another a shilling edition, and a third publishes it in sixpenny and fourpenny bits. If our faith in Euclid remains unshaken, we may soon expect a penny edition.

But mathematical demonstration is an intellectual luxury which few have time for, and some are incapable of enjoying. Simple results and practical operations are the essential parts, and are adapted to the capacities of all. Numbers can perceive the beauty of a geometrical truth, and take an interest in its practical applications, who cannot go through a demonstration. Every one is pleased to know that the angle in a semicircle is a right angle or that the figure on the hypotenuse of a right-angled triangle is equal to the sum of the similar figures on its sides. All can be taught to construct figures and work rules, and almost all like to perform such operations. We do not reserve the practical parts of arithmetic or algebra till the learner is able to prove every proposition as he goes on. Why must we do so with Geometry? To deprive any one of the pleasure and benefit of knowing interesting geometrical truths and their practical applications, because he cannot learn their proofs, seems about as reasonable as to deny a lover of Nature a fine prospect from a mountain top unless he has time and strength to climb it himself without aid from horse or mule. Let all have a practical course, which can be entered on at an early age. Let the demonstrative course be reserved for the more mature intellect—for those who have time, taste, and capacity for it. The knowing faculties are far in advance of the reasoning powers, and, at an early period, are able to grasp a large amount of interesting, useful, and exact knowledge in mathematical science.

I would suggest, then, that all, in the humblest as well as in upper schools, should at an early age be taught the nature and several leading properties of the principal geometrical figures, the methods of constructing them; a little algebra, so far as to understand the meaning and ordinary working of a simple equation; and the leading rules of mensuration with the methods of expressing them equationally, and copious exercises.

This would implant some knowledge of leading facts and principles in mathematics; by the problems and exercises, train to some skill in the construction of figures and in ordinary calculations in mensuration; familiarize with the subject generally; and lay such a foundation that it can easily be taken up and pursued afterwards. It would give the start to those endowed by nature with talent for mathematics, excite them to an interest in the subject, and show the teacher where such talent was to be found. Also, by familiarizing with geometrical terms and figures, it would prepare the way for a demonstrative course, which would thus be rendered easier to all at the beginning, less repulsive to many. This, as may be judged from what I have remarked above, as to the difficulty caused by the novelty and complexity of geometrical figures, I regard as a point of some importance.

I may here refer shortly to a very valuable part of elementary teaching in mathematics, rather neglected in this country—*Mental Arithmetic*. This is a most excellent exercise. It familiarizes with, and renders expert at, arithmetical operations; it imparts a certain power of mental abstraction and concentration; and it affords easy means of explaining and illustrating the reasons of the rules. A quarter of an hour, three times a week, at mental arithmetic, intelligently taught, is well-spent time.

I would have all early instructed in—

Thorough Arithmetic.

The Simple Equation in Algebra.

The Nature, Properties, and Construction of the Leading Geometrical Figures.

The Leading Rules of Mensuration.

This would suffice for that large class that leave school before fourteen years of age, and serve as a useful introduction for those who are to go on further.

Another class remain at school till sixteen years of age or a little latter, and finish their education there. The majority of these may go pretty far in a demonstrative course of Geometry, if they abandon Euclid and avail themselves of modern improve-

(1) A portion of a paper read before the Royal College of Preceptors, England, by Hugo Reid, Esq.

ments. Without encroaching on other very important studies then occupying their attention, they may be carried on to the Quadrature of the Circle and Trigonometry, which will give them an insight into geometrical theory and practical operations, and amply sufficient exercise in geometrical reasoning; and will be enough for those not going to college nor requiring mathematics professionally. The study of Geometry affords good lessons in precision of statement, and is an excellent exercise for the faculty of attention, demanding throughout close, earnest, sustained attention. It teaches to search out properties and consequences, to select from a variety those bearing on the point in question, to combine them into a connected chain of reasoning, and might be taught so as to exercise the inventive faculty. It also holds out examples of the most conclusive kind of reasoning. For mental training, as well as for the knowledge it imparts, Geometry must form an essential part in any complete course of education.

But, there may be too much of a good thing. After a certain number of propositions have been gone through, partly book-lessons learned, partly exercises the learner has to work out himself, more is of little use for mental training,—a mere repetition of one kind of reasoning, with not much range or variety. Probably a well selected course of about a hundred propositions, would do the pupil all the good, as to strengthening mental power, that he can derive from the study. I have long been of opinion that the value of mathematical studies for mental discipline has been considerably overrated. They do not furnish examples for exercise in all kinds of reasoning,—certainly not in that most required, in which it is probabilities, not certainties, of which we have to judge. The propositions are simple, clear, and well defined; the data certain; and the student is in a channel from which he cannot deviate. He who has been exercised solely or chiefly in the clear definitions, simple axioms, precise propositions, limited and certain data, and irresistible demonstrations of the mathematics, will be at fault when he encounters that jumble of ill-defined terms, uncertain premises, half-settled principles, which form the grounds of our ordinary reasoning,—that dim, hazy chaos out of which he must extract light and order. Two eminent logicians, Sir William Hamilton and Archbishop Whately did not concur in the high estimate which some have formed of the value of mathematical studies for the improvement of the mind.

But Geometry might be made available for more useful discipline than merely learning and repeating demonstrations set down in a book, which is not a high order of mental training. The active powers of the mind, and particularly the inventive faculty, might be called into play. This would require a considerable extension of the system of *exercises*. The learner should be set not only to find the demonstrations of given theorems, or solution of given problems, but to discover theorems and problems, that might be deduced from given data. All this would be troublesome to the teacher compared with the easy task of hearing and examining on lessons learned out of a book; except in small select classes, it might be difficult to arrange so that the learner would be thrown entirely on his own resources—home-work might not be reliable. But something of this kind should be aimed at, as the most valuable description of mathematical training; and for this end, it might even be worth while for the pupil to gain time by dispensing with learning certain demonstrations, remaining satisfied with knowing the theorems dogmatically, as established geometrical truths. The power to work out for himself is far better than merely learning things—for mental training.

I can only touch on these subjects: but I throw out these few words to invite attention to the questions,—whether we do not attach too high a value to the study of mathematics as a means of mental discipline; and whether we take sufficient advantage of the most effective kind of mathematical training.—*Educational Times*.

## Jacques Cartier.

(By T. D. McGee.)

In the seaport of Saint Malo, 'twas a smiling morn in May,  
When the Commodore Jacques Cartier to the westward sail'd away;  
In the crowded old Cathedral all the town were on their knees,  
For the safe return of kinsmen from the undiscover'd seas;  
And every autumn b'ast that swept o'er pinnacle and pier,  
Filled manly hearts with sorrow and gentle hearts with fear.

### II.

A year passed o'er Saint Malo—again came round the day  
When the Commodore Jacques Cartier to the westward sail'd away;  
But no tidings from the absent had come the way they went,  
And tearful were the vigils that many a maiden spent;  
And manly hearts were filled with gloom, and gentle hearts with fear,  
When no tidings came from Cartier at the closing of the year.

### III.

But the Earth is as the Future, it hath its hidden side,  
And the Captain of Saint Malo was rejoicing, in his pride,  
In the forests of the North—while his townsmen mourned his loss  
He was rearing on Mount Royal the *fleur-de-lis* and cross;  
And when two months were over and added to the year,  
Saint Malo hail'd him home again, cheer answering to cheer.

### IV.

He told them of a region, hard, iron bound and cold,  
Nor seas of pearl abounded, nor mines of shining gold,  
Where the wind from Thulé freezes the word upon the lip,  
And the ice in Spring comes sailing athwart the early ship;  
He told them of the frozen scene until they thrill'd with fear,  
And piled fresh fuel on the hearth to make him better cheer.

### V.

But when he changed the strain—he to'd them how soon is cast  
In early Spring the fetters that hold the waters fast;  
How the winter causeway, broken, is drifted out to sea,  
And the rills and rivers sing with pride the anthem of the free:  
How the magic wand of summer clad the landscape, to his eyes,  
Like the dry bones of the just, when they wake in Paradise.

### VI.

He told them of the Algonquin braves—the hunters of the wild,  
Of how the Indian mother in the forest rocks her child;  
Of how, poor souls! they fancy, in every living thing  
A spirit good or evil, that claims their worshipping;  
Of how they brought their sick and maim'd for him to breathe upon,  
And of the wonders wrought for them through the Gospel of St. John. (1)

### VII.

He told them of the river whose mighty current gave  
Its freshness, for a hundred leagues, to Ocean's briny wave;  
He told them of the glorious scene presented to his sight,  
What time he reared the cross and crown on Hochelaga's height,  
And of the fortress cliff that keeps of Canada the key,  
And they welcomed back Jacques Cartier from his perils o'er the sea.

(1) So great was the veneration for the white men, that the chief of the town Hochelaga, now Montreal, and many of the maimed, sick, and infirm, came to Jacques Cartier, entreating him, by expressive signs, to cure their ills. The pious Frenchman disclaimed any supernatural power, but he read aloud a part of the Gospel of St. John, made the sign of the Cross over the sufferers, and presented them with chaplets and holy symbols; he then prayed earnestly that the poor savages might be freed from the night of ignorance and infidelity. The Indians regarded these acts and words with deep gratitude and respectful admiration.—Warburton's *Canada*, vol. 1., p. 66.

## Canadian History.

### THE MISSIONARIES.—CHAMPLAIN AT QUEBEC.

One of the great aims of Champlain was to provide for religion in the colony. He was a very pious man himself and wished others to be the same.

When in France in 1609 and 1610, he tried to lead his friends to aid him in carrying out his wishes. Five years afterwards he brought out four religious of the order of Recollets. He also built a chapel at Quebec.

The four Recollets were afterwards followed by others. They prepared ground near the river Ste. Croix, for a habitation and garden. The name of the river they changed to *St. Charles*.

Some of the Recollets went away as *missionaries* to the Indians, to teach them religion. Others were kept for service at Quebec, Three Rivers and Tadoussac.

Some years later, in 1625, priests of another order came to assist the Recollets. They were of the order of *Jesuits*.

The missionaries, both Recollets and Jesuits, were men of wonderful patience and courage. They knew they would have to bear fatigue, heat, cold, hunger and pain, and, perhaps to end their days by a cruel death among the savages. Yet they went forth upon their work with cheerful zeal.

At the French Stations the priests held religious services for the people of the Colony. They also taught the children of the Indians, and converted as many of the parents as they could.

The first missionary of the Hurons was *le Caron*, who has been mentioned before.

At Quebec, as well as the other stations, the French people under Champlain were the servants of a company in France. For their use the company sent out the food, clothing, and other things needed. Champlain's chief business was to attend to all the company's affairs as their agent. But he looked forward to a time when the country would be part of a great French empire in America. His mind was full of this idea. So he tried all he could to make the station at Quebec the beginning of a future city. He tried also to induce the company to send out settlers from France. However, for a long time, very few such came. The company neglected this part of their duty. They sometimes did not even send supplies enough for the people. Champlain went several times to France to try to mend matters.

In 1620 he made a great effort, for he desired to see the country become something more than a mere trading place. The King of France, then Louis XIII. appointed him his Lieutenant in Canada. and wrote a letter, praising his services. After this, besides being the company's agent, he was considered to represent the King.

About this time also, the fort which had been built at Quebec was an object of attention to Champlain. He wished it made stronger and larger, so as to contain, if required, all the people. Men were therefore kept constantly at work upon it. It stood upon the top of a precipice from which there was a fine view, and was named the *Fort or Castle of St. Louis*. Champlain had two reasons for having this fort. One was to defend the place from the English who had destroyed the French settlements in Acadia. He thought they might sometime come up the St. Lawrence and do the same, even at Quebec.

Another reason was to make the place more safe from the Iroquois. These fierce people kept up a constant warfare against the Canadian Indians. They came into Canada, in bands, by the way of the river Richelieu and down from Lake Ontario. Sometimes, they fell upon parties of Algonquins and Hurons, on the land. At other times, they lay in wait for the Huron hunters when these were coming down the St. Lawrence, and suddenly darted out upon their canoes laden with skins from the upper country. The poor Canadian Indians were thus continually robbed and put to death. Sometimes the Iroquois warriors came as far as Quebec. They spared neither Indians nor French. In fact, ever since Champlain had first helped the Hurons and Algonquins, in 1609, the Iroquois looked upon the French with deadly hatred. So Champlain was wise in providing a good fort at Quebec, for defence, both against the Iroquois and the English.

### CHAMPLAIN NEGLECTED.—A NEW COMPANY.—QUEBEC TAKEN BY KIRKT.—CHAMPLAIN TAKEN PRISONER TO EUROPE.

Towards the year 1627 the Company of which Champlain was the agent was very neglectful indeed. He was left short of all kinds of supplies, and had only about fifty men with him at Quebec. France and England were then at war. Champlain thought it quite likely that the English would try to take the place. Even with his few men he had no fears, except on account of the scarcity of food, gunpowder, and balls. But he and those with him, were almost left to

starve. Perhaps the Jesuits and the Recollets, from their gardens and lands on the St. Charles could keep themselves; and there were one or two families who farmed, and could raise their own food. But all the others depended on the company, who left them helpless. In fact, the company cared nothing for the Colony except to make gain by the fur traffic.

While matters were in that bad condition at Quebec, a new company called the "Company of hundred Associates" was formed at Paris. A famous French statesman, *Cardinal Richelieu*, was at the head of it. It took the place of the old company under which Champlain and Pontegravé had served.

Immediately, ships with supplies for Canada were sent out. But they never reached Quebec.

An English commander, named *Kirk*, came up the St. Lawrence with several ships. This was in 1628. That year Kirk came no farther than Tadoussac. Then he went down the river again, and took the French vessels which were bringing out supplies for Canada. The consequence was, Champlain and his people were nearly starved to death before the following spring. Still, they managed to support themselves until July 1629, when Kirk's ships were seen in the harbour of Quebec.

Kirk called upon Champlain to surrender. He knew the bad condition of the French and offered good terms. Being without food, and means of defence, Champlain was forced to submit. Together with his friend Pontegravé, and all under his command, except a few families who desired to remain, he went on board Kirk's vessel. He was then carried off to England, whence he passed over to France.

The English took possession of Quebec.

Thus were all Champlain's hopes destroyed. His colony, after twenty-one years of labour and anxiety, was now ruined.

### CHAMPLAIN, GOVERNOR OF CANADA.—HIS DEATH.

The English kept Quebec about three years, when, in 1632, a treaty was made between England and France. Canada was returned to its former masters, the French.

The Company of hundred Associates, who now received the charge of the country, appointed Champlain their chief officer. They gave him, however, a higher rank, and more power than before. The king, also, gave him a higher commission. In fact he became Governor of New France, instead of merely the chief agent of a trading company.

In the winter of 1632 preparations were made in France for sending out a fleet, with settlers and supplies of all kinds.

All was ready by March 1633, and, on the 23rd of that month, Champlain set sail from Dieppe.

He had three armed ships, which carried two hundred persons, with plenty of provisions, arms, and goods.

On May 23rd, Champlain arrived in the harbour of Quebec. It was a joyful day when the noble founder of the colony stepped ashore, and again took up his quarters in Fort St. Louis.

Much damage had been done while the English held Quebec. The buildings in the place were ruined. The chapel, built in 1615, as well as the houses of the Recollets, and Jesuits, on the river St. Charles, and other structures, were destroyed.

Champlain set to work to rebuild the place. A new Chapel was made. The Jesuits soon afterwards began a new and much larger building than they had before, which took the name of the "Jesuits College of Quebec." Fort St. Louis was repaired and made stronger.

As for the Recollets, the Company of Associates refused to allow them to return to Canada.

Some of the new settlers were sent to Three Rivers. Here also, Champlain had buildings raised and a platform, with cannon mounted on it. To check the Iroquois he sent a party of men to build a small fort, on a little island called Richelieu, in the St. Lawrence, about half way between Quebec and Three Rivers.

None were more pleased at Champlain's return than the Indians. They came in great numbers to welcome him. The Chiefs who had known him in the Ottawa region, and at Lake Huron, made journeys to Quebec, on purpose to see him again. The fur traffic had fallen off during the stay of the English. Now it was restored. The Ottawas and Hurons again came in their canoes, laden with skins, to trade at Hochelaga, Three Rivers and Quebec.

But Champlain did not live long after his return. In October, 1635, he fell sick. No longer able to go about, he lay in bed many weeks. Although he knew those who came near him, he was unable to attend to his business, or to sign his name. On Christmas day he expired.



In his last moments he was attended by a Jesuit priest, whom he loved, called *Father Le Jeune*.

When he was dead all the people were grieved, feeling they had lost a father and friend.

**CHAMPLAIN'S QUALITIES.—HIS TRIALS AND EFFORTS.—HIS PLEASING MANNERS.—HIS LAST ILLNESS AND FUNERAL.—HIS VAULT AND BONES FOUND 221 YEARS AFTER HIS DEATH.**

Our young readers will not be sorry to have another chapter about Samuel de Champlain, for he was such a man as we can scarcely speak of too much or too highly. Nor will they meet with many names in Canadian history, nor, indeed, in the history of any country, more worthy to be remembered and mentioned with respect. In short, he was so good in disposition and conduct, so faithful in doing his duty, and his whole course of life was so full of examples of piety and wisdom, courage and industry, patience and perseverance, that he deserves never to be forgotten.

Champlain was born in France, at a place called *Brouages*, in the year 1567. He was therefore forty one years old when he founded Quebec, and 68 at the time of his death.

In the task of trying to found a colony in Canada he spent about 30 years of his life. He must have borne many hardships. His voyages across the Atlantic, between Canada and France, were at least 15 in number. He went to and from in small crowded vessels, such as people now would not think of travelling in, even for a few days. At that time a passage usually lasted from two to three months. Often, the little ships, and crew honored by the presence of this noble person, were tossed about by storms until all on board were in danger of perishing. Sometimes the supplies of food and water ran short. Generally, there was suffering, as well as loss of life, from scurvy.

Perhaps Champlain's most wonderful quality was *perseverance*. When every body else seemed willing to forget Canada, he never lost heart in its behalf. He spoke continually in favor of it, in public and in private, in the houses of the great, in the camp, and in the king's court. To some, he recommended Canada as a good country to settle in. To others, who were full of zeal for religion, he talked of the duty of teaching the poor Indians to know God. He used to say it was better to be the means of saving one soul than to found an empire.

He was very pleasing in his speech and manners. This, and his many voyages and writings, made him well known and liked in France. Not only the priests and nobles, but the king also, for his sake, were induced to take a great interest in Canada and its inhabitants. The Savages always found him agreeable. The chiefs delighted in his friendly and jocose speeches. One of them said to him "you always please us and make us laugh." Once, to please them, he had some bear's flesh cooked, and tried to eat it. They, of course, were delighted. But Champlain did not much relish that kind of food, for he said to a priest who was with him "what would people say, in France, to such stuff, as a delicacy." We have already mentioned the long distances the chiefs came to behold and welcome him on his return to Canada in 1633.

On Christmas day, 1635, he died, after he had been ill about ten weeks. During his illness, the Jesuit Fathers, Charles Lalemant and Paul Le Jeune, attended him. Although he could not move about, or even sign his name, he gave many proofs of patience, and of his concern for the welfare of the colony. His remains were followed to the church by the people, soldiers, Indian chiefs and converted savages—all wishing to shew their love for him, and their respect for his memory. When the burial services were ended, Le Jeune opened and read aloud a letter. This had been placed in his care some time before. It made known to the people of the colony the name of the officer who was to rule, until Champlain's successor should arrive from France.

Champlain's body was put into a stone vault, made for the purpose. It is thought that a small chapel was afterwards built over it. But this being destroyed by fire, the exact spot remained unknown until the year 1836, when, by accident, some workmen came upon the vault and bones of the founder of Quebec. Le Jeune, who gives a short account of Champlain's death and burial, observes, that, although he died outside of his native country France, "*his name will be none the less glorious to posterity.*" At any rate Canada is fortunate in having had such a man to be her first Governor.—Dr. Miles's *Child's History of Canada*.

## English History.

### THE SOVEREIGNS OF ENGLAND.

HENRY VII.

(Born at Pembroke, January 21, 1456. Died at Richmond, April 21, 1509. Reigned 24 Years.)

Henry, the first monarch of the Tudor line, was soon acknowledged as king by the Parliament, and crowned at Westminster on the 30th of October, 1485. On the 18th of January, 1486, according to his promise, he married the Princess Elizabeth, and so united the Red and White Roses, or the two rival families, the wars between which had cost the lives of more than a hundred thousand brave men. He imprisoned Edward, Earl of Warwick, son of the Duke of Clarence, in the Tower, and that act caused him afterwards some trouble, for a young man, named Lambert Symnel, was persuaded to say that he was, first, the young Duke of York, whom Richard III. was supposed to have murdered, and afterwards Edward, Earl of Warwick, who, as the son of the Duke of Clarence, would have succeeded King Richard. He was supported by the Earl of Lincoln, and other nobles, and raised troops in Ireland; but he was defeated near Newark, and, though he had pretended to be a prince, was glad to save his life by becoming a scullion in the king's kitchen. In 1488 there was a rebellion in the North; but it was soon suppressed. In 1493 there was another pretender to the crown, a young man named Perkin Warbeck, whom the Duchess of Burgundy, Edward IV's sister, declared to be Richard, Duke of York. During six years his pretensions were supported by many influential persons—especially the King of Scotland—and several times an army was raised in his favour; but, in 1499, he and some of his followers were made prisoners at Exeter, and hanged at Tyburn, on the 16th of November. The Earl of Warwick was beheaded on Tower Hill a fortnight afterwards. The king was very anxious that his eldest son, Prince Arthur, should be married to the Princess Katharine of Arragon, daughter of the great king and queen, Ferdinand and Isabella, of Spain; and though the prince was only sixteen years old, the young couple were married in October, 1501. About six months afterwards Arthur died, and his brother Henry was made Prince of Wales. Two years afterwards the Princess Margaret, the king's eldest daughter, married James IV., King of Scotland, her father giving her £30,000 as a portion. On the 21st of April, 1509, the king died, and was buried in the splendid chapel he had erected adjoining Westminster Abbey. He was an avaricious and grasping man, and left behind him nearly two millions of money.

HENRY VIII.

(Born at Greenwich, June 28, 1491. Died at Westminster, January 28, 1547. Reigned 38 Years.)

Prince Henry was not quite eighteen years old when he succeeded to the crown. He was a very handsome, courageous, amiable young prince, an admirable scholar, and excelled in all martial exercises and many games. Everybody admired and loved him; and the Princess Katharine, the widow of his brother Arthur, consented to marry him, and before he had been two months king, they were privately married at Greenwich. On the 24th of June, the royal couple were crowned at Westminster. In 1512, the king declared war against France, and in the following year invaded that country. King James of Scotland, Henry's brother-in-law, was in league with the King of France; but the Earl of Surrey, the English general, defeated him with immense loss at Flodden, James himself being killed. Early in 1514 the King of France sued for peace, and in October married the Princess Mary, Henry's youngest sister. In 1521 Henry wrote a book against Luther, the German Reformer, and the Pope was so pleased that he conferred upon the king the title of "Defender of the Faith." In 1532, the king, having fallen in love with Anne Boleyn, one of the maids of honour, pretended that he had committed a great sin in marrying his brother's widow, and divorced himself from her, and married Anne. The Pope would not consent to this, so the king declared himself a Protestant, and the head of the English Church. In course of time he suppressed all the monasteries and abbeys, turned the monks out of their homes, took possession of their revenues, and so established the Reformation in England. But he soon quarrelled with his young wife, and poor Anne was beheaded on Tower Hill, on the 19th of May, 1536, a few months after the unhappy Katharine of Arragon had died of sorrow at Kimbolton. The king had afterwards four other wives, one of whom he beheaded, one died naturally, one was divorced, and the last survived him. The king himself died of a bad leg, at

Westminster, in the fifty sixth year of his age. He was a king of great ability, and ruled the State with much vigour. In his reign lived the great Cardinal Wolsey, who after being the most powerful subject in England died in disgrace; Archbishop Cranmer; Sir Thomas More; and many other eminent men. A great number of persons suffered death for the sake of their religion, and the Earl of Surrey and other nobles, who had opposed the king, were beheaded.

EDWARD VI.

(Born at Hampton Court, October 12, 1537. Died at Greenwich, July 6, 1553. Reigned 6 Years.)

On the death of Henry VIII., his little son Edward, not quite ten years old, came to the throne. His mother was Jane Seymour, the third wife of the late king. Edward had two sisters older than himself—Mary, daughter of Katharine of Arragon, and Elizabeth, daughter of Anne Boleyn—but of course, being a male, was heir to the crown. He had been educated as a Protestant, and was a most amiable, religious boy. He was crowned at Westminster, on the 20th of February, 1547; but being so young, Edward Seymour, Earl of Hertford, was made Lord Protector of the kingdom. In December the Protector defeated the Scotch with immense loss at Pinkney, not far from Edinburgh; but the war was renewed in the following year. There were several rebellions in different parts of England, but they were suppressed. In October, 1549, the Privy Council and the City of London charged the Lord Protector with usurping sovereign power, and he was deprived of his office, and sent to the Tower; and six lords, the chief of whom was Dudley, Earl of Warwick, were appointed to be the king's governors. In 1550 Seymour was deprived of his place and a great amount of his wealth, and, on giving heavy security for his good behaviour, was released from the Tower, and afterwards pardoned. In April a peace was concluded with France; and in the following July an embassy was sent to that country to arrange a marriage between the young King Edward and the French king's daughter. But the treaty came to nothing, for early in the next year Edward was attacked by measles and small-pox, which brought on a consumption. During his illness, the Duke of Northumberland contrived to get nearly all the power of the State into his own hands, having triumphed over his opponents, several of whom he caused to be executed. He persuaded Edward to nominate as his successor on the throne, the Lady Jane Grey, grand-daughter to Mary, Queen of France, sister to Henry VIII.; and then married her to his son, Lord Guildford Dudley. The judges at first refused to sanction this assignment of the crown; but were induced by Northumberland to draw up the necessary legal documents. As for the young king, he wasted and wasted away; and at length died at Greenwich, in the sixteenth year of his age. He was very much beloved; founded Christ's Hospital and other great schools, and performed many works of charity. He was buried at Westminster, in Henry VII's chapel.—

MARY I.

(Born at Greenwich, February 18, 1516. Died at St. James's Palace, November 17, 1558. Reigned 5 Years.)

The Duke of Northumberland, immediately on the death of Edward, proclaimed Lady Jane Grey Queen of England. A large number of the people would have preferred her for queen, because she was a Protestant, and the Princess Mary, the late king's elder sister, was a Catholic. The Duke endeavoured to entrap Mary by an invitation to attend the Privy Council: had she done so, he would have made her a prisoner; but she was warned, and retired into Suffolk, where her friends joined her, besides many who disliked Northumberland. The Privy Council, though at first disposed to support Lady Jane, agreed to accept Mary as queen, proclaimed her, and invited her to London. She came, and Lady Jane relinquished the title of queen, which she had never wished to possess, and which she had only held ten days. She was a most accomplished girl, only seventeen years old, one of the best scholars of the time, and of a most amiable disposition; but she was, with her husband, sent to the Tower, and, after having been imprisoned nearly a year, they were both beheaded on the 12th of April, 1554. Her father had suffered a similar fate in the August before. Queen Mary was determined on restoring the Catholic religion. She removed the Protestant bishops, and replaced them by Catholic prelates. Early in 1554 a treaty of marriage between Mary and Prince Philip of Spain was proposed, but the Parliament objected and it was in consequence dissolved. The people were so strongly against the marriage that they assaulted the Spanish ambassador; and an insurrection, headed by Sir Thomas Wyatt, broke out in Kent. The insurgents marched to London, but were defeated; and Wyatt, with fifty-eight of his followers, was

hanged. Mary was afraid of the influence of her sister Elizabeth, who, being a Protestant, was a popular favourite, and imprisoned her at various places. On July 19, 1554, Prince Philip arrived, and was married to Mary. It was stipulated that he should not succeed to the crown if the queen died before him. The marriage was not a happy one; and Mary, whose bad health made her a very miserable woman, appeared to think of nothing but the advancement of her Church, and the persecution of Protestants. Many hundreds who would not become Catholics, were burnt; and among them Archbishop Cranmer, and Bishops Ridley and Latimer. At length, when forty-two years of age, the unhappy queen died of dropsy and a malignant fever.—*Kings and Queens of England.*

Where Familiar Quotations Come From.

"There is death in the pot," is from the Bible (2 Kings iv. 40). "Lovely and pleasant in their lives, and in their death they are not divided," is spoken of Saul and Jonathan (2 Samuel i. 23). "A man after his eye" (Deut. xix. 21). "A still small voice" (1 Kings xix. 12). "Escaped with the skin of my teeth" (Job xix. 20). "That mine adversary had written a book" (Job xxi. 35). "Spreading himself like a green bay tree" (Psalm xxxv. 35). "Hang'd our harps upon the willow" (Psalm cxxvii. 2). "Riches certainly make (not *take*, as it is often quoted) themselves wings" (Proverbs xxii. 5). "Heap coals of fire upon his head" (Ibid. xxv. 22). "No new thing under the sun" (Ecclesiastes i. 9). "Of making many books there is no end" (Ibid. xii. 12). "Peace, peace, when there is no peace," made famous by Patrick Henry (Jeremiah viii. 11). "My name is Legion" (Mark v. 9). "To kick against the pricks" (Acts ix. 2). "Make a virtue of necessity" (Shakespeare's "Two Gentlemen of Verona"). "All that glitters is not gold" ("Merchant of Venice"). "Screw up your courage to the sticking place," not *point* ("Macbeth"). "Make assurance doubly sure" (Ibid.). "Hang out your banners upon the outward walls" (Ibid.). "Keep the word of promise to our (not *the*) ear, but break it to our hope" (Ibid.). "It's an ill wind turns no good," usually quoted, "It's an ill wind blows no one any good" (Thomas Tasser). "Christmas comes but once a year" (Ibid.). "Look before you leap" (Ibid.); and "Look before you ere you leap" ("Hudibras"), commonly quoted, "Look before you leap." "Out of mind as soon as out of sight," usually quoted, "Out of sight, out of mind" (Lord Brooke). "What though the field be lost, all is not lost" (Milton). "Awake, arise, or be for ever fallen" (Ibid.). "Necessity, the tyrant's plea" (Ibid.). "Peace hath her victories" (Ibid.). "Though this may be play to you, 'tis death to us" (Roger l'Estrange, 1704). "All cry, and no wool"—not "little wool" ("Hudibras"). "Count their chickens ere (not *before*) they are hatched" (Ibid.). "Through thick and thin" (Dryden). "When Greeks join Greeks, then was the tug of war," usually quoted, "When Greek meets Greek, then comes the tug of war" (Nathaniel Lee, 1692). "Of two evils, I have chosen the least" (Prior). "Richard is himself again" (Colley Cibber). "Classic Ground" (Addison). "A good hater" (Johnson). "My name is Norval" (John Home, 1808). "Ask me no questions, and I'll tell you no fibs" (Goldsmith). "Not much the worse for wear"—not "none the worse" (Cowper). "What will Mr. Grundy say?" (Thomas Morton). "No pent-up Utica contracts our power" (Jonathan Sewell). "Hath given hostage to fortune" (Bacon). "His (God's) image cut in ebony" (Thomas Fuller). "Wise and masterly inactivity" (Mackintosh, in 1791, though generally attributed to John Randolph). "First in war, first in peace, and first in the hearts of his fellow citizens"—not "countrymen" (Resolutions presented to the House of Representatives, December, 1790, prepared by General Henry Lee). "Millions for defence, but not one cent for tribute" (Charles C. Pinckney). "The almighty dollar" (Washington Irving). "As good as a play" (King Charles, when in Parliament, attending the discussion of Lord Ross's Divorce Bill). "Selling a bargain" is in "Love's Labour Lost". "Fast and Loose", "Go snacks" (Pepe's "Prologue to Satires"). "In the wrong box," ("Fox's Martyrs"); "To lam" (in the sense of to beat), "King and no king," by Beaumont and Fletcher. The hackneyed newspaper Latin quotation, "Tempora mutantur, et nos mutamur in illis," is not found in any classic or Latin author. The nearest approach to it was, "Omnia mutantur," &c., and this is found in Borbonius, a German writer of the middle ages. "Smelling of the lamp" is to be found in Plutarch, and is there attributed to Pythias. "A little bird told me" comes from Ecclesiastes x. 20, "For a bird of the air shall carry the voice, and that which hath wings shall tell the matter."

"He that fights and runs away,  
May live to fight another day."



These lines, generally attributed to "Hudibras," are really much older. They may be found in a book published in 1656. The same idea is, however, expressed in a couplet published in 1542, while one of the few fragments of Menander, the Greek writer, that have been preserved embodies the same idea in a single line. The couplet of "Hudibras" is:—

"For those that fly may fight again,  
Which he can never do that's slain."

"Hell is paved with good intentions," though found in Johnson and Herbert, was obviously in that day a proverbial expression. Walter Scott ascribes it to some "stern old divine."

"There is a good time coming," is an expression used by Sir Walter Scott in "Rob Roy," and has doubtless for a long time been a familiar saying in Scotland.—*New York Daily News*.

### The Order of the Thistle.

The thistle, so far from being a badge assumed by any of our early kings, is shown by Sir Harris Nicholas in his "History of the Orders of Knighthood of the British Empire," not to be alluded to as a decorative or emblematic object at any time before the reign of James III. Among the jewels of that prince, described in an inventory dated 1488 (the year of his death), was "a covering of variaud purpur tartar browdin with *thrissills* and a unicorne." It was certainly held as a national emblem in 1503, when Dunbar wrote his beautiful allegorical poem on the union of James IV. with the Princess Margaret of England, under the title of "The Thrissill and the Rois." The author of this poem represents May as calling before her the lion and the eagle, as sovereigns respectively of beasts and birds:—

"Then callit she all the flowers that grew on field,  
Discerning all their fashions and effeirs;  
Upon the awful Thistle she beheld  
And saw him keppit with a bush of spears;  
Considering him so able with the weirs,  
A radius crown of rubies she him gave,  
And said, In field go furth, and fend the lave."

Sir Harris thinks it likely that this hardy child of the Scottish soil was adopted as a badge in the reign of James III.; but, from the peaceful character of that monarch, we should think it more probable that his son James IV. first adopted it. Its defensively warlike character, and its growing so luxuriantly in the then ill-cultivated fields and wastes of Scotland, would point it out as a suitable emblem for a country extremely poor, but possessed by a people who were determined to repel every aggression from a foreign Power. It is worthy of remark, that the expressive motto, "*Nemo me impune lacessit*" (*No one shall injure me with impunity*), was not added for many years after. It first appears on a coin of James VI., in 1579, surrounding a thistle which occupies a large space in the centre. It is supposed to have been suggested by George Buchanan, the preceptor of James; but the idea was not original. In an earlier age, Francis Sforza, having taken possession of the State of Milan, by right of his wife, and thereby put an end to all contention on a much-disputed point, assumed as a bearing a greyhound sitting, with the motto, "*Quietam nemo impune lacessit*," inferring that he gave offence to no person, but was ready to offend and defend himself against those that should anyway molest him.

The old fable of Achaius and his St. Andrew's Cross was not yet banished from the Scottish mind. The credulous historical antiquaries of the seventeenth century entertained the notion that not only had an Order of the Thistle originated in that age, but it had been revived in great splendour by James IV., and had regularly existed for several reigns, till it was lost sight of in the political turmoils of the kingdom. The only foundation for the latter part of this delusion was that several sovereigns in the preceding century had, as already noted, worn a collar of thistles, or at least put such an object upon their great seals; and, indeed, it was this delusion of the antiquaries of that day which induced James II., (of Great Britain) in 1687 to institute, or as he thought revive, the order now known as the "Most Ancient and Most Noble Order of the Thistle of Scotland," and indicated by the initials "K.T." Revived by James II., in May, 1687, the Order was finally established by Queen Anne, December 31, 1703. In February, 1814-15, King George I. confirmed the statutes of Queen Anne, and added others, particularly that of making rays of glory to surround the figure of St. Andrew, which is suspended to the collar; and his Majesty was pleased in 1817 to order that, in future, chapters of elections should be held in the royal presence, and that

the order should consist of the sovereign and twelve knights. By statute, May 8, 1827, this number was extended to sixteen, and by the appointment of the Prince of Wales, the Duke of Edinburgh, and Prince Arthur as knights of the order, the number is now nineteen. (See "Debrett's Titled Man" for 1870-71). The star of the order is worn on the left side of the coat or cloak, and consists of a St. Andrew's cross of silver embroidery, with rays going out betwixt the points of the cross; on the middle thereof a thistle of green and gold, upon a field of gold, and round the thistle and field a circle of green, having on it the motto of the order in letters of gold:— "*Nemo me impune lacessit*." The badge or jewel is worn pendant to a green ribbon over the left shoulder, and tied under the arm. It consists of the image of St. Andrew, with the cross before, enamelled and chased on rays of gold, the cross and feet resting upon a ground of enamelled green; and on the back, enamelled on a green ground, a thistle gold and green, the flower reddish, with the before-mentioned motto round. The collar consists of thistles, and sprigs of rue growing betwixt, and at the middle thereof and in front is hung the image of St. Andrew, as above, the whole being of gold enamelled. There are five examples of these insignia sculptured upon the monument of Mary Queen of Scots in Westminster Abbey. There being no installation of this Order, the Knight wears the collar and star after his investiture by virtue of the Sovereign's warrant. The following are the knights of the Order of the Thistle, with the dates of their appointment:—The Sovereign; H. R. H. the Prince of Wales, 1867; H. R. H. the Duke of Edinburgh, 1865; H. R. H. Prince Arthur, 1870; Marquis of Tweeddale, 1820; Duke of Roxburgh, 1840; Earl of Mansfield, 1843; Duke of Montrose, 1845; Earl of Dalhousie, 1853; Duke of Argyll, 1856; Baron Kinnaird, 1856; Earl of Fife, 1860; Earl of Zetland, 1861; Earl of Airlie, 1862; Baron Napier, 1864; Baron Lovat, 1865; Earl of Stair, 1865; Duke of Athole, 1868; Earl of Southesk, 1869. Its officers are:—Dean of the Order, Revd. Norman Macleod, D.D.; Secretary, Sir J. S. Richardson, Bart.; Deputy, Sir Albert William Woods; Lord Lyon King of Arms, George Burnett, Esq.; and Gentleman Usher of the Green Rod, Frederick Peel Round, Esq.—*London Scotsman*.

### The House of Bourbon.

If length of descent is a thing to be proud of, there ought to be no prouder family in Europe than that of the Bourbon. Not only can they trace a line unbroken to Hugh Capet, the strong-handed putter-down of a degenerate dynasty, but it leads through thirty generations of kings, interrupted here and there, where a stream breaks off, to run through banks studded with castles of honor only just short of royal. Hugh Capet is the first. From him the line runs uninterruptedly till we come to Louis IX., the Saint. The direct trunk here carries on the race of kings, which terminated in the children of Philip the Fair, and gave place to the House of Valois. After their failure of male issue, the Bourbons come in. Robert, sixth son of Louis the IX., married Beatrix, heiress of that noble fief of Bourbon which lay in the centre of France, north of Auvergne and Guienne. From him sprang eight Dukes of Bourbon; a stalwart, hard-fisted race, who were ever to the fore when fighting was going on, and always loyal to the crown, in good times and bad.

Antoine de Bourbon—a poor, irresolute creature, "the prince *sans gloire*," who never knew which side he was fighting for, nor which religion he belonged to—had the great good luck to marry Jeanne d'Albret, daughter to the King of Navarre and his wife, Margaret of Valois. By greater luck still, he had for an only son the jolliest, if not greatest, of French kings—their fourth Henry—whose succession put the Bourbon family, for the first time, on the throne of France. His claims were threefold. Through his father, he sprang direct from Louis IX.; through his mother, from Charles V.; and through his maternal great-grandfather, from Louis X. In the next generation but one, the race splits up again. The brother of Louis XIV., the Duke of Orleans, was the first of the Orleans branch, which now survives in the children and grand children of Louis Philippe. The representative of the direct line is the Count de Chambord, who is now fifty years of age, and has been long married, without children. He is supported by a very small following in France, who adhere to him from principle, and who will transfer their allegiance to the Orleans family as soon as he is out of the way. From time to time he puts his name to a document, which is drawn up and published to let people know he is still alive, and their king by divine right; and it may very reasonably be supposed that he has long since given up all hopes of succeeding to the crown. He seems to have inherited that character which is occasionally reproduced in the Bourbon family, of which the type is the indecisive and

vacillating Antoine de Bourbon, father of Henry IV. Such was Louis XIII.; such Louis the Dauphin; such Louis XVI. Their energy and bravery are dashed by a fatal hesitation; they dare, but they think too long about daring; they resolve, but too late; they act, when the time for action is past.

One word on the Orleans family. They began, as has been said, with the brother of Louis XIV. He chiefly distinguished himself by trying to spoil the grand old Castle of Blois. Three more dukes followed him, including that prince of debauchery, the regent. And then we come to Philippe Egalité, the father of Louis Philippe. This family, which had been in exile for twenty-two years, has shown how adversity may be borne without loss of dignity. They have been guilty of no conspiracies and no intrigues. Probably their conduct has never excited a single suspicion in the breast of the Emperor. They have spent their time in travel, in study, in writing; and they have shown that, in intellect at least, there is one branch of the grand old house which is still ready to go to the front.—*Appletons' Journal.*

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

COUNCIL OF PUBLIC INSTRUCTION.

The Lieutenant-Governor, by an Order in Council, dated the 11th inst, has been pleased to appoint

The Hon. George Irvine, Solicitor-General for the Province of Quebec, to be a member of the Protestant Committee of the Council of Public Instruction, in the room and stead of the Hon. Sir Alexander Tilloch Galt, K. C. M. G., D. C. L., resigned; and

The Revd. Mr. Bernard Magauran, P. P., St. Patrick's Church, Quebec, to be a member of the Catholic Committee of said Council, in the room and stead of the Hon. Thomas Ryan, Senator, resigned.

The Lieutenant-Governor,—in virtue of the powers conferred on him by Clauses 45 and 136 of Chapter 15 of the Consolidated Statutes for Lower Canada,—by an Order in Council dated the 22nd ult, was pleased to make the following appointments :

SCHOOL COMMISSIONERS.

Chambly, Co. of Chambly : M. Guillaume Larocque in the room and stead of M. A. L. Fréchette, deceased ;

Maniwaki, Co. of Ottawa : MM. Charles Logue, James Macaulay, Elzéar Boutin, Richard Hardgrove, and the Revd. M. Régis Déléage, O. M. I. ;

Wright and Northfield, Co. of Ottawa : MM. Joshua Ellard, William McComber, Napoléon Roy, Bruno St. Martin, and Stephen Downey ;

Portage du Fort, Co. of Pontiac : Mr. James William Egrel in the room and stead of Mr. George Curvis, removed from the Municipality.

The Lieutenant-Governor,—in virtue of the powers conferred on him by Clauses 45 and 136 of Chapter 15 of the Consolidated Statutes for Lower Canada,—by an Order in Council, dated the 5th inst., has been pleased to make the following appointments :

SCHOOL COMMISSIONERS.

St. Damien, Co. of Berthier : MM. Napoléon Bolduc, Fabien Forest, Isidore Bruno, Joseph Champagne, and Henri Michaud.

Mission de Notre-Dame de Natashquan, Labrador : The Revd. M. Louis Arpin and MM. Paul Vigneau, Paul Landry, Auguste Chavary and Jules Gaudet.

MEMBERS OF BOARDS OF EXAMINERS.

The Lieutenant-Governor, by an Order in Council, dated the 15th inst., has been pleased to make the following appointments :

The Revd. Mr. James McCaul, B. A., to be a member of the Richmond Protestant Board of Examiners, in the room and stead of Thomas McKay, Esq., removed from the Province ; and

The Revd. M. Daniel Lefebvre, to be a member of the Montreal Catholic Board of Examiners, in the room and stead of the Very Revd. M. A. Truteau, whose numerous other duties will not permit him to attend to those of the Board ; M. Urgel E. Archambault, to be a member of said Board, in the room and stead of the late M. P. Garnot, and the Rev. Mr. James Hogan, P. P., St. Ann's, Montreal, to be also a member.

ERECTIONS AND ANNEXATION OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor, in and by virtue of the powers conferred on him by Clause 30, Chapter 15 of the Consolidated Statutes for Lower Canada, by an order in Council, dated the 6th inst, has been pleased

1. To erect, into a school Municipality, to be known by the name of Notre Dame des Anges de Stanbridge, in the county of Missisquoi, the tract of land comprising all the lots from number fifteen to number twenty-eight, both included, in the first, second, third, fourth, fifth, sixth, and seventh ranges of the Township of Stanbridge ; all the lots from number seventeen inclusive in the eighth and ninth ranges, and from lot number eleven inclusive in the tenth and eleventh ranges of said Township as far as the boundary line between the said Township of Stanbridge and the Parish of St. Alexander : — the Municipality of the West commonly called the " Ridge ", which forms the seventh and twelfth Concessions of the Seignory which bounds Stanbridge on the West shall also form part of the School Municipality of Notre Dame des Anges de Stanbridge,—the said Municipality now belonging to Stanbridge for school purposes, and to Notre Dame des Anges de Stanbridge for religious purposes ;

2. To erect, into a School Municipality to be known by the name of St. Damien de Stanbridge, in the Co. of Missisquoi, the tract of land comprising all the lots from number one to number fourteen, both included, in the first, second, third, fourth, fifth, sixth, and seventh ranges of the Township of Stanbridge ; all the lots from number one to number sixteen, both included, in the eighth and ninth ranges, and from lot number one to ten, both included, in the tenth, eleventh, and twelfth ranges of the said Township of Stanbridge ;

3. To erect, into a School Municipality to be known by the name of Notre Dame de Natashquan, in Labrador, the tract of land bounded to the south-west by the Natashquan and to the north-west by the little Natashquan, extending about four miles along the shore ;

4. To erect, into a School Municipality to be known by the name of St. Damien, in the Co. of Berthier, the Parish of St. Damien in the said County, with the same limits as those assigned to it for civil purposes, by proclamation dated the sixth of September one thousand eight hundred and seventy ;

5. To annex to the School Municipality of Aylmer, in the County of Ottawa, that part of the Township of Hull, on the River Ottawa, starting from a point known as the Division Line, between lots sixteen and seventeen ; thence running towards the North, along the said division line between lots sixteen and seventeen, to the end of the third Concession ; thence towards the West, between the third and fourth Concessions to the point of junction with the Municipality of the Village of Aylmer to the Division Line, from lots twenty and twenty-one,—the said Division Line lying between the Corporation of the Village of Aylmer and the Municipality of the Township of Hull.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

AYLMER.

Session of May 2nd, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E), Misses Kate Boyd, Sarah Ann Hews, Antoinette Landreau (F), Messrs. William Grant (E), and Jean Galignot.

J. R. Woods,  
Secretary.

MONTREAL (PROTESTANT).

Session of May 2nd, 1871.

ACADEMY DIPLOMA, 2nd Class, (E) :—Mr. James McGregor.  
ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) :—Misses Mary McQuat, Jane Muir, Sarah Van Vleit, and Mr. David Miller.

2nd Class :—Misses Nancy H. Brown, Bella Bruce, Mary Maud Alta Canfield, Mary E. Derick, Ida May Featherstone, Sarah E. Foster, Jamesina Graham, Rachel Graham, Annie Grant, Christina McCallum, Elizabeth McClintock, Catherine McLean, Margerie A. McMartin, Adelaide Pease, Sarah Stocks, and Mr. William G. Hawley.

T. A. Gibson,  
Secretary.

QUEBEC (PROTESTANT).

Session of November, 1870.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) :—Misses Williamina Armstrong, Elizabeth Kerr, Catharine McKillop, Elizabeth L. Thompson and Mr. David H. Harrower.

Session of February 7th, 1871.

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):**—Misses Jane Cole, Mary Kinghorn, Margery Mary McGillivray, Eléonora Scott Malouin, and Elizabeth Wilkin.

D. W. WILKIE,  
Secretary.

RICHMOND (CATHOLIC).

Session of May 2nd, 1871.

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):**—Misses M. Adelina Bouthillette, Elmira Cantin, Eléonore Fortier, Hélène Lacharité, Elmire Manseau, (E):—Anastasia Long and Elizabeth McDonnell.

**2nd Class (F):**—Misses Exilia Bouthillette, Marie Boulanger, Emma Champoux, Exilia Houle, Rose de Lima Laurendeau, (E):—Mary Ann Brady, Elmira Cantin, Mary Ann McNamara, and Elizabeth D. Sinnott.

F. A. BUXE,  
Secretary.

SPANSTEAD

Session of May 2nd, 1871

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):**—Misses Helen E. Oliver, Clara D. Greer, Prudence E. Gilkerson, Louisa M. Corey, Loella M. Achilles, Emily M. Cooper, Maria Quinn, Alice F. Parker, Ella Parsons, Fannie E. Hool, Sarah F. Humphrey, Abbie E. Whitcomb, Abbie J. Howe and Eva Tuck.

**2nd Class:** Misses Amelia Rexford and Ella Frances Flanders.

C. A. RICHARDSON,  
Secretary.

WATERLOO AND SWEETSBURGH (PROTESTANT).

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):**—Misses Maria N. Bower, Candace E. Beach, Sarah A. Cook, Ellen Carty Deborah A. Gilbert, Helen J. Gardner, Emma Hayes, Armina E. Knowlton, Elizabeth Leggat, Jennie Mitchel, Ettie D. Phelps, Jane Robinson, Sybil Reynolds, Emeroy D. Stanton, Fannie A. Stevens, Messrs. William L. Cook and John A. Knowlton.

**2nd Class:**—Misses Amanda Armstrong, Julia Corey, Florence A. Carr, Dora H. Embury, Alice A. Grimes, Julia A. Harvey, Dora Herrick, Viola Jones, Fidelia Kennedy, Mary A. Niblock, Ella K. Scott and Idah E. E. Wheeler.

WILLIAM GIBSON,  
Secretary.

KAMOURASKA.

Session of May 2nd, 1871.

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):**—Misses Séverine Bélanger, Mélanie Bouchard, Georgina Caron, Alphonsine Dumont, Marie Dumont, Céline Jean, Dina Lavoie, Georgina Lebel and Délima Saucier.

**2nd Class:**—Misses Alphonsine Beaubien, Hortense Caron, Hermine Hudon, Clémentine Levêque and Léopoldine Pelletier.

P. DUMAIS,  
Secretary.

SHERRROOKE.

Session of May 2nd, 1871.

**ACADEMY DIPLOMA, 1st Class, (E):**—Miss Elza P. Perkins.

**ELEMENTARY SCHOOL DIPLOMA, 1st Class:**—Misses Elizabeth Beattie, Margaret Hejburn, Eliza Labree, Susie Laroche, and Mr. William Ewing.

**2nd Class:**—Misses Hattie Alger, Charlotte A. Hunting, Charlotte Moe, Katie McCafferty, Edith A. Loomis, Messrs. Stephen A. Hunting and George Skinner.

S. A. HEND,  
Secretary.

RICHMOND (PROTESTANT).

**ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):**—Misses Mary Bernard, Fanny Bernard, Matilda Driver, Elizabeth R. Millar, Elvira M. Moore, Reuby E. Philbrick, Isabella S. Stuart, Sarah M. Milley, Mary A. Webb, and Mr. Robert J. Parker.

**2nd Class:**—Misses Hannah Armatage, Cordelia Andrews, Marion E. Ewing, Christiana E. Frost, Jane Goodfellowe, Isabella Irwin, and Eliza R. M. Tisdale.

C. P. CLEVELAND,  
Secretary.

## THE JOURNAL OF EDUCATION.

QUEBEC, (PROVINCE OF QUEBEC) MAY, 1871.

### The late Robert A. Leach.

The following notice of the decease of Mr. Robert A. Leach, M. A., the son of an esteemed member of the Council of Public Instruction, appeared in the *Montreal Gazette* of Wednesday, May 24th:

The announcement of the death of Mr. Robert A. Leach, which appeared under the usual obituary heading yesterday, is one which will excite feelings of pain and regret in a wide circle of friends and acquaintances. The deceased was the eldest son of the Venerable Archdeacon Leach, and was educated at the High School, and McGill College, graduating as Bachelor of Arts in 1857. He then commenced the study of the law, in the office of Messrs. Bethune and Dunkin, and having completed the usual curriculum, was admitted to the practice of the profession in October, 1859. The following year he received the degrees of Master of Arts and Bachelor of Civil Law from McGill College. These early years of college life were not unaccompanied by scholastic honours, and he commenced the practice of the law with fair prospects of distinction and success. But the first approaches of an insidious disease soon compelled him to relinquish the toil of an arduous profession, and during the last seven or eight years, Mr. Leach has resided for the most part in the country, with occasional visits to Europe. Though compelled in the flower of youth to desist from the pursuits most attractive to a young man of talent and high aspirations, the deceased bore the affliction with unvarying cheerfulness and courage. In many ways he still exerted himself to be useful to his fellows. As the Secretary of the University Society, as the first Secretary of the Montreal Literary Club, as a delegate to the Provincial and Diocesan Synods, and in many similar capacities, his valuable services were available for good, and were always cheerfully rendered. We need not speak here of the qualities so well known and appreciated by those brought into more intimate relations with the deceased. The sunny disposition, the quiet earnestness, the high literary culture, the unassuming eloquence, are all faithfully impressed on the memory of those who now sadly miss their departed companion. Gentle and kind-hearted, the soul of honour, frank yet ever considerate, Mr. Robert Leach was one who even in youth exerted no small influence for good; and though his career has been terminated at the untimely age of thirty-two, and without his realizing the high aspirations for worldly honours and distinctions, once, perhaps, fondly cherished, it cannot be said that he lived in vain. The hand of death, long visible, but never feared by him, has at length overtaken him: he goes to his rest. The end was not unexpected, but the blank seems none the less.

## OFFICIAL DOCUMENTS.

### Report of the Minister of Public Instruction to the Hon. the Executive Council on the Apportionment of the Grant in aid of Superior Education for the year 1870.

{ MINISTRY OF PUBLIC INSTRUCTION  
Quebec, January 2, 1871.

The undersigned has the honor to submit the two annexed tables relative to the apportionment of the Grant to Universities, Colleges, Academies and Model Schools in accordance with the provisions of Chapter 15, Consolidated Statutes for Lower Canada, and of Chapter 16, 32 Victoria.

There is no change from last year in the apportionment among Protestant institutions.

In the apportionment among Catholic institutions, the undersigned would recommend the following augmentations:

|                                   |          |
|-----------------------------------|----------|
| Acton Vale Convent.....           | \$ 77 00 |
| Cap St. Ignace.....               | 27 00    |
| Cap Rouge.....                    | 44 00    |
| Carleton.....                     | 50 00    |
| N. D. de Bonsecours (Ottawa)..... | 50 00    |
| St. Césaire.....                  | 127 00   |
| St. Gabriel de Brandon.....       | 44 00    |
| Village de Lauzon.....            | 77 00    |
| Village de St. Jérôme.....        | 94 00    |
| Chicoutimi.....                   | 36 00    |

Total..... \$626 00

The undersigned would also recommend grants to the following new institutions :

| NEW APPLICANTS.               | No. of Pupils. | Grant. |
|-------------------------------|----------------|--------|
| Coaticook (Convent).....      | 34             | \$ 100 |
| Ste. Anne des Monts .....     | 39             | 73     |
| St. Célestin (Convent) .....  | 118            | 56     |
| St. Christophe (Convent)..... | 125            | 200    |
| Ste. Flavie .....             | 57             | 56     |
| St. Luc .....                 | 53             | 56     |
| St. Mathias .....             | 83             | 56     |
| St. Octave de Métis.....      | 106            | 56     |
| St. Ours.....                 | 75             | 73     |
| St. Pierre de Durham .....    | 65             | 56     |
| St. Pierre Montmorency .....  | 80             | 56     |
| St. Urbain .....              | 60             | 56     |
| Somerset (Convent).....       | 35             | 150    |
| Shawinigan .....              | 82             | 56     |
| Wotton .....                  |                | 200    |
| Total.....                    |                | \$1300 |

TABLE of the Apportionment of the Grant in Aid of Superior Education to Protestant Institutions for the year 1870, in virtue of the provisions of Chapter 15, Consolidated Statutes for Lower Canada, and of Chapter 16, 32 Victoria.

LIST No. 1.—UNIVERSITIES.

| INSTITUTION.           | No. of Students. | Grant for 1869. | Grant for 1870. |
|------------------------|------------------|-----------------|-----------------|
| McGill College .....   | 242              | 1369 49         | 1369 49         |
| Do contingencies.....  |                  | 271 00          | 271 00          |
| Bishop's College ..... | 85               | 979 18          | 979 18          |
| Total.....             |                  |                 | \$2619 67       |

LIST No. 2.—CLASSICAL COLLEGES.

| INSTITUTION.               | No. of Students. | Grant for 1869. | Grant for 1870. |
|----------------------------|------------------|-----------------|-----------------|
| St. Francis, Richmond..... | 137              | 587 66          | 587 66          |
| Morrin.....                | 14               | 369 98          | 369 98          |
| Total.....                 |                  |                 | \$957 64        |

LIST No. 3.—INDUSTRIAL COLLEGES.

| INSTITUTION. | No. of Students. | Grant for 1869. | Grant for 1870. |
|--------------|------------------|-----------------|-----------------|
| Lachute..... | 184              | 184 99          | 184 99          |

LIST No. 4.—MALE OR MIXED ACADEMIES.

| INSTITUTION.        | No. of Students. | Grant for 1869. | Grant for 1870. |
|---------------------|------------------|-----------------|-----------------|
| Aylmer .....        | 44               | 129 52          | 129 52          |
| St. Andrew's.....   | 53               | 57 37           | 57 37           |
| Barnston .....      | 51               | 86 35           | 86 35           |
| Bedford .....       | 123              | 90 06           | 90 06           |
| Cassville .....     | 33               | 86 35           | 86 35           |
| Charleston .....    | 105              | 173 92          | 173 92          |
| Clarenceville ..... | 65               | 170 82          | 170 82          |
| Clarendon.....      | 55               | 86 35           | 86 35           |
| Coaticook .....     | 30               | 75 91           | 75 91           |
| Compton.....        | 48               | 86 35           | 86 35           |
| Cookshire .....     | 50               | 86 35           | 86 35           |
| Danville.....       | 165              | 129 52          | 129 52          |
| Dudswell .....      | 41               | 86 35           | 86 35           |
| Dunham.....         | 42               | 170 82          | 170 82          |
| Eaton.....          | 42               | 45 66           | 45 66           |
| Farnham.....        | 52               | 129 51          | 129 51          |
| Ste. Foye.....      | 53               | 86 35           | 86 35           |
| Freleighsburg ..... | 70               | 114 07          | 114 07          |
| Georgeville.....    | 29               | 88 14           | 88 14           |
| Granby .....        | 160              | 170 82          | 170 82          |
| Huntingdon .....    | 47               | 191 18          | 191 18          |
| St. Jean .....      | 114              | 205 39          | 205 39          |
| Knowlton .....      | 49               | 170 83          | 170 83          |
| Missisquoi .....    | 76               | 131 98          | 131 98          |
| Philipsburg.....    | 25               | 88 14           | 88 14           |
| Shefford .....      | 134              | 197 96          | 197 96          |
| Sorel .....         | 74               | 76 49           | 76 49           |
| Stanbridge .....    | 89               | 133 22          | 133 22          |
| Stanstead .....     | 105              | 305 86          | 305 86          |
| Sutton.....         | 75               | 107 13          | 107 13          |
| Sherbrooke .....    | 103              | 189 33          | 189 33          |
| Cowansville .....   | 55               | 86 95           | 86 95           |
| Total.....          |                  |                 | \$4035 06       |

To enable the undersigned to meet the augmentations to old institutions and the grants to new ones, he would recommend a deduction of two and a half per cent from the grants to the institutions forming lists, numbers one and two, which were considerably increased last year.

The undersigned would recommend that a sum of two thousand five hundred dollars (\$2,500) be set aside this year also, towards founding Science and Art Schools in connection with the Catholic institutions of Montreal and Quebec.

Towards the realization of this object, there is at present, lodged to the credit of the Ministry of Public Instruction, in the Bank Nationale, carrying interest, at 5 per cent per annum, the sum of four thousand two hundred and thirty-six dollars and fifty-seven cents (\$4,236.57).

The undersigned is in communication with the authorities of the Laval University on this subject, and hopes to be shortly in a position to submit to his Excellency a report containing regulations for the establishment of one of these schools under the direction of this institution. He has also taken steps towards carrying out a similar plan at Montreal, but the present stage of progress does not warrant a report thereon.

In view of the fact that the *High Schools* of Montreal and Quebec and the Catholic Institute for the Deaf and Dumb at Montreal, performed the duties last year for which they were usually allowed the following, namely,—Montreal \$1185, Quebec \$1285, (for free scholarships) and the Institute for the Deaf and Dumb at Montreal \$618,—total \$3088, the undersigned would recommend that said sum be paid by special warrant.

He would also recommend that an equivalent of double the sum granted to the *High Schools*, be given to Catholic Institutions, from which, however, is to be deducted the \$618 granted to the Catholic Deaf and Dumb Institution. A special report on this matter will shortly be submitted.

The undersigned, therefore, recommends that two warrants be issued in his favour, one for the sum of *seventy-one thousand dollars* (\$71,000), the amount of the grant to Protestant and Catholic Institutions for Superior Education, and the other for the sum of *three thousand and eighty-eight dollars* (\$3,088) the amount to be paid to the *High Schools* of Montreal and Quebec (in lieu of free scholarships) and the Catholic Deaf and Dumb Institute of Montreal.

PIERRE J. O. CHAUVEAU,  
Minister of Public Instruction.

LIST No. 5.—MODEL SCHOOLS.

| INSTITUTION.                                 | No. of Pupils. | Grant for 1869. | Grant for 1870. |
|--|----------------|-----------------|-----------------|
| St. Andrew's School, Quebec.....             | 50             | 193 63          | 193 63          |
| Colonial School Society, Sherbrooke.....     | 92             | 96 86           | 96 86           |
| British & Canadian School Society, Quebec..  | 118            | 421 78          | 421 78          |
| National School, Quebec.....                 | 131            | 213 99          | 213 99          |
| Pointe St. Charles, Montreal.....            | 220            | 142 47          | 142 47          |
| Amer. Presbyterian School Society, Montreal. | 115            | 193 02          | 193 02          |
| Colonial Church & School Society, Montreal.  | 1150           | 384 80          | 384 80          |
| Infant School, Lower Town, Quebec.....       | 60             | 96 23           | 96 23           |
| " " Upper Town, ".....                       | 80             | 96 23           | 96 23           |
| Berthier.....                                | 41             | 34 57           | 34 57           |
| Bury.....                                    | 56             | 45 05           | 45 05           |
| Côteau Landing.....                          | 77             | 34 57           | 34 57           |
| Durham.....                                  | 89             | 61 76           | 61 76           |
| Lacolle.....                                 | 110            | 45 05           | 45 05           |
| Lachine.....                                 | 90             | 45 05           | 45 05           |
| Leeds.....                                   | 82             | 45 05           | 45 05           |
| Magog.....                                   | 51             | 45 05           | 45 05           |
| Melbourne, (Girls).....                      |                | 45 05           | 45 05           |
| German School Montreal.....                  | 56             | 34 57           | 34 57           |
| St. Matthew's, Point St. Charles.....        | 133            | 34 57           | 34 57           |
| Ste. Ann's.....                              | 210            | 45 05           | 45 05           |
| Rawdon.....                                  | 51             | 45 05           | 45 05           |
| St. Henry, Hochelaga.....                    | 66             | 45 05           | 45 05           |
| Chambly.....                                 | 37             | 34 57           | 34 57           |
| Three Rivers.....                            | 66             | 34 57           | 34 57           |
| Total.....                                   |                |                 | \$2513 64       |

TABLE of the Apportionment of the Grant in Aid of Superior Education to Catholic Institutions for the year 1870, in virtue of the provisions of Chapter 15, of the Consolidated Statutes for Lower Canada, and of Chapter 16, 32 Victoria.

LIST No. 1.—CLASSICAL COLLEGES.

| INSTITUTION.               | No. of Pupils. | Grant for 1869. | Grant for 1870. |
|----------------------------|----------------|-----------------|-----------------|
| Nicolet.....               | 332            | 1688            | 1646            |
| St. Hyacinthe.....         | 255            | 1688            | 1646            |
| Ste. Thérèse.....          | 175            | 1372            | 1338            |
| Ste. Anne Lapocatière..... | 209            | 1688            | 1688            |
| L'Assomption.....          | 151            | 1372            | 1338            |
| Ste. Marie, Montreal.....  | 324            | 1372            | 1338            |
| Three Rivers.....          | 140            | 1200            | 1176            |
| Ste. Marie de Monnoir..... | 149            | 750             | 732             |
| Rimouski.....              | 110            | 1772            | 1338            |
| Total.....                 |                |                 | \$12240         |

LIST No. 2.—INDUSTRIAL COLLEGES.

| INSTITUTION.                 | No. of Pupils. | Grant for 1869. | Grant for 1870. |
|------------------------------|----------------|-----------------|-----------------|
| Joliette.....                | 144            | 831             | 810             |
| Laval.....                   | 125            | 363             | 354             |
| Longueuil.....               | 233            | 367             | 358             |
| Masson.....                  | 230            | 1200            | 1176            |
| Notre-Dame de Lévis.....     | 155            | 831             | 810             |
| Rigaud.....                  | 135            | 831             | 810             |
| Sherbrooke.....              | 78             | 284             | 277             |
| St. Laurent.....             | 312            | 662             | 641             |
| St. Michel, Bellechasse..... | 113            | 641             | 626             |
| Varenes.....                 | 73             | 284             | 277             |
| Verchères.....               | 102            | 363             | 354             |
| Ste. Marie, Beauce.....      | 127            | 363             | 354             |
| Science and Art Schools..... |                | 2500            | 2500            |
| Total.....                   |                |                 | \$9347          |

LIST No. 3.—MIXED OR MALE ACADEMIES.

| INSTITUTION.                                  | No. of Pupils. | Grant for 1869. | Grant for 1870. |
|---|----------------|-----------------|-----------------|
| Aylmer.....                                   | 64             | 210             | 210             |
| Baie du Febvre.....                           | 90             | 140             | 140             |
| Baie St. Paul.....                            | 90             | 155             | 155             |
| Beaubarnais.....                              | 217            | 210             | 210             |
| Belœil.....                                   | 90             | 312             | 312             |
| Berthier.....                                 | 175            | 312             | 312             |
| Bonin, St. André d'Argenteuil.....            | 80             | 210             | 210             |
| Buckingham.....                               | 140            | 140             | 140             |
| Chambly.....                                  | 90             | 164             | 164             |
| St. Columban de Sillery.....                  | 164            | 240             | 240             |
| St. Cyprien.....                              | 130            | 140             | 140             |
| Dufresne, St. Thomas Montmagny.....           | 47             | 240             | 240             |
| St. Eustache.....                             | 122            | 210             | 210             |
| Farnham.....                                  | 258            | 185             | 185             |
| Gentilly.....                                 | 112            | 140             | 140             |
| Girouard.....                                 | 100            | 142             | 142             |
| St. Grégoire.....                             | 124            | 140             | 140             |
| L'Islet.....                                  | 136            | 210             | 210             |
| St. Jean.....                                 | 175            | 450             | 437             |
| St. Jean, Montmorency.....                    | 110            | 140             | 140             |
| Kamouraska.....                               | 96             | 310             | 310             |
| Laprairie.....                                | 144            | 185             | 185             |
| Lotbinière.....                               | 15             | 124             | 124             |
| Ste. Marthe.....                              | 88             | 140             | 140             |
| Montmagny, St. Thomas.....                    | 217            | 232             | 232             |
| Montreal Commercial Academy.....              | 224            | 1784            | 1739            |
| Pointe-aux-Trembles, Hochelaga.....           | 51             | 277             | 277             |
| Quebec, Comm. and Lit. Academy, St. Roch..... | 78             | 140             | 140             |
| Roxton.....                                   | 66             | 122             | 122             |
| Sorel.....                                    | 350            | 364             | 364             |
| St. Timothée.....                             | 140            | 204             | 204             |
| Vaudreuil.....                                | 92             | 140             | 140             |
| Yamachiche.....                               | 105            | 210             | 210             |
| Princeville.....                              | 34             | 300             | 300             |
| Total.....                                    |                |                 | \$8564          |

LIST No. 4.—FEMALE ACADEMIES.

| INSTITUTION.                                  | No. of Pupils. | Grant for 1869. | Grant for 1870. |
|---|----------------|-----------------|-----------------|
| St. Aimé.....                                 | 169            | 106             | 106             |
| St. Ambroise de Kildare.....                  | 70             | 89              | 89              |
| Ste. Anne de Lapérade.....                    | 170            | 126             | 126             |
| L'Assomption.....                             | 190            | 126             | 126             |
| Baie St. Paul.....                            | 134            | 106             | 106             |
| Belœil.....                                   | 102            | 89              | 89              |
| Berthier.....                                 | 110            | 96              | 96              |
| Boucherville.....                             | 122            | 89              | 89              |
| Chambly.....                                  | 126            | 111             | 141             |
| St. Charles de l'Industrie.....               | 318            | 187             | 187             |
| Châteauguay.....                              | 145            | 89              | 89              |
| Les Cèdres.....                               | 68             | 89              | 89              |
| St. Césaire.....                              | 178            | 119             | 119             |
| St. Clément.....                              | 255            | 141             | 141             |
| Ste. Croix.....                               | 77             | 141             | 141             |
| St. Cyprien.....                              | 171            | 89              | 89              |
| St. Denis.....                                | 140            | 89              | 89              |
| Ste. Elizabeth.....                           | 128            | 187             | 187             |
| St. Eustache.....                             | 106            | 194             | 94              |
| Ste. Famille.....                             | 66             | 179             | 179             |
| Ste. Geneviève, Jacques Cartier.....          | 114            | 139             | 139             |
| St. Grégoire.....                             | 220            | 212             | 212             |
| St. Henry de Mascouche.....                   | 113            | 89              | 89              |
| St. Hilaire.....                              | 96             | 189             | 89              |
| St. Hyacinthe, (Sisters of Charity).....      | 167            | 126             | 126             |
| St. Hyacinthe, (Sisters of Presentation)..... | 210            | 126             | 126             |
| L'Islet.....                                  | 64             | 126             | 126             |
| Isle Verte.....                               | 130            | 124             | 124             |
| St. Jacques de l'Acadian.....                 | 185            | 187             | 187             |
| St. Jean Dorchester.....                      | 457            | 212             | 212             |
| St. Hugues.....                               | 96             | 280             | 280             |
| St. Joseph, Lévis.....                        | 345            | 280             | 280             |
| Cacouna.....                                  | 99             | 157             | 157             |
| Kamouraska.....                               | 100            | 141             | 141             |
| Laprairie.....                                | 205            | 89              | 89              |
| St. Laurent, Jacques Cartier.....             | 168            | 187             | 187             |
| St. Lin.....                                  | 152            | 89              | 89              |
| Longueuil.....                                | 346            | 280             | 280             |
| Longue Pointe.....                            | 70             | 141             | 141             |
| Lachine.....                                  | 302            | 194             | 194             |
| Notre Dame de la Victoire.....                | 256            | 111             | 111             |
| Ste. Marie, (Beauce).....                     | 146            | 157             | 157             |
| Ste. Marie de Monnoir.....                    | 125            | 141             | 141             |
| St. Martin.....                               | 98             | 89              | 89              |
| St. Michel.....                               | 120            | 212             | 212             |
| Providence Deaf and Dumb.....                 | 120            | 200             | 200             |
| Académie St. Denis, (Montreal).....           | 180            | 174             | 174             |
| St. Nicolas.....                              | 75             | 89              | 89              |
| St. Paul, Industrie.....                      | 55             | 89              | 89              |
| Pointe Claire.....                            | 102            | 89              | 89              |
| Pointe-aux-Trembles, (Hochelaga).....         | 102            | 187             | 187             |
| " " (Portneuf).....                           | 92             | 187             | 187             |
| Rimouski.....                                 | 184            | 212             | 212             |
| Rivière Ouelle.....                           | 80             | 162             | 162             |
| Ste. Scolastique.....                         | 125            | 97              | 97              |
| Sherbrooke.....                               | 240            | 280             | 280             |
| Sorel.....                                    | 549            | 323             | 323             |
| Terrebonne.....                               | 137            | 89              | 89              |
| Ste. Thérèse.....                             | 142            | 89              | 89              |
| St. Timothée.....                             | 110            | 125             | 125             |
| St. Thomas de Pierreville.....                | 75             | 141             | 141             |
| St. Thomas, Montmagny.....                    | 218            | 212             | 212             |
| Trois Pistoles.....                           | 106            | 124             | 124             |
| Three Rivers.....                             | 348            | 212             | 212             |
| Vaudreuil.....                                | 90             | 89              | 89              |
| Yarences.....                                 | 80             | 157             | 157             |
| Yamache.....                                  | 143            | 141             | 141             |
| Youville.....                                 | 102            | 141             | 141             |
| Total.....                                    |                |                 | \$9959          |

LIST No. 5.—MODEL SCHOOLS.

| INSTITUTION.                                      | No. of Pupils. | Grant for 1869. | Grant for 1870. |
|---|----------------|-----------------|-----------------|
| Society d'Education, (Quebec).....                | 538            | 973             | 973             |
| " " (Three Riviers).....                          | 370            | 471             | 471             |
| Indians of Lorette, (Boys).....                   | 45             | 162 50          | 162 50          |
| " " (Girls).....                                  | 45             | 162 50          | 162 50          |
| " " St. Francois.....                             | 35             | 156             | 156             |
| St. Jacques, Montreal.....                        | 631            | 780             | 780             |
| The Catholic Commissioners of Quebec.....         |                | 313             | 313             |
| Acton Vale, (Convent).....                        | 235            | 73              | 150             |
| Arthabaskaville.....                              | 96             | 56              | 56              |
| Aylmer, (Convent).....                            | 62             | 150             | 150             |
| Ste. Anne des Monts.....                          | 39             | 73              | 73              |
| Ange Gardien.....                                 | 72             | 73              | 73              |
| Bagotville.....                                   | 90             | 56              | 56              |
| Beaumont.....                                     | 76             | 73              | 73              |
| Beaufort.....                                     | 150            | 73              | 73              |
| Berthier, Montmagny.....                          | 120            | 73              | 73              |
| Bécancour.....                                    | 166            | 125             | 125             |
| Boucherville.....                                 | 109            | 73              | 73              |
| Baie du Febvre.....                               | 180            | 73              | 73              |
| Batiscan.....                                     | 96             | 56              | 56              |
| Cap St. Ignace.....                               | 83             | 73              | 100             |
| Cap Rouge.....                                    | 113            | 56              | 100             |
| Carleton.....                                     | 60             | 103             | 103             |
| Châteauguay.....                                  | 63             | 73              | 73              |
| Château-Richer, (Boys).....                       | 84             | 73              | 73              |
| " " (Girls).....                                  | 71             | 51              | 51              |
| Chicoutimi.....                                   | 95             | 130             | 166             |
| Côte des Neiges.....                              | 74             | 73              | 73              |
| Côteau du Lac, (Boys).....                        | 72             | 73              | 73              |
| " " (Girls).....                                  | 91             | 56              | 56              |
| Côteau St. Louis.....                             | 222            | 73              | 73              |
| Chicoutimi, (Convent).....                        | 68             | 150             | 150             |
| Carleton, (Convent).....                          | 60             | 150             | 200             |
| Deschambault, (Boys).....                         | 61             | 140             | 140             |
| " " (Girls).....                                  | 79             | 73              | 73              |
| Champlain.....                                    | 84             | 73              | 73              |
| Eboulements.....                                  | 64             | 73              | 73              |
| Ecureuils.....                                    | 130            | 56              | 56              |
| Escoumains.....                                   | 43             | 73              | 73              |
| Etchemin, Village.....                            | 188            | 100             | 100             |
| Grande Baie, (Boys).....                          | 40             | 73              | 73              |
| " " (Girls).....                                  | 46             | 56              | 56              |
| Grande Rivière.....                               | 102            | 73              | 73              |
| Groindines.....                                   | 98             | 56              | 56              |
| Henryville.....                                   | 70             | 56              | 56              |
| " (Convent).....                                  | 132            | 56              | 56              |
| Huntingdon.....                                   | 70             | 73              | 73              |
| Hébertville.....                                  | 93             | 100             | 100             |
| Iberville.....                                    | 150            | 73              | 73              |
| " (Girls).....                                    | 118            | 56              | 56              |
| Lacadie.....                                      | 94             | 73              | 73              |
| Lacolle.....                                      | 122            | 73              | 73              |
| Lachine.....                                      | 120            | 73              | 73              |
| Lotbinière.....                                   | 31             | 73              | 73              |
| " (Convent).....                                  | 76             | 73              | 73              |
| La Maîtrise St. Pierre, Montreal.....             | 112            | 100             | 100             |
| La Pesche.....                                    | 70             | 56              | 56              |
| Maria.....  | 60             | 73              | 73              |
| Malbaie.....                                      | 64             | 73              | 73              |
| Matane.....                                       | 85             | 56              | 56              |
| Female school, (Visitation Street, Montreal)..... | 1324           | 73              | 73              |
| Model schools of Cath. Comm. of Montreal.....     | 226            | 1000            | 975             |
| Nicolet, (Girls).....                             | 140            | 56              | 56              |
| Notre-Dame de Bonsecours, (Convent).....          | 152            | 100             | 150             |
| Notre-Dame de Hull.....                           | 50             | 73              | 73              |
| Notre-Dame du Portage.....                        | 56             | 56              | 56              |
| Nouvelle.....                                     | 61             | 100             | 100             |
| Percé.....  | 51             | 56              | 56              |
| Pointe-Claire.....                                | 51             | 140             | 140             |
| Pointe-aux-Trembles, (Portneuf).....              | 70             | 73              | 73              |
| Pointe du Lac.....                                | 91             | 73              | 73              |
| Portneuf, (Boys).....                             | 105            | 56              | 56              |
| Amount to be carried.....                         |                |                 | \$9227          |



LIST No. 5.—MODEL SCHOOLS.—(Continued.)

| INSTITUTION.                                  | No. of Pupils. | Grant for 1869. | Grant for 1870. |
|---|----------------|-----------------|-----------------|
| Amount carried over.....                      |                |                 | \$9227          |
| Portneuf, (Girls).....                        | 65             | 56              | 56              |
| Quebec, St. Roch, South.....                  | 566            | 173             | 173             |
| “ “ “ (Convent).....                          | 566            | 73              | 73              |
| “ St. John's Suburbs.....                     | 69             | 73              | 73              |
| Rawdon,.....                                  | 33             | 73              | 73              |
| “ (Convent).....                              | 40             | 73              | 73              |
| Rigaud, Female Academy.....                   | 118            | 73              | 73              |
| Rivière Ouelle.....                           | 71             | 73              | 73              |
| Rivière des Prairies.....                     | 43             | 56              | 56              |
| Rivière du Loup, Maskinongé.....              | 68             | 73              | 73              |
| Rivière du Loup, Fraserville Témiscouata..... | 91             | 73              | 73              |
| “ “ “ (Convent).....                          | 138            | 73              | 73              |
| Sault-aux-Récollections.....                  | 64             | 73              | 73              |
| Sherrington.....                              | 124            | 89              | 89              |
| Somerset de Plessisville.....                 | 28             | 190             | 190             |
| Stanfold.....                                 | 37             | 56              | 56              |
| Soulanges.....                                | 50             | 73              | 73              |
| St. Aimé.....                                 | 128            | 173             | 173             |
| St. Alexandre, Iberville, (Convent).....      | 115            | 56              | 56              |
| “ Kamouraska.....                             | 81             | 73              | 73              |
| “ Iberville.....                              | 60             | 73              | 73              |
| St. Anicet.....                               | 110            | 56              | 56              |
| St. André, Kamouraska.....                    | 55             | 73              | 73              |
| Ste. Anne de Lapérade.....                    | 117            | 73              | 73              |
| Ste. Anne des Plaines.....                    | 111            | 73              | 73              |
| Ste. Anne, No. 2, Kamouraska.....             | 119            | 73              | 73              |
| St. Anselme, (Convent).....                   | 75             | 73              | 73              |
| St. Antoine de Tilly.....                     | 34             | 73              | 73              |
| St. Apollinaire.....                          | 80             | 73              | 73              |
| Ste. Anne de Bellevue, (Mixed).....           | 86             | 73              | 73              |
| St. Ambroise, Quebec.....                     | 59             | 73              | 73              |
| Ste. Angélique, Papineauville.....            | 127            | 56              | 56              |
| Ste. Brigide, Iberville.....                  | 69             | 56              | 56              |
| St. Calixte de Somerset, (Convent).....       | 147            | 73              | 73              |
| Ste. Croix.....                               | 56             | 56              | 56              |
| Ste. Cécile.....                              | 193            | 73              | 73              |
| “ (Convent).....                              | 198            | 106             | 106             |
| St. Césaire.....                              | 150            | 73              | 200             |
| St. Charles, Bellechasse, (Boys).....         | 53             | 73              | 73              |
| “ “ (Girls).....                              | 55             | 73              | 73              |
| “ de St. Hyacinthe.....                       | 119            | 73              | 73              |
| Ste. Claire.....                              | 85             | 73              | 73              |
| St. Constant.....                             | 112            | 106             | 106             |
| St. Denis, Kamouraska.....                    | 98             | 73              | 73              |
| St. Denis No. 1., St. Hyacinthe.....          | 83             | 73              | 73              |
| St. David.....                                | 113            | 100             | 100             |
| St. Dunstan.....                              | 43             | 73              | 73              |
| St. Edouard, Napierville.....                 | 126            | 73              | 73              |
| St. Etienne.....                              | 94             | 56              | 56              |
| Ste. Elizabeth.....                           | 78             | 73              | 73              |
| St. François du Lac, (Parish).....            | 120            | 56              | 56              |
| Ste. Famille.....                             | 51             | 73              | 73              |
| Ste. Foye.....                                | 83             | 73              | 73              |
| St. François du Lac, (village).....           | 130            | 73              | 73              |
| St. Frédérick, Drummond.....                  | 48             | 73              | 73              |
| St. Ferdinand d'Halifax.....                  | 15             | 56              | 56              |
| Ste. Geneviève, Batican.....                  | 68             | 73              | 73              |
| “ “ Jacques Cartier.....                      | 75             | 56              | 56              |
| St. George, Cacoua.....                       | 67             | 56              | 56              |
| Ste. Gertrude.....                            | 38             | 73              | 73              |
| St. Gervais, (Convent).....                   | 70             | 73              | 73              |
| “ “ (Boys).....                               | 43             | 73              | 73              |
| St. Grégoire le Grand.....                    | 60             | 100             | 100             |
| St. Gabriel de Brandon.....                   | 93             | 56              | 100             |
| “ (Convent).....                              | 36             | 56              | 56              |
| St. Henri de Mascouche.....                   | 41             | 73              | 73              |
| “ Hochelaga.....                              | 373            | 73              | 73              |
| “ de Lauzon.....                              | 89             | 73              | 150             |
| St. Hermas.....                               | 75             | 73              | 73              |
| St. Hilaire.....                              | 81             | 73              | 73              |
| St. Hubert.....                               | 73             | 56              | 56              |
| Amount to be carried.....                     |                |                 | \$15,128        |

LIST No. 5.—MODEL SCHOOLS.—(Continued.)

| INSTITUTION.                           | No. of Pupils. | Grant for 1869. | Grant for 1870. |
|--|----------------|-----------------|-----------------|
| Amount carried over.....               |                |                 | \$15,128        |
| Ste. Hélène, Kamouraska.....           | 66             | 56              | 56              |
| St. Henri, Hochelaga, (Convent).....   | 400            | 56              | 56              |
| St. Irénée.....                        | 43             | 73              | 73              |
| St. Isidore.....                       | 40             | 73              | 73              |
| St. Jacques de l'Achigan.....          | 109            | 73              | 73              |
| St. Jacques le Mineur.....             | 115            | 106             | 106             |
| St. Jean-Baptiste, Village.....        | 217            | 73              | 73              |
| St. Jean Chrysostôme, Châteauguay..... | 197            | 56              | 56              |
| “ “ Lévis.....                         | 64             | 56              | 56              |
| St. Jean Deschailons.....              | 76             | 73              | 73              |
| St. Jean, Port Joly, (Boys).....       | 39             | 73              | 73              |
| “ “ (Girls).....                       | 42             | 73              | 73              |
| St. Jérôme, (Convent).....             | 152            | 73              | 73              |
| “ “ (Boys).....                        | 141            | 56              | 150             |
| St. Joachim, Two Mountains.....        | 98             | 73              | 73              |
| St. Joseph, Chicoutimi.....            | 72             | 56              | 56              |
| Ste. Julie, Somerset.....              | 64             | 56              | 56              |
| St. Joseph, Lévis.....                 | 345            | 73              | 73              |
| St. Lambert.....                       | 80             | 97              | 97              |
| St. Laurent, Montmorency.....          | 84             | 73              | 73              |
| St. Léon.....                          | 78             | 56              | 56              |
| St. Lin.....                           | 130            | 73              | 73              |
| St. Louis de Gonzague.....             | 133            | 56              | 56              |
| “ “ “ (Convent).....                   | 130            | 56              | 56              |
| Ste. Luce.....                         | 90             | 56              | 56              |
| St. Liguori.....                       | 100            | 56              | 150             |
| St. Martin.....                        | 126            | 73              | 73              |
| Ste. Martine, (Boys).....              | 103            | 56              | 56              |
| “ “ (Girls).....                       | 120            | 56              | 56              |
| St. Michel Archange, (Boys).....       | 69             | 56              | 56              |
| Ste. Monique.....                      | 121            | 73              | 73              |
| St. Michel Archange, (Girls).....      | 133            | 73              | 73              |
| St. Maurice.....                       | 70             | 56              | 73              |
| St. Narcisse.....                      | 94             | 73              | 73              |
| St. Nicolas.....                       | 43             | 73              | 73              |
| St. Norbert, Arthabaska.....           | 34             | 56              | 56              |
| St. Norbert du Cap Chatte.....         | 37             | 73              | 73              |
| St. Ours.....                          | 75             | 73              | 73              |
| St. Paschal.....                       | 100            | 73              | 73              |
| Ste. Philomène.....                    | 60             | 73              | 73              |
| St. Philippe.....                      | 80             | 73              | 73              |
| St. Pierre les Becquets.....           | 70             | 56              | 56              |
| St. Polycarpe.....                     | 80             | 73              | 73              |
| “ “ (Convent).....                     | 140            | 73              | 73              |
| St. Roch de l'Achigan.....             | 91             | 73              | 73              |
| St. Romuald de Lévis.....              | 128            | 73              | 73              |
| Ste. Rose.....                         | 104            | 73              | 73              |
| St. Raphaël.....                       | 54             | 56              | 56              |
| St. Sévère.....                        | 82             | 73              | 73              |
| Ste. Scolastique.....                  | 90             | 73              | 73              |
| St. Stanislas, Champlain.....          | 177            | 73              | 73              |
| “ “ Beauharnais.....                   |                | 73              | 73              |
| St. Sulpice.....                       | 43             | 56              | 56              |
| Trois-Pistoles.....                    | 80             | 73              | 73              |
| Ste. Ursule.....                       | 94             | 56              | 56              |
| St. Valentin.....                      | 81             | 56              | 56              |
| St. Vincent de Paul, (Convent).....    | 133            | 73              | 73              |
| “ “ (Boys).....                        | 61             | 56              | 56              |
| St. Vallier.....                       | 43             | 73              | 73              |
| Waterloo, Shefford.....                | 167            | 100             | 100             |
| Victoriaville.....                     | 148            | 56              | 56              |
| St. Zotique.....                       | 100            | 56              | 56              |
| Total.....                             |                |                 | \$19279         |

**The Coming Vacations.**

Last year we gave fuller reports of the Holiday Examinations, Exercises, Prize Lists, &c., of a larger number of Educational Institutions, than ever before given in the Journal. This year, we intend to surpass that of last, if possible, therefore do we earnestly request Heads of Institutions and others interested in the progress of Education and Letters throughout the Province to furnish us with full and authentic reports as soon as possible after the close of the examinations and exercises of their different Colleges, Academics, Convents and Schools.

We have been unable to acknowledge receipt of our usual Exchanges, and some Books for review, for which we claim indulgence.

**MISCELLAN Y .**

**Education.**

—*Middle Class Schools in England.*—The annual meeting of the Middle-Class Schools Corporation was held on the 24th March last. The report of the Governors stated that 1060 boys are now being educated at their school in Cowper-Street, Finsbury, as compared with 960 in the preceding year. The school was originally designed to accommodate 1000 scholars, and it was to be assumed that 1060 was the maximum number that can be received there. That circumstance they said evidenced the policy of the acquisition already made of a site for another school in Lambeth.

—Since the last annual meeting the Cloth-workers' Company, with the sanction of the Charity Commissioners, have given \$5,000 towards the schools out of the funds in their hands originally bequeathed for the relief of the poor debtors; and the trustees of Barnes's Charity, in the parish of St. Margaret, Lotbury, under a scheme of the same Commissioners, \$7,500 out of funds originally appropriated to apprenticing inhabitants of that parish. The Council are in communication with the Endowed Schools Commissioners and various other trustees and bodies, with the view of obtaining further gifts from like sources. Towards developing the scientific elements of education in the school the Gilchrist trustees have voted \$500, and Mr. Alfred Davis has given \$2,500 for a kindred object. Mr. Lewis Lloyd, banker, has given \$2,500 towards the same object; and Sir William Tite, M.P., and Mr. J. P. Gassiot have both signified their intention of presenting a similar sum for like purposes. Preparations are being made to erect a laboratory and a drawing school in connection with the school in Cowper-street.

The payments made by the scholars of one guinea a quarter continue to defray the actual cost of their education, but an endowment fund of about \$5,000 a year is necessary to meet rates, taxes and repairs. A building has been obtained for trying the experiment of a girls' school, and money has been specially contributed by individual liberality for the purpose, to the extent of 300 girls for three years. The council have been able to redeem the Cowper-street estate, and, by an appeal against the rating of the schools, the rate has been reduced from \$6,500 to 4,500. The Head-Master, the Revd. W. Jowitt, M. A., having been thanked for his exertions, replying to the compliment, spoke to the tone of maunliness, truthfulness, and purity which pervaded the whole school. He added that M. G. Moor, of Cheapside, had signified his intention to institute scholarships to encourage biblical instruction in the school; and M. Roundell had offered \$25 a year for a prize in English literature.

—*John Billings says:* "There is one man in this basement world that I always look upon with mixed feelings of pity and respect, to whom I always take off my hat and remain uncovered until he gets safely by; and that is the district schoolmaster. When I meet him I look upon him as a martyr—just returned from the stake, or on his way there to be cooked. Don't talk to me about the patience of ancient Job. Job had pretty plenty of boils all over him, no doubt, but they were all of one breed. Every young one in a district school is a boil of a different breed, and each young one needs a different kind of poultice to get a good head on him."

**Science and Literature.**

—*Heights of Nature's Reservoirs.*—For the purpose of comparing different heights on the surface of the earth, a uniform and generally adopted standard is offered by the huge water reservoirs, the oceans. We give below a table of heights of some of the remarkable lakes and inland seas. The highest of all these is Lake Sir-i-kol, in the mountains of Central Asia; and next, Lake Titicaca, in Bolivia South-America, recently visited by our countryman, Mr. Squiers. It is about ten times higher above the ocean than the Swiss lakes Constance and Geneva. The Dead Sea, in Palestine, presents the reverse phenomenon of being actually about as much lower than the ocean as the Alpine lakes mentioned are above it. This sea has no outlet; but the water which it received principally from the river Jordan, is evaporated, just about as fast as it runs in, and consequently the level of this sea is nearly uniform. Of course, a freshet in the Jordan would cause a temporary raising of the sea-level; but as this would considerably increase the surface of the sea, more water would be evaporated, so that the sea would soon return to its ordinary limits. Owing to the extreme heat of the country, more than 1200 pounds of water are evaporated by each square foot of surface in the course of the year. This would lower the sea twenty feet in the year, were it not that an exactly equal amount is yearly added by the Jordan. The whole average yearly rain-fall of Palestine would, at the average temperature of the country, be evaporated in one year from a surface of about 1000 square miles. About one third of this water flows through the Jordan into the Dead Sea, which has an area of 372 square miles. Hence we see that the yearly supply and the loss by evaporation counterbalance each other as nearly as possible. The solid substances which are introduced in very dilute solutions by the river have no chance to escape, and this accounts for the large quantity of common salt and other solid matter which the water of the Dead Sea is celebrated for holding in solution.

—*Table of the Heights of different Lakes above the Ocean.*—

|   |              |
|---|--------------|
| Lake Sir-i-kol, (Central Asia) . . . . .                    | 15,700 Feet. |
| Lake Titicaca, (Bolivia, S. A.) . . . . .                   | 12,850 "     |
| Funnel Lake, (Tatra Mts.) . . . . .                         | 6,400 "      |
| Wild Alp Lake, (Tanern) . . . . .                           | 5,500 "      |
| Great Salt Lake, (Utah, U. S.) . . . . .                    | 4,220 "      |
| Urumiah Lake . . . . .                                      | 3,900 "      |
| Nyanza Lake, (source of Nile) . . . . .                     | 3,700 "      |
| Catskill Mountain House Lake . . . . .                      | 3,000 "      |
| Zeller lake, (Pinzgau, Tyfol) . . . . .                     | 2,436 "      |
| Shawangunk Lake, (New-York State) . . . . .                 | 2,000 "      |
| Kings Lake, (Koanigs See) . . . . .                         | 1,936 "      |
| Brienzer Lake . . . . .                                     | 1,900 "      |
| Lake Constance, (Boden See) . . . . .                       | 1,300 "      |
| " Geneva . . . . .  | 1,234 "      |
| " Como . . . . .  | 696 "        |
| " Maggiore . . . . .  | 685 "        |
| " Superior . . . . .  | 600 "        |
| " Michigan . . . . .  | 576 "        |
| " Huron . . . . .   | 574 "        |
| " Erie . . . . .  | 565 "        |
| " George . . . . .  | 243 "        |
| " Ontario . . . . .   | 235 "        |
| " Champlain . . . . .                                       | 80 "         |
| " Aral, (Asia) . . . . .                                    | 26 "         |
| Japan Sea, (New-York) . . . . .                             | 0 "          |
| Caspian Sea (Asia,) below the surface of the ocean. . . . . | 86 "         |
| Dead Sea, (Palestine) " " " " " " . . . . .                 | 1,340 "      |

—*Lartel*, the discoverer of human relics and remains in caves and Quaternary formations in France, the principal author of the *Reliquiae Aquitanicae*, and an active member of the French Institute, died in the department of Gers, during the investment of Paris. He was Professor of Paleontology at the Museum of Natural History, filling the place left vacant by the death of d'Archiac.

—*Becquerel*, the Physicist, died in Normandy, during the siege of Paris, at the age of eighty.

—*Guillaume Le Jean*, Secretary of the Geographical Society of France, and author of various Geographical papers, died recently.

—*Haidinger of Vienna*, the veteran Mineralogist, Crystallographer and Physicist, and the most active promoter of scientific progress in Austria, died in the latter part of the month of March.—*The American Journal of Science and Arts.*

—*The Congressional Library* at Washington contains 187,688 volumes.

—*Professor De Morgan.*—Augustus de Morgan, late Professor of Mathematics in the University of London, whose death was announced a short time ago, was born at Madura, in Southern India, June 27th 1806, the son of Colonel De Morgan, of the Madras Army. He entered Trinity College, Cambridge, in 1824, and took his Bachelor's degree as Fourth Wrangler in 1827. Originally destined for the Bar, he became a student of Lincoln's Inn, but abandoned all thought of the legal profession on his election, in 1828, to the Professorship of Mathematics in the University of London—a position resigned in 1831, but resumed in 1836. For many years he practised as an actuary. Professor De Morgan was a voluminous writer on the principles, history, and practical application of mathematical science; he contributed largely to the "Penny Cyclopaedia", "British Worthies", the "Companion to the Almanac", and the publications of the Society for the Diffusion of Useful Knowledge, as well as to the *Notes and Queries* and the *Athenaeum*. He was a Fellow of the Royal Astronomical Society and of the Cambridge Philosophical Society.

—*Smallpox* is beginning to make its appearance on this continent, and it is well that all should understand that, by the use of McDougall's Carbolic Disinfectants, the death-rate may be diminished, and the well-being of the community materially augmented. In the Report of the British Association for the advancement of Science, for 1866, W. Crooks, F.R.S., says on disinfection: "In the search for disinfectants suitable to arrest the progress of a zymotic disease, it is necessary to strike off at once a whole class of valuable agents which will not meet the requirements of the case. It is more than probable that the infectious matter partakes of the physical properties of a vapour of fine dust, and it is consequently hopeless to attempt to combat the virus by non-volatile disinfectants, such as charcoal, chloride of zinc, chloride of lime, &c. What is wanted for general purposes is a liquid and volatile disinfectant (carbolic acid) which, after first acting on infected surfaces, will, by gaseous diffusion, pervade the infected atmosphere, and destroy the floating virus.—*Montreal Herald.*

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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. MILLS, 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.

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All communications relating to the *Journal* to be addressed to the Editors.

Meteorology.

From the Records of the Montreal Observatory, Lat. 45° 31' North; Long. 4h. 54m. 11 sec. West of Greenwich; height above the level of

the sea, 182 feet. For the month of April, 1871. By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

| DATE | Barometer at 32° |        |        | Temperature of the Air. |        |        | Direction of Wind. |        |        | Miles in 24 hours. |
|------|------------------|--------|--------|-------------------------|--------|--------|--------------------|--------|--------|--------------------|
|      | 7 a.m.           | 2 p.m. | 9 p.m. | 7 a.m.                  | 2 p.m. | 9 p.m. | 7 a.m.             | 2 p.m. | 9 p.m. |                    |
| 1    | 30.025           | 29.916 | 29.772 | 27.6                    | 57.2   | 37.1   | N by E             | SW     | SW     | 64.12              |
| 2    | 29.660           | .661   | .650   | 30.0                    | 46.2   | 39.1   | SW                 | SW     | SW     | 56.10              |
| 3    | .653             | .644   | .631   | 34.0                    | 58.4   | 41.2   | SW                 | SE     | SE     | 47.12              |
| 4    | .700             | .644   | .498   | 39.2                    | 53.8   | 38.7   | W                  | SW     | SW     | 124.10             |
| 5    | .801             | .902   | 30.001 | 22.4                    | 48.3   | 30.2   | W by N             | NE     | NE     | 221.10             |
| 6    | 30.034           | 30.002 | 29.864 | 24.0                    | 42.3   | 34.0   | W                  | NE     | W      | 181.12             |
| 7    | 29.701           | 29.761 | .701   | 36.7                    | 68.0   | 48.1   | W                  | WSW    | W      | 104.00             |
| 8    | .760             | .806   | .950   | 42.2                    | 47.2   | 38.4   | NE                 | NE     | NE     | 81.11              |
| 9    | .831             | .772   | .749   | 37.6                    | 49.0   | 57.0   | NE                 | NE     | NE     | 204.18             |
| 01   | .934             | .975   | .961   | 41.8                    | 52.0   | 38.2   | N                  | WSW    | W      | 121.10             |
| 11   | .752             | .502   | .754   | 34.7                    | 43.1   | 42.2   | NE                 | W      | SW     | 98.12              |
| 12   | .461             | .520   | .557   | 40.0                    | 43.1   | 38.2   | W                  | W      | W      | 190.44             |
| 13   | .602             | .610   | .653   | 33.1                    | 50.3   | 40.0   | W                  | W      | W      | 101.11             |
| 14   | .725             | .721   | .714   | 39.1                    | 46.7   | 38.3   | SW                 | W by S | W      | 87.64              |
| 15   | .726             | .840   | .861   | 34.0                    | 53.6   | 44.1   | NE                 | W      | W      | 69.12              |
| 16   | .947             | .982   | .990   | 38.0                    | 42.2   | 40.0   | W                  | W by S | W      | 86.11              |
| 17   | 30.001           | 30.016 | 30.060 | 38.1                    | 49.6   | 44.0   | NE                 | W      | W      | 94.40              |
| 18   | .124             | .101   | .702   | 39.2                    | 58.0   | 43.2   | W                  | NE     | W      | 84.12              |
| 19   | .151             | .004   | 29.900 | 40.0                    | 66.0   | 51.2   | W                  | S      | W      | 66.10              |
| 20   | 29.712           | 29.516 | .602   | 54.1                    | 46.0   | 46.2   | SW                 | SW     | SW     | 104.12             |
| 21   | .701             | .804   | .789   | 46.7                    | 68.1   | 51.7   | SW                 | W      | W      | 101.00             |
| 22   | .774             | .752   | .791   | 46.0                    | 51.2   | 47.1   | W                  | W      | W      | 79.24              |
| 23   | .946             | 30.004 | 30.164 | 43.6                    | 50.2   | 39.8   | W                  | W by N | W by N | 84.14              |
| 24   | 30.275           | .306   | .215   | 36.7                    | 67.0   | 44.2   | W by N             | W      | W      | 274.21             |
| 25   | .026             | 29.994 | 29.996 | 41.0                    | 46.2   | 43.0   | SW                 | SW     | W      | 211.00             |
| 26   | .014             | 30.212 | 30.248 | 34.0                    | 64.3   | 46.2   | W                  | NE     | NE     | 191.44             |
| 27   | .200             | .102   | .050   | 40.0                    | 56.0   | 43.1   | NE                 | SE     | SE     | 104.11             |
| 28   | 29.800           | 29.800 | 29.812 | 44.0                    | 43.3   | 43.1   | SE                 | S      | S      | 126.15             |
| 29   | .725             | .757   | .746   | 43.0                    | 58.8   | 46.4   | NE                 | NE     | NE     | 162.14             |
| 30   | .700             | .717   | .752   | 42.1                    | 50.2   | 44.1   | NE                 | NE     | NE     | 101.44             |

The highest reading of the Barometer was on the 24th day, and was 30.346 inches; the lowest was on the 11th day, and indicated 29.451 inches, giving a range of 0.895 inches. The highest reading of the Thermometer was on the 7th day, and was 68°; the lowest occurred on the 1st, and was 27° 1; giving a monthly range of 30° 9.

—Observations taken at Halifax, Nova Scotia, during the month of April, 1871. Lat 44°39' North; Long, 63°36' West; height above the Sea 175 feet; by Sergt. John Thurling, A. H. Corps, Halifax.

|   |                |
|---|----------------|
| Barometer, highest reading was on the 28th..... | 30.185 inches. |
| „ lowest „ „ 5th.....                           | 29.028         |
| „ range of pressure.....                        | 1.157          |
| „ mean for month (reduced to 32°).....          | 29.645         |
| Thermometer, highest in shade was on 21st.....  | 66.2 degrees.  |
| „ lowest „ „ 1st.....                           | 22.0           |
| „ range in month.....                           | 44.2           |
| „ mean of highest.....                          | 47.0           |
| „ mean of lowest.....                           | 28.5           |
| „ mean daily range.....                         | 18.5           |
| „ mean for month.....                           | 37.7           |
| „ maximum in sun's rays.....                    | 118.2          |
| „ minimum on grass.....                         | 16.7           |
| Hygrometer, mean of dry bulb.....               | 39.7           |
| „ „ wet bulb.....                               | 37.2           |
| „ „ dew point.....                              | 33.9           |
| „ elastic force of vapour.....                  | 195 in.        |
| „ weight of vapour in a cubic foot of air.....  | 2.2 grains.    |
| „ „ required to saturate do.....                | 0.6            |
| „ the figure of humidity (Sat. 100).....        | 80             |
| „ average weight of a cubic foot of air.....    | 550.9          |
| Cloud, mean amount of, (0-10).....              | 8.1            |
| Ozone, „ „ (0-10).....                          | 2.6            |
| Wind, mean direction of North.....              | 5.25 days.     |
| „ „ „ East.....                                 | 2.00           |
| „ „ „ South.....                                | 11.00          |
| „ „ „ West.....                                 | 11.75          |
| „ daily horizontal movement.....                | Anem. broken.  |
| „ daily force.....                              | 1.9            |
| Rain, No. of days it fell.....                  | 14             |
| Snow.....                                       | 9              |
| Amount of rain and melted snow collected.....   | 4.32 inches    |

Correction.—The lowest reading of the Thermometer in February, was —13.6 on the 26th, and in March,—3.0 on the 5th.