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# JOURNAL OF EDUCATION.

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**SUMMARY.**—SCIENCE: Ancient Men in Wurtemberg.—Near-Sightedness.—EDUCATION: The Drill-Master.—The Teacher.—The Educator.—Self Possession and Quietness in School Government.—Giving Joy to a Child.—An Experience.—Geographical Sketches.—A Model Composition.—OFFICIAL NOTICES: Appointments: Department of Public Instruction.—Laval Normal School.—Diplomas granted by the Normal Schools.—Diplomas granted by the Boards of Examiners.—ERRATA: Return of the Hon. Mr. Chauveau from Europe.—The New Dominion.—Thirty-first and Thirty-second Meetings of the Teachers' Association in connection with Jacques Cartier Normal School.—Thirty-first Meeting of the Teachers' Association in connection with Laval Normal School.—McGill Normal School. Presentation of Diplomas.—McGill Model School. Distribution of Prizes, &c.—St. Francis District Teachers' Association.—Convocation of Lennoxville University. Distribution of Prizes, &c.—St. Francis College and Grammar School.—College of St. Laurent. Distribution of Prizes.—The College of Lachute.—Extracts from the School Inspectors' Reports.—MONTHLY SUMMARY: Educational Intelligence.—Arts Intelligence.—Scientific Intelligence.—Miscellaneous Intelligence.

## SCIENCE.

### Ancient Men in Wurtemberg.

The following paper is taken from the *Archives des Sciences*. It gives an account of recent discoveries of the remains of human industry in Wurtemberg as described by Professor Fraas.

In 1866, a mason of Schussenried, in Wurtemberg, was obliged to dig a long and deep channel to carry off some water that had been diverted by the drainage of an adjacent swamp. This work led to the discovery of a large quantity of fragments of bone and reindeer horn, and of implements wrought in flint and bone. Dr. Fraas had special diggings made to explore this deposit, and examined the result with great care. The ground cut through in these diggings showed the following succession, beginning at the bottom—a bed of erratic gravel, a layer of tuff containing terrestrial and fluviatile shells, identical with living species, and lastly, a thick bed of turf, forming the existing surface. The bones and wrought objects were discovered in a sort of excavation, or pocket, dug in the gravel and filled with moss and sand. The moss, which formed a thick layer between the gravel and the tuff, was in a state of such perfect preservation, that the species could be exactly determined by M. Schimper. They were *Hypnum sarmmentosum* (Wahl.), *Hypnum aduncum*, var. *Gracilidicum* (Hedwig), and *Hypnum fluitans*, var. *tenuissimum*. These mosses now live either in high latitudes or at considerable elevations above the sea-level, usually near the snow, or the nearly frozen water running from it. They belong to a very northern flora—about 70°—and the *Hypnum sarmmentosum* in particular,

to the limits of perpetual snow. The lower gravel is evidently erratic, and the marshy plain which the cutting traverses rests against a gravel-hill, which is nothing but an ancient moraine, and M. Desor states that in the vicinity of glaciers, hollows are found similar to this one containing various objects, and believed by Dr. Fraas to have been the rubbish hole of an ancient people, living at the time when the reindeer inhabited the neighbourhood.

All the bones found in the moss, which is kept wet by numerous springs, are completely preserved, while those in the gravel are entirely decomposed. The recent diggings exposed a prodigious quantity of bones and reindeer horns. The bones are all broken, having been split to extract their marrow; the horns were in great number, some whole, and belonging to young animals, others had been put to divers uses, and rejected as worn out. It is curious that the teeth had been carefully extracted from the jaws, for what purpose is unknown. Except some fragments belonging to a species of ox, no bones of other ruminants were found, but there were some remains of the horse. The presence of the glutton, of a bear, differing from that of the caverns, and resembling the arctic bear, of the wolf, the polar fox, and the swan, and the absence of the dog, appears made out.

The fauna, like the flora, thus testifies to a northern climate, being composed of animals not fearing cold, and presenting no trace of that mixture observed elsewhere of northern animals with others belonging to temperate or southern regions. The remains of human industry consist principally of wrought flints (600 pieces), lance-points, arrow-heads, etc.; (no hatchets) some blocks (*nucleus*) together with needles, hooks, etc., of reindeer horn. Besides these, some rolled flints, had evidently been used as hammers. Some flat stones, bearing traces of fire, and bits of charcoal testified also to the presence of man. There was no trace of pottery, nor of human bones. Nothing good, nothing whole, was thrown into this ditch; it was simply a receptacle for rubbish.

The fauna and the flora had, as we have seen, a peculiarly northern character; much more so than those of other stations of the reindeer epoch—that of Languedoc, for example. This remarkable fact gives importance to the discovery of Dr. Fraas. Must we conclude from it that the station of Schussenried belonged to a more ancient period? This is probable, but requires to be confirmed by farther investigation. We must notice the apparent inferior civilization of the people to whom these relics

belonged. They do not seem to have been acquainted with the potter's art, nor to have ornamented their implements with any sculpture.

Evidently, the station of Schussenried was posterior to the glacial epoch, properly so called—that is to say, to the time when the glacier of the Rhine formed moraines and accumulated gravels. But we may conclude from the presence of northern mosses, and from the character of the fauna, that the country had not been long cleared of ice when the people, who left these traces, established themselves in it. It is probable that fresh researches at other points may lead to the discovery of new stations, and fresh means of comparison, which may enable the age of that of Schussenried to be fixed.—*Intellectual Observer.*

### Near-Sightedness.

[The following paper, on a subject of the greatest importance to all students and teachers, was read at a recent meeting of the American Academy of Arts and Sciences, by that eminent oculist, Dr. Henry W. Williams, of Boston. The subject was afterwards discussed by the President of the Academy, Prof. Gray, by Prof. Lovering, President Rogers and others, all of whom agreed as to its importance. We are happy in being able to state that Dr. Williams has consented to read a paper on the care of the eyes at the meeting of the State Teachers' Association, in October.]

To many it will doubtless be a matter of no little surprise that a condition of vision in which they had rejoiced as giving them advantages above other men, and of which, from long habituation, they have scarcely felt the inconveniences, is a state fraught with danger to the most important of the senses. Never having known perfect vision at a distance unless aided by glasses, they had believed themselves compensated, in their almost microscopic powers as regarded minute details of near objects, and in the hope that they could continue to read without spectacles long after the period of life when their friends would be compelled to assume them. To be told that they have laid but a flattering unction to their souls, that they are subjects of a serious infirmity, and that their children may probably inherit such a predisposition as to require careful management of their eyes to avert danger: of ultimate blindness is to them, a far from welcome announcement.

Were this state of things inevitable, were the condition to affect merely the individuals who had acquired it, or were the inherited tendency such as could only be obviated or alleviated by the resources of professional art, there would be no propriety in calling the attention of this Academy to the subject. But as the evil is increasing in rapid progression, as it threatens to entail a vast amount of disappointment and misery on those educated classes whose eyes are, or ought to be, of most personal and public value, and as our system of education is in a measure responsible for the mischief it creates and perpetuates, it becomes a serious question what should be done to arrest the downward tendency; for, if the condition in prospect is to be one of the necessary concomitants of a high civilization, the latter would be purchased at almost too high a price.

It has been well known that in all countries near-sight is met with most frequently among the studious classes, while it is comparatively rare among the peasantries, as also among sailors and savages. But it is only of late years that this fact and the causes on which it depends have been satisfactorily explained. That they may be fully understood, and their important bearing properly estimated, it will be necessary to say a word as to the conditions of the eye-ball which produce near-sightedness, favor its increase, and involve subsequent secondary affection of vision.

Instead of being a round globe, like the normal eye, a myopic eye has more or less of an ovoid shape, having a long antero-posterior diameter. Parallel rays of light, coming from distant objects are therefore brought to a focus before they reach the surface of the retina, and a distinct image can be formed only by the aid of a concave glass placed before the eye to modify the direction of the rays which enter it.

The larger part of this elongation takes place at the expense of

the posterior half of the eyeball, and when the globe is pressed upon by its motor muscles, as occurs during the action of convergence associated with the accommodation of the eyes in looking at small objects, there is a constant tendency to a yet further increase of the backward projection. There is special aptitude to give way at the parts adjoining the entrance of the optic nerve.

As the outer tunics of the globe become thinned and weakened by distention, they are less and less able to resist further change, and yield more and more rapidly to the continued action of the same causes. The retina being thus spread over a larger area, its perceptive power in a given space is diminished, and images are less clearly defined, requiring greater visual efforts for their perception. Concave glasses now no longer give an almost normal acuteness to vision at a distance, although objects held very near the eyes may still, perhaps, be very clearly seen. There is a tendency to divergent squinting, accompanied with loss of binocular vision, arising from the difficulty of converging the misshapen eyeballs so as to use both at the same time,—and, at last, the retina may be separated from the contiguous parts by an effusion of fluid beneath it, and vision is in a short time almost wholly extinguished.

Within a few years, the invention of the ophthalmoscope, by means of which the whole interior of the eye may be minutely scrutinized, has allowed these changes to be detected in their incipient stage, and followed step by step in their insidious advance.

The stealthy march of near-sightedness constitutes its greatest danger. Were apprehension roused by alarming symptoms, measures might be taken in time to prevent further progress of the affection, and, though the myopia could not be remedied, it might be kept within moderate bounds, and rendered, by the aid of glasses, a very endurable infirmity. But the victim is scarcely warned, by his sensations, except by hints so slight that they are disregarded, until the disease has, in many instances, acquired such proportions as to be beyond control.

Unfortunately, myopia tends to perpetuate itself by hereditary transmission; not always, however, affecting all the members of a family, and often passing over one generation to reappear in the next. This predisposition may be developed by improper training to the sad results we have described; or it may be nearly nullified by careful management. It is during the period of closest application to study, that a progressive tendency manifests itself in the myopic child, and the position of the eyes when the head is bent forward, as in writing, and in many studies, causes congestion of their blood-vessels, and favors these abnormal changes.

If a child reaches adult age without the establishment of any considerable alterations in the posterior parts of the eye, he is thenceforth comparatively safe, provided he exercises reasonable care but if, previous to this period, his eyes have already become the seat of morbid changes in the posterior hemispheres, he is liable to a slow but steady deterioration of vision, which no care on his part, or skill on the part of his medical adviser, may be able to avert.

Let us examine, in this connection, some of the errors of our educational system.

There can be no question that, in our efforts for general instruction, the future destiny of the large majority of pupils is almost wholly unthought of, and the masses are compelled to acquire, in a shallow and imperfect manner, an infinity of details of no possible importance to them; whereas a simplification of their training, with a reference to their probable career in life would give them far more of what would be practically useful. In some schools, a vast amount of visual effort is wasted in absurd map-drawing, which might better be employed in acquiring some available knowledge; or it is expended on useless written exercises. Thus even in the lower grades of schools much mischief is needlessly done by the stooping position of the head and the continued accommodation of the eyes for small objects.

In the higher schools we have the same excess of the applica-

tion of the eyes. Girls are expected to become proficient in algebric exercises, and spend hours in using Latin lexicons; and, by way of recreation, are allowed to amuse themselves with minute embroidery. Boys are compelled to master every exception in Greek and Latin construction, until they utterly lose sight of the real spirit and beauties of these languages, only varying their tedious work with grammar and lexicon by written exercises in translation or in algebra. Furthermore, many of the school books are abominably printed with fine and worn type, upon thin paper, requiring yet more needless strain of the visual organs.

But whatever may be said, in general, as to the equivocal advantages of the turning out from our schools of machine-made pupils, in whom, as in Waltham watches, every part of every finished article shall be precisely like the same parts of every other, it is of the first importance that, at least, there should be discrimination as to the studies permitted to children of strong myopic tendencies. They cannot, without danger, be allowed to follow the usual routine, sitting hour after hour with eyes intent and heads bent forward. By so doing, they risk losing all advantage for what they sacrifice their eyes in acquiring, and being debarred from the exercise of pursuits for which they have fruitlessly labored to qualify themselves,—happy if they do not eventually become helpless and dependant.

The same reasons which require caution during the years of study, render the choice of an avocation a matter for serious consideration at a later period.

But, if misfortune ended with the individual, it might be less a matter of public concern. Unhappily it is not so. In nurturing the germ of myopia to its full development, the subject of this infirmity not only compromises his own future, but entails upon his offspring a like predisposition, to be followed, if circumstances should favor by a like calamity.

The proportion of near-sighted persons in the educated classes is evidently constantly and fast increasing. It is time to look seriously at the facts, and inquire if a matter of so much importance should not be taken into account as an element in our system of public and private instruction; even if it should call for large modifications of the undeviating methods at present in favor.—*Massachusetts Teacher.*

## EDUCATION.

### The Drill-Master—The Teacher—The Educator.

The distinction suggested by these words is more or less familiar to every one who has given any attention to the subject of education. In a general sense, indeed, all who are engaged in the work of instruction are called teachers; but it is well understood, not only that they differ from each other as good or bad teachers, but that there are certain radical differences which separate them into classes, and which entitled some to be called *Educators*, others in a more restricted sense *Teachers*, and others still mere *Drill-Masters*. It is of these fundamental class distinctions that we wish briefly to speak.

1. The *Drill-Master* is distinguished by his dependence on *memory* and *rule* in his instructions. He treats the mind of the pupil as a vessel, whose only office is to receive what is poured into it; or, at the best, a mere machine, worked not from any force within itself, but wholly by outward appliances. In either aspect it is surpassed by the Oxford Tables, or a good encyclopedia, or Babbage's Calculator. In his esteem, the best text-book is that which demands the least thought from him or his pupil; the catechism is the ideal form,—stereotyped question and answer admirably superseding the necessity of reflection and research. With him, he is the *medal* scholar—for it is this class of instructors who are the most obstinate sticklers for prizes, medals and floggings—who can rattle off most glibly pages of

history, long strings of meaningless dates and names, and innumerable formula, tables, rules, with those formidable lists of exceptions, which are found to form such juicy and nourishing food for the young mind. To him all teaching is comprised in the one word, *drill, drill, drill*, the beginning, middle and end of his lifeless work. He regards the memory as the leading faculty of the mind, that which more than any other is essential to high scholarship and distinction, which especially placed Everett above all others of his time as a peerless scholar. A description this, which might seem an absurd caricature, were we not almost literally quoting the recent language to ourselves of the principal of a popular and much lauded school. Of this mechanical, memoriter style of teaching there are indeed, even yet, far too many examples, both in text-books, instructors, and schools. It is deliberately asserted, for instance, that any attempt to interest the pupil in his studies, or lead him to an intelligent appreciation and enjoyment of the Greek and Latin authors, is utterly absurd,—a mere waste of time; that the translation of Cicero and Virgil and Homer and Xenophon is simply a matter of grammar, syntax and the lexicon, with which the memory alone is concerned. If the mind is to be so treated in one department, then as well in every other; and one who so treats it has surely not risen above the grade of a petty drill-master.

2. The *Teacher* is on an altogether higher plane. He deals with ideas rather than words; principles rather than rules; the spirit more than the letter. The mind to him is a living organism, moved by internal forces; to be fed, nourished, developed, by its own active thought. He kindles interest and enthusiasm by taking the pupil away from the dry page, and imparting personality to the subject by his living voice. The text-book he likes best to use is one which does not give the dead rule, showing what crank to turn in order to grind out the required result, or merely seek to cram the mind with rote-learning; but which does the most to excite individual thought, call into exercise the ingenuity of the pupil, and lead his mind to perceive the underlying principles from which he can deduce his own processes, and reach an intelligent result without the conscious use of any set rule. Thomas Hill's Second Book in Geometry, and Chase's and Dana P. Colburn's Arithmetics, are admirable examples of the kind of book we mean. They are the abomination of the Drill-master. The average teacher does not like them. There is no refuge or comfort in them for the lazy, indolent or ignorant, whether instructor or scholar. But the *genuine* teacher gives them hearty welcome, as efficient helps in his great work. For in his school-room is found no "grindstone," so pithily denounced by D'Arcy Thompson (1)—only such agencies as are fitted to influence the living mind, not dead matter. The mere correctness of the result is to him of less moment than a thorough understanding of the process. All his means and appliances are mental, not mechanical. The best scholar in his eye, is he whose mind is roused to independent thought; who is ingenious in suggesting original proofs and methods; who seeks rather to master the fundamental thought and essential principle than to reach a certain dead result; who is excited to an intelligent appreciation and enjoyment of his work, whether it be the analysis of an English sentence or of a wild-flower, the reading of Shakespeare or Cicero or Homer or Molière, the construction of the *pons asinorum* or of the locus of the hyperbola, the study of history or of mineralogy, the drawing of maps or the solution of a problem in algebra. Such is the *teacher*,—as much superior to the *drill-master* as mind is nobler than matter. "Rule Teaching," says Herbert Spencer, "is now condemned as imparting a merely empirical knowledge; as producing an appearance of understanding, without the reality.

To give the net product of inquiry, without the enquiry that leads to it, is found to be both enervating and inefficient. . . . While rules, lying isolated in the mind, not joined to its other contents as outgrowths from them, are continually forgotten, the principles which those rules express piecemeal, become, when once reached by the understanding, enduring possessions. Between

(1) Day-Dreams of a Schoolmaster.

a mind of rules and a mind of principles, there exists a difference such as that between a confused heap of materials, and the same materials organized into a complete whole, with all its parts bound together." Of such teachers as we have described, we are glad to believe that we have very many in our public and private schools; and it is the peculiar glory of our Normal Schools that so large a proportion of their graduates stand high upon the list.

3. But the *educator* takes a higher rank yet. His prime distinction is, that he looks upon his work as a *science*, as much as an *art*; a *profession* rather than a *trade*. It is not a mere occupation, which he takes up to earn his daily bread; but a work, which calls for his best thought, and is fit to engage his noblest powers. The educator in the true sense, is not always a practical teacher,—nay, even if he attempt the work of instruction, he may be far from successful; for that requires a tact, skill, and patience in details, which he may lack. But every teacher rises so far into the rank of an educator, who takes up his work as a profession, labors in it *con amore*, and gives to it all the energies of a philosophic and well disciplined mind. The educator, again, has made a study of the mind, the laws and process of its development, what faculties first become active, and what are the normal conditions of its growth. And, as closely connected with this, he has carefully determined for himself in what order the various branches of study should be presented to the pupil; the relative importance of different studies for mental development or practical use; at what stage of the pupil's progress, dependent on both the laws of the mind and the logical sequence of ideas, any branch can be most profitably pursued,

Such is the *educator*,—a broad, philosophical thinker, who dignifies and ennobles his work, and to whom there is nothing petty or mean in the profession, because of the large view and generous thought which give something of grandeur even to its wearisome details.—*Massachusetts Teacher*.

J. P. A.

### Self-Possession and Quietness in School-Government.

Every teacher who has any right conception of his work feels the importance of good government in school. One of the first questions that engage his attention is "How shall I govern successfully? How shall I govern aright, neither too much nor too little, be neither too strict nor too lenient?" Without pretending to give even a proximate answer to this question, we would offer a few suggestions on Self-possession and Quietness on the part of the teacher, as an indispensable condition of true school government.

There is a power in the teacher beyond words, beyond commands, beyond rules, which does more to secure efficient government than all other things combined. The teacher may speak with decision, command with emphasis, and enforce school-regulations with unvarying strictness, and yet fail of securing that kind of government which really promotes the process of education. His words may produce alienation, his commands may awaken dislike or anger, his manner of enforcing rules may arouse a spirit of revolt; and thus his efforts at government may even hinder the proper object of his work.

What he wants, in addition to the qualities already named, is self-possession and quietness. This is the power that, with reasonable firmness, will govern, *with very few words or commands or rules*.

Every body feels that loud and impatient commands are only the mask of feebleness. Only those who are conscious of weakness resort to them. Somehow, too, this is understood, or, if not understood, at any rate, is felt, even by children. Sooner or later, usually sooner, they will tell whether their teacher has any real power, or only pretense. And you may be sure that they will not find the power that awes and controls them without suggesting resistance in the noisy, hasty or peevish teacher; but in him who can give his directions quietly, and observe disobedience or insubordination with self-possession, they will not be slow to discern the power to which they will not only see a necessity but take a pleasure in submitting.

As an illustration, take the following example. Some years ago the writer taught a village-school in a community that knew something of the old practice of 'barring out the master.' In the main, the school was pleasant and interesting. The disposition to obey on the part of the pupils was not above the average; and there was the usual school-room experience of reproof and correction with their concom-

itants. One day, as the teacher approached the school-house, he observed that things wore an unusual look. Only the smaller children were around the door, and they seemed to be interested in something else than play. The door and windows of the school-house were shut. No one came out, and no one went in. All this aroused the teacher's suspicions as to 'what was in the wind'; and he was not long in making the discovery that he was 'barred out.' For five years he had been a teacher, and yet never such a thing had happened to him before. For the first time, and the last time, too, he was actually 'barred out.' He had been taught to regard 'barring out the master' as a vulgar and ignoble procedure; and in this case he felt it to be a most offensive transaction. But he knew that it would only complicate matters if he undertook to gain admittance either by violent deeds. Accordingly, he proceeded to the door, and, after finding that it was really locked, quietly and composedly directed the boys, who were in high glee over their work, to open the door. They hesitated. The teacher, repeated the command in the same unimpassioned but positive manner, and was promptly obeyed. The boys felt that the teacher at least supposed himself in possession of that kind of power which it was best for them to respect. Had he become excited about the matter, they would, in all probability, have concluded that at least in one way they had him in their power, and so would have stood out against him. But he left them no room for such a conclusion, and accordingly he gained his end.

It seems to be a principle in mind that all personal authority is quiet and collected. The following circumstance is a case in point. A number of public men were conversing together, when President Washington came near. They remarked his majestic bearing, and some one made the observation that no man could take a liberty with him. A vivacious member of the group thought otherwise, and readily offered a wager that he could address him in the language of crony familiarity. Some one accepted it; and at once the vivacious man walked up to Washington, gave him a rude slap on the shoulder, with the exclamation "How are you, old fellow?" Washington merely turned and gave him a look (he knew the man), and quietly turned away. But that look so abashed the adventurer that he retired hastily to his company, and confessed 'that he would never undertake such a thing again.

A quiet self-possession never fails to command respect. It makes the impression that the person is conscious of a power that requires no special demonstrations for its exertion, and of resources adequate to the demands of the occasion. Children and adults are not long in discovering it, and in a manner instinctively respect it. It is for the teacher a quality of inestimable value; and every teacher should aim to acquire it. It is a quality, however, which comparatively few possess in any eminent degree. Doubtless the elements of it exist more or less in every mind of even ordinary capacity; but those elements are not brought together. The teacher allows himself to be governed by his own irregular and perhaps capricious impulses. He has no government over himself, and hence has none over others. He may not have become fully conscious of the need of self-control in the school-room.

But if only a few naturally possess these qualities, the majority of teachers can acquire them by a little effort on their part. Let them note carefully the failures of every day, make them subjects of inquiry and reflection, look at their bearings upon the work of the school and their own happiness, as well as that of their pupils; let them thus put themselves, as it were, in a training-school of self-discipline, and they will accomplish something of this important work. But, above all, let every teacher remember that true self-control is acquired only through the power of true religion of Jesus alone supplies all the aid that the conscientious teacher desires. Communion with God by prayer and the Holy Scriptures alone imparts the serenity and composure of heart and mind which are elements of character so inestimable in the successful teacher.—*The Illinois Teacher*.

### Giving Joy to a Child.

Blessed be the hand that prepares a pleasure for a child, for there is no saying when and where it may again bloom forth. Does not almost everybody remember some kind-hearted man who showed him a kindness in the dulcet days of his childhood? The writer of this recollects himself at this moment, as a bare-footed lad, standing at the wooden fence of a poor little garden in his native village, while with lounging eyes he gazed on the flowers which were blooming there quietly in the brightness of a Sunday morning. The possessor came forth from his little cottage; he was a wood cutter by trade, and spent the whole week at work in the woods. He had come into the garden to gather flowers to

stick into his coat when he went to church. He saw the boy, and breaking off the most beautiful of his carnations—it was streaked with red and white—he gave it to him. Neither the giver nor the receiver spoke a word, and with bounding steps the boy ran home. And now here, at a vast distance from that home, after so many events of so many years, the feeling of gratitude which agitated the breast of that boy, expresses itself on paper. The carnation has long since withered, but now it blooms afresh.—*Douglas Jerrold.*

### An Experience.

I HAD just passed my sixteenth year, and was fresh and green from my desk at the seminary. I had studied Mathematics up to and including Plane and Spherical Trigonometry, Botany, Geology, and Rhetoric, as we learn these things in our school-books. In short I had been most thoroughly *crammed* with the higher branches of polite learning. Need of money rendered it necessary that I should do something for means to carry on further the process of cramming. It was settled, therefore that I must teach a school. Fortified with the high testimonials of my Principal, I applied for and obtained the necessary certificate, —though it must be confessed that I nearly fainted when the rude man who examined me asked me what a vowel was and how many sounds there were in the English Language. I remember thinking how foolish he was to bore me with such questions, when he might have asked me to perform a triangulation, or have had me give him the latest theory of glaciers or of drift.

Every thing that could be suggested by a cunning but good woman to give me an oldish look and an air of wise experience was done, and on a bright September morning I took formal possession of my School-room. This edifice was of unhewn logs, with numerous open interstices through which a good-sized boy might crawl without inconvenience to his person. The seats were made of slabs by inserting four rough wooden legs into the round face of these slabs and turning up the flat surface. These benches I afterward discovered, had a very poor faculty of keeping the centre of gravity within the base, and not unfrequently precipitated themselves, scholars and all, into the middle of the floor. Pegs were inserted into the walls of the room, and on these sloping planks were laid, which were dignified by the name of desks. The floor was of loose plank, and, being supported some feet above the ground, we were some times annoyed by visitors resident in the vicinity that congregated underneath and enjoyed this tolerable shelter. No maps, no charts, not even a black-board, relieved the tedium of the blank walls.

Some thirty youths, younger than myself, were here assembled to receive the educational pabulum. I was there to disburse. Silence was proclaimed. I read my code of laws in which was combined the double wisdom of Solon and Draco. Then came the enumeration and scheduling; then an inquisition as to their learning and books. Here my first great trial began. Spelling-books were there old enough, I thought, to have been the property of the Pilgrim Fathers, and so wonderfully dog-eared and crumpled and backless that I found them veritable spheres, resting upon any base in perfect equilibrium. Readers were there, from Murray's first edition of the English to the latest reader by Cobb. Three Grammars were found, but not two by the same author. Geographies were exhibited whose atlases gave only three divisions of the Louisiana Purchase,—the state by the same name, Missouri Territory, and the Mandan District. Classification was therefore quite as impossible as the quadrature of the circle.

I made my little speech, pointed them to that porticoed building supposed to be the Temple of Fame, and showed them were ran the narrow, rugged path of Science, that brought up abruptly against the very door of the aforesaid temple, and closed with that stale truism of 'no excellence without great labor'. I then called up my youngest pupil, asked him if he knew his letters, and vainly tried to find the Alphabet among the crimpings of

paper he called his book: failing, however, I borrowed a better one and commenced cramming him with letters even as I had been crammed with the Higher Mathematics.

Somehow, it never occurred to me that it would be better to lead the youthful learners up the said rugged hill, and I had no other conception of duty to these children than to drive them up the slope with all the speed possible. Poor things! I see them now, weeping, sleepy and stupid, trying to memorize whole pages of descriptive lessons utterly devoid of interest to them, and numberless definitions that conveyed no ideas to their weary minds. I will not weary your patience with the details of that school: indeed, the folly of it so affects me as memory recalls it, that I doubt if I could do justice to it.

The general results may be summed up in a few words. The books were but a little more decayed, the children a little older and able to boast that they had been some pages further over in the book than my predecessor had taken them, and I received high encomiums, and the people's notes for fifty-four dollars for my three months' work,—and half that sum I never collected. I returned to the seminary to study Astronomy, Zoology, etc., highly satisfied that I had discharged ably and efficiently my duty in the great work of educating the youth of the land. No body, so far as I know, was essentially wiser or better for my labors. If the children did not hate me, hate books, hate schools, school masters, *et id genus omne*, the Temple of Fame, the Hill of Science, and all the appurtenances thereunto belonging, it was not because they had no just reason to hate them. I was too young, and had no business aspiring, at the age, to the position of an educator. The people of the district, the Superintendent, —or Commissioner of Schools, as he was then called,—myself, my aiders and abettors, should have been subjected, each and all jointly, to an indiscriminate amount of just such teaching for just three months as a punishment for their folly.—*Illinois Teacher.*

### Geographical Sketches.

Although it is to Ritter and Humboldt that we owe the full conception and final perfection of the Science of Geography, there are yet some solitary generalisations of preceding thinkers which contributed in no slight degree to prepare the way for the new movement. Among these men, none is more worthy of attention than the geologist Heinrich Steffens. The following view of the structure of the continents, which appeared in his "Geognostic-Geological Essays," in the year 1810, is conceived in the spirit of Ritter himself.

If we consider the entire earth, it will be obvious to all how the lands approach toward the north, so that they almost encircle the North Pole, but toward the south run out in sharp points. This is generally known, and would not escape the attention of any investigator. But not only do the three continents, South America, Africa and New Holland, ending in sharp points at the south spread toward the north into more broadly extended lands; this structure is repeated in all the remaining peninsulas which tend to a point, even in the highest northern latitudes. All run sharply toward south, south-east or south-west, since at their northern extremities they are united to a larger east and west extending land. Examples of this structure may be found in Norway, Spain, Italy, Turkey, Arabia, Hindostan, Malacca, Corea, Alaska, California, &c. This direction of the points has in it something astonishing, and expresses clearly the power of the lands toward the north. If we now consider more closely those three mighty continents South America, Africa and New Holland, we find a remarkable correspondence which has indeed, been already noted. For not only do they contract southwardly to points, and broaden toward the north: they have also on the south-west a noteworthy indenting arm of the sea, which is most marked in New Holland, least distinct in South America. But this similarity becomes yet more obvious if we consider the probable previous form of New Holland. The location of New Guinea, the Louisiade Islands, New Georgia, New Hebrides, New

Caledonia, and New Zealand make it highly probable that they mark the original outline of this great land, so that the ancient southerly point between Van Diemen's Land and New Zealand lay in about 50° south latitude and between 170 and 180° east longitude, from Ferro. The proportion of breadth would indeed thus be greater than in South America and Africa, but the similarity of the south-western indentation obviously stronger.

Another striking correspondence which attracts the attention is that three similar lands are linked at one of their northern angles by an isthmus to the northern masses. Thus there originate three divisions of all the land of the earth. But America presents the purest type of the structure. Like America, each of these divisions consists of a southern and a northern half, connected by an isthmus. At the point where the two halves diverge we find an archipelago lying before the isthmus, and beyond it a southwardly stretching peninsula. We will consider each of these physically separated divisions of the earth, marked as they are by striking relations between their northern and southern halves.

America is the most divided and the longest mass. Its isthmus is long, small and connected throughout. Yet the land is low in the isthmus of Panama, having, according to Humboldt, in places an elevation of scarcely 650 feet. The lofty and gigantic mountains which predominate in South America, become continually lower toward the isthmus, and first attain an important height again when the isthmus widens in Mexico. The isthmus of this division occupies a middle position among them all, since it begins in 8° N. Lat. and ends in 18° N. Lat., that is if we consider it as terminating near Vera Cruz, where the land begins to widen. The easterly archipelago before the isthmus is large, the peninsula beyond it (California) insignificant. Both halves of this continent maintain an equilibrium, neither part has any preponderance of mass. Among the three naturally separated continents America is the one which extends farthest north and south, for reckoning in, as we may, Terra del Fuego, its southern point reaches 56° 27' S. Lat.

In the two remaining continents the northern halves are united. The one reaches with its northern half, its isthmus, archipelago, southern half and peninsula beyond the isthmus toward the west, the other toward the east. We will consider each of these masses separately.

The northern half of the western continent consists of Europe and a part of Asia. It has been taken for granted that the Ural mountains are the natural boundary between Europe and Asia. According to Herman, this chain extends from nearly 75° N. Lat. (for he considers Nova Zembla as a continuation of the Ural) to the high ridge between the Caspian Sea and the Ural. For the purposes of our present sketch we must trace an unbroken connection of this chain with the Caucasus through the Caspian Sea. This is joined by the Armenian and Georgian mountains to the mountains of Asia Minor and Syria, and thereby forms a transition to the isthmus of this continent at Suez. This isthmus is the shortest and most contracted of all, the land here also is low. It is the most northerly isthmus, being in 30° N. Lat. The westerly archipelago before the isthmus is of but little importance, the easterly peninsula beyond the isthmus (Arabia) is large. It is characteristic of this division that its extension both north and south is the most limited. For, excepting that continuation of the Ural mountains through Nova Zembla which, lying as it does, on the boundary, may with equal right be assigned to the northern half of the third continent, North Cape is the most northern point, and this does not reach 72° N. Latitude, while Northern Siberia approximates throughout to 75° N. Lat., and in the promontory of Taimura and the eastern part of Nova Zembla reaches 78° N. Lat. So, also, among the three points of the southern lands the Cape of Good Hope is admittedly that which extends the least to the south, for Cape Agulhas (the southern-most point of Africa) is only in 34° 45' S. Lat. The chief distinction of this division, striking the eye at first glance, is the preponderance of the southern half, which exceeds the northern about threefold.

Finally, the similarity of the third division to the form of America is indeed very obvious. The northern half is formed by Asia, the southern by New Holland. The isthmus is very distinct, and its similarity with the American has also been remarked by Lamarck, indeed it could escape no one. It is formed by Malacca, Sumatra, Java, Sumbawa, Flores Timor and New Guinea. It is the longest of all and, unlike any of the others, fragmentary. It is also the most southerly, for it begins in about 16° N. Lat. and ends in 10° S. Lat. The archipelago before the isthmus is very considerable, and also the peninsula beyond the isthmus (Hindustan). The whole division does not, indeed, extend so far north and south as America, but exceeds Europe-Africa in this respect. We have already shown this relation for the northern half, and the southern most point of the division (Van Diemen's Land) extends beyond 42° S. Lat. Among the three extremities of the great south lands, South America approaches nearest to the South Pole, Africa the least, and New Holland holds the mean. So, also, among the northern lands, North America (including its islands), extends farthest toward the North Pole, Europe the least, and Asia holds the mean. A fact obvious to all is the determinate, strong preponderance of mass in the northern halves, as compared with the south. The three continents, also, are specially distinguished by the equality of mass in the north and south halves in the first (America), the excess of mass in the south half in the second (Europe-Africa), and of the northern half in the third (Asia-Australia). The American isthmus, like the two halves of the continent, holds the mean between the isthmuses of the remaining divisions both in length and position. The isthmus of the second division is the most contracted and most northerly, that of the third division the most extended, most broken, most southerly. Through this position of the isthmuses and the archipelagos which constantly accompany them. There originates a remarkable zone, intersected by the equator, whose greatest curve lies in the northern hemisphere and reaches 40° of latitude. In the southern hemisphere it extends only over 20° of latitude, if we include the islands of the South Sea, which may be viewed as a continuation of the archipelago of the third continent. In this zone we find nothing but isthmuses, seas and islands.—*Michigan Teacher.*

#### A Model Composition.

The funny man of the Cincinnati *Times* has perpetrated the following school-boy essay on "Winter:"

Winter is the coldest season of the year, because it comes in winter, mostly. In some countries, winter comes in the summer, and then it is very pleasant. I wish winter came in the summer in this country. Then we could go skating barefoot, and slide down hill in linen trousers. We could snowball without getting our fingers cold, and men who go out sleigh-riding wouldn't have to stop at every tavern and warm, as they do now. It snows more in the winter than it does at any other season of the year. This is because so many cutters and sleighs are made then.

Ice grows much better in winter than in summer, which was an inconvenience before the discovery of ice houses. Water that is left out of doors is apt to freeze at this season. Some folks take in their wells and cisterns on a cold night and keep them by the fire so they don't freeze.

Skating is great fun in the winter. The boys get their skates on when the river is froze over, and race, play tag, break through the ice and get wet all over (they get drowned sometimes and are brought home all dripping, which makes their mothers scold, getting water all over the carpet in the front room,) fall and break their heads, and enjoy themselves in many other ways. A wicked boy once stole my skates and ran away with them and I couldn't catch him. Mother said: "Never mind, punishment will catch him."

There ain't much sleigh-riding except in winter. Folks don't seem to care about it in warm weather. Grown-up boys and girls like to go sleigh-riding. The boys generally drive with one hand and help the girls hold their muffs with the other. Brother Bob

let me go a little way once when he took Celia Ann Crane out sleigh-riding, and I thought he paid more attention to holding the muff than he did to holding the horses.

Snow-balling is another winter sport. I have snow-balled in the summer. It isn't so amusing as it is in winter, somehow.—*Pennsylvania School Journal.*

## OFFICIAL NOTICES.



### APPOINTMENTS.

#### DEPARTMENT OF PUBLIC INSTRUCTION.

His Excellency the Lieutenant Governor was pleased, on the 15th July, 1867, to appoint the Hon. Pierre Joseph Olivier Chauveau, Member of the Executive Council, and Secretary and Registrar of the Province of Quebec, to be Minister of Public Instruction for said province.

His Excellency the Lieutenant-Governor of the Province of Quebec has also been pleased to make the following appointment:

Hon. Pierre J. O. Chauveau to be member of the Council of Public Instruction for the said province, in the room of His Excellency the Hon. Sir Narcisse Fortunat Belleau, Knight, resigned.

His Excellency the Lieutenant Governor of the Province of Quebec has been pleased, by an Order in Council of the 15th July, 1867, to appoint Louis Giard, Esquire, M. D., Superintendent of Public Instruction for the Province of Quebec, in the room of the Hon. P. J. O. Chauveau, resigned.

His Excellency the Lieutenant Governor in Council has been pleased to make the following appointments, viz.:

Henry Hopper Miles, Esquire, LL.D., to be Secretary of the Education Office and Recording Clerk of the Council of Public Instruction for the Province of Quebec;

#### LAVAL NORMAL SCHOOL.

His Excellency the Administrator of the Government in Council has been pleased to appoint the Rev. Thomas A. Chandonnet Principal of the Laval Normal School, Quebec, in the room of Rev. Mr. Langevin, resigned, he having been appointed Bishop of Rimouski. Rev. N. Fortier to remain Assistant Principal until Mr Chandonnet's return from Europe.

### DIPLOMAS GRANTED BY THE NORMAL SCHOOLS, FOR THE YEAR 1866-67.

#### M'GILL NORMAL SCHOOL.

*Academies.*—John Sprott Archibold, B.A., James Carmichael, B.A., William Fowler, B.A.; Letitia Barlow, Jane Alice Swallow, Sarah Cairns.

*Model Schools.*—John Lynch; Cordelia Jane Young, Mary Ross, Jane Fraser, Selina Frances Sloan, Helena Henry, Janet Mary Powell, Agnes Cairns, Lucy Ann Lawless, Margaret Ritchie, Harriet Newel Jiggins, Elizabeth Strickland, Marion Lucy Warren, Jemima Thomson, Elizabeth Henry, Mary Ann Morrill.

*Elementary Schools.*—Margaret M. Bothwell, Jane Elizabeth Hutchinson, Corinna S. Whinfield, Maria C. Smart, Mary Ann Griffin, Margaret J. Wilson, Anna L. Shepstone, Charlotte Shepstone, Marion Brownlow, Emma J. Trigg, Annie F. Brownlee, Laurena Carmichael, Jessie McKay, Margaret J. Kinlock, Rosa Christina Faulkner, Catherine Anderson, Mary E. Swallow, Charlotte Pelton, Elizabeth E. Taylor, Elizabeth Wheeler, Elizabeth Donaldson, Mary Ada Reay et Fanny Lapham, Elson J. Rexford.

#### LAVAL NORMAL SCHOOL.

*Model Schools.*—Thomas Duchesne, Célestin Giroux, Joseph Maltais, Edouard Savard, Evogre Côté; Elise Gosselin, Léonille Bernard, Henriette Côté, Florentine Côté, Marie-Anne Richard, Eugénie Létourneau, Ernestine Deschesnes, Lucille Baril, Eléonore Boulet, Angéline Lebel.

*Elementary Schools.*—André Miller, Charles Trudel, Charles Chartré, J. B. Boulet, Georges Vien, Jules Polequin; Sara Lachance, Joséphine Boutin, Caroline Langlois, Joséphine Langlois, Henriette Bergeron, Elmire Duperre, Julie Fortner, Euphémie Ouellet, Camille Reney, Marie Chouinard, M. Anne Bélanger, Philomène Côté, Margaret Temple, Justine Pinze, Emma Turcot, Antoinette Laliberté, M. Vitaline Mailhot, Philia Picard, Virginie Bouffard, Sédulie Ratté, Adéline Lefebvre, Emélie Chabot.

### DIPLOMAS GRANTED BY BOARD OF EXAMINERS.

#### QUEBEC BOARD OF CATHOLIC EXAMINERS.

*1st Class Elementary, F.*—M. Olympe Philomène Buteau, Emma Demers, M. Adeline Germain, Philomène Tanguay.

*2nd Class Elementary, F.*—Mario Eléonore Amiot, M. Célaniro Bédard, Emélie Chabot, Mario Collet, M. Joséphine Couillard, M. Amanda La-roche, M. Eusébe Houle, M. Joséphine Houle, Alvina LaRue, Sédulie Ratté, M. Claire Virginie Turgeon, Rosalie Turgeon, M. Josephite Vézina, Françoise Dina Vien.

*2nd Class Elementary, F. & E.*—Augustino Ballantyne.

May, 1867.

N. LACASSE,  
Secretary.

## JOURNAL OF EDUCATION.

MONTREAL, PROVINCE OF QUEBEC, JUNE AND JULY, 1867.

### Return of Hon. Mr. Chauveau.

On the 18th June, Hon. Mr. Chauveau, who was among the passengers by the *Austrian*, arrived at the Bonaventure station and was met by the officers of the Department of Education, the professors and pupils of the Jacques-Cartier Normal School, and several of his more intimate friends. On the following day addresses were presented to him on behalf of the Department, the Teachers' Association and the Jacques-Cartier Normal School.

The countries visited by Mr. Chauveau during his official tour were Ireland, Scotland, England, France, Italy, Belgium, Prussia, Saxony, Bavaria, Wurtemberg and Austria.

Since his return he has presided at the distribution of prizes and diplomas in the McGill Normal School, Montreal; and at the Laval Normal School, Quebec. He also attended public examinations at the convent school of the sisters *de Jésus et Marie*, parish of St. Joseph de la Pointe Lévis; and at the St. Denis Academy in this city.

The following is the address presented on behalf of the Education office.

TO THE HON. P. J. O. CHAUVEAU, SUPERINTENDENT OF  
EDUCATION FOR LOWER CANADA.

Sir,

It is with sincere pleasure that we hail your return among us: be assured you are welcome. Though your long absence has been sensibly felt, we have not been unaware that it was due to a cause affecting the interests of the Department and especially of Education. You had gone to see with your own eyes and to study the different institutions which are the boast of old Europe that, by assimilating whatever should be found advantageous, our young country might be in a position to profit by the experience of centuries.

We know that the time placed at your disposal has been well employed, and that the results of your observations are shortly to be made public and such recommendations submitted to Government as may be required for the improvement of our system. A better time could not have been chosen. The changes now taking place in our political organization will give the local legislature immediate control over Education, so that any suggestion offered for the improvement of our present system will meet with better chances of success than would be the case under different circumstances. That you will cause Education in this country to take an important step in advance, we con-



fidently hope. By further adapting it to our wants, by increasing its practical usefulness, you will be adding to the country's prosperity. Once more we welcome you and rejoice to see you in good health, ready to resume those labours from which so much good has already resulted. As head of the Department of Education, your career has been long and full of encouragement, still much remains to be done before the end shall have been successfully accomplished.

Permit us to avail ourselves of the present opportunity to express our sincere wishes for the continued welfare and happiness of yourself and family.

LOUIS GIARD, Secretary.  
J. J. PHELAN,  
A. N. MONTPETIT.  
PIERRE CHAUVEAU.  
J. B. LENOIR.

J. J. LAPARRE.  
J. BTE. MARCOUX.  
A. ARTHUR GIARD.  
PAUL BLOUIN.  
DAVID LUCK.

Officers of the Department.

REPLY.

Gentlemen,

Please to accept my sincere thanks. If there is a gratifying circumstance connected with my voyage, it is to have received marks of interest and expressions of kindly feeling and affection from all that form part of this Department. To Dr. Giard for his administration in my absence, and to Messrs. Phelan and Montpetit for what concerns the editing of the two monthlies published by us, my special acknowledgements are due. It is with a lively sense of pleasure that I again find myself in your midst about to resume the difficult and important task which has been confided to my care; and I do not doubt that your co-operation will prove as valuable as heretofore.

(Signed) PIERRE J. O. CHAUVEAU.

### The New Dominion.

Her Majesty's Proclamation constituting the Provinces of United Canada, New Brunswick and Nova Scotia a new Dominion under the name of CANADA, came in force on the 1st July.

Throughout the land, the day was one of great rejoicing and festivity, four millions joining to celebrate an event that, under the protecting ægis of Britain, confers upon their country a place among the nations. In natural sources of wealth as well as in the intelligence and sturdy industry of her sons, Canada has been richly endowed; let us hope that wise legislation, self reliance and patriotism shall not be wanting to secure her prosperity and guide her political destinies.

The following appointments of Lieutenant-Governors were announced on the following day:

Sir Narcisse Fortunat Belleau, Knight, Lieutenant-Governor of the Province of Quebec;

Major-General Henry Stisted, C. B., Lieutenant-Governor of the Province of Ontario;

Sir William Fenwick Williams, Bart., of Kars, K. C. B., Lieutenant-Governor of the Province of Nova Scotia; and

Major-General Charles H. Doyle, Lieutenant-Governor of the Province of New Brunswick.

The following are the members of the Queen's Privy Council for Canada:

Hon. Sir John Alexander Macdonald, K. C. B., Minister of Justice and Attorney-General;

Hon. George-Etienne Cartier, Minister of Militia;

Hon. Samuel Leonard Tilly, C. B., Minister of Customs;

Hon. Alexander Tilloch Galt, Minister of Finance;

Hon. Hector Louis Langevin, Secretary of State for Canada, Keeper of the Seals, Registrar of the Dominion, Chief Superintendent of the Indian Department and Superintendent of the Ordinance Lands;

Hon. William McDougall, C. B., Minister of Public Works;  
Hon. William Pearce Howland, C. B., Minister of Inland Revenue;

Hon. Adams George Archibald, Secretary of State for the Provinces;

Hon. Adam Johnston Fergusson Blair, President of the Privy Council;

Hon. Peter Mitchell, Minister of Marine and Fisheries;

Hon. Alexander Campbell, Postmaster General;

Hon. Jean Charles Chapais, Minister of Agriculture;

Hon. Edward Kenny, Receiver General.

In the Province of Quebec Hon. Mr. Cauchon was intrusted with the formation of the local administration but resigned the task, which was then intrusted to the Hon. Mr. Chauveau, whose cabinet is as follows:

Hon. Pierre Joseph Olivier Chauveau, Premier, Secretary and Registrar of the Province of Quebec, and Minister of Public Instruction.

Hon. Gédéon Ouimet, Attorney-General.

Hon. Christopher Dunkin, Treasurer.

Hon. Joseph Octave Beaubien, Commissioner of Crown Lands.

Hon. Louis Archambeault, Commissioner of Agriculture and Public Works.

Hon. Charles Boucher de Boucherville, Speaker of the Legislative Council.

Hon. George Irvine, Solicitor-General.

The formation of the local governments for the other provinces has been announced as follows:

For Ontario:

Hon. John Sandfield Macdonald, Attorney-General of the Province of Ontario.

Hon. John Carling, Minister of Agriculture and Public Works.

Hon. Stephen Richards, Crown Lands Commissioner.

Hon. Matthew Crooks Cameron, Provincial Secretary.

Hon. Edmund Burke Wood, Treasurer.

For Nova Scotia:

Hon. Hiram Blanchard, Attorney-General of the Province of Nova Scotia.

Hon. Philip Carteret Hill, Provincial Secretary.

Hon. James McNab, Treasurer.

Hon. Charles Allison, Commissioner of Mines and Public Works.

In New Brunswick, the formation of a local cabinet had been confided to the Hon. Mr. Mitchel; but, as we go to press, the result had not yet transpired.

As will be seen by referring to our official notices, the following changes have taken place in the Education Office, in consequence of the appointment of Hon. Mr. Chauveau to the Premiership in the administration of the new Province of Quebec:

Dr. Giard, Superintendent of Education in the room of the Hon. Mr. Chauveau.

Henry Hopper Miles, Esq., LL.D. and D.C.L., Secretary of the Education Office, and Recording Clerk of the Council of Public Instruction, in the room of Dr Giard, resigned.

**Thirty-first Meeting of the Teachers' Association in connection with the Jacques Cartier Normal School.**

Held 25th January 1867.

Presents:—Abbés Verreau and Routhier, M. J. E. Paradis, President; M. Emard, Vice-President; J. O. Cassegrain, Secretary; U. E. Archambault, H. J. Chagnon, H. Bellerose, Members of Committee, Messrs. G. Gervais, J. E. Roy, J. Guérin, M. Guérin, S. A. Longtin, M. J. E. Chagnon, H. Pesant, C. Ferland, A. Chênevert, P. Quesnel, G. J. Dorvais and the pupil-teachers of the Jacques-Cartier Normal School.

The minutes of last meeting were read and adopted.

The following subject was then discussed: *What text-book of geography can be used with most advantage in our Schools?*

Messrs. Archambault, Emard, Bellerose, Roy, Pesant, Guérin, Chênevert, Dorvais, Longtin and J. Guérin took part in the discussion, the President also making a few remarks and calling on Mr. Verreau to sum up the arguments.

The Principal, addressing the meeting, said that according to the opinion of the teachers present, *La Géographie des Frères* was that which was more generally in use; it did not however answer the purpose of our schools; a Geography suited to the wants of the country was not as yet in existence. He spoke of the science of Geography, of its permanent and universal usefulness, glancing at the works of Rittar, Pestalozzi and Braun, distinguished men who had taught geography. He analyzed their respective methods; pointed out the advantages and defects of each, showed how the study of this science might be made both progressive and attractive, and concluded his remarks by advising teachers to make their pupils keep pace with the latest discoveries by explaining to them the physical conditions, habits of the inhabitants &c., noting also any statistical details published from time to time in the newspapers.

It was then moved by Mr. Emard, seconded by Mr. Cassegrain,

That the Association acknowledges with thanks the receipt of the following works:

From Mr. Juneau, Inspector of Schools, *Traité élémentaire de calcul mental*. From Professor Lacasse, *Tenue de Livres*. From Professor Toussaint, *Traité élémentaire d'Arithmétique*.

Moved by Mr. F. X. Chagnon, seconded by Mr. Bellerose, and adapted unanimously,

That the Meeting be adjourned to the last Friday in May next.

**Thirty-second Meeting of the Teachers' Association in connection with the Jacques Cartier Normal School.**

Held 31st. May 1867.

PRESENT: Principal E. Verreau, Inspectors Valade and Caron; Messrs. J. E. Paradis, President; M. Emard, Vice-President; J. O. Cassegrain, Secretary; D. Boudrias, Treasurer; U. E. Archambault, J. B. Prion, H. Bellerose, Members of the Committee; F. X. Mousseau, H. Dostaler, N. Gervais, V. Armand, M. Guérin, J. E. Roy, C. Gélinas, J. O. Coutu, J. Armand, S. Boutin, A. Malette, H. Pesant, A. Dalpé, J. Destroismaisons, C. Ferland, P. Anger, A. Lanctôt, S. Aubuchon and the pupil-teachers of the Jacques Cartier Normal School.

The minutes of the last meeting were read and adopted.

The election of officers for the ensuing year resulted as follows:

Mr. M. Emard, President; M. H. Bellerose, Vice-President; J. O. Cassegrain, Secretary; D. Boudrias, Treasurer; U. E. Archambault, Librarian.

On motion of Mr. Archambault, seconded by Mr. Cassegrain, Messrs. J. B. Prion, M. Guerin, F. X. Mousseau, N. Gervais, A. Malette, J. E. Roy, A. Dalpé and J. Destroismaisons were unanimously elected members of the Committee.

Inspector Valade read a paper on *Science*.

The following question was put for debate: *What is the best series of reading books in the French language in use in our schools?*

Mr. Verreau, Messrs. Valade, Caron, Boudrias, Archambault, Gélinas, J. Armand and Mousseau took part in the discussion.

Moved by Mr. Malette, seconded by M. Destroismaisons,

That the Abbé Verreau be requested to grant the members of the Association leave of absence during the Conference in August next.—Adopted.

Moved by Mr. Dalpé, seconded by Mr. Destroismaisons,

That a committee of six members of the Association be appointed with the object of presenting an address to the Hon. P. J. O. Chauveau on his arrival from Europe; and that said Committee be composed of the Principal of Jacques-Cartier Normal School, the President of the Association, and of Messrs. Paradis, Bellerose and Cassegrain.—Adopted.

Moved by M. Cassegrain, seconded by Mr. Archambault,

That a vote of thanks be tendered to M. l'Abbé Verreau, and to Messrs. Valade and Caron for the interest they have manifested towards this Association, and for the valuable advice given to the Teachers.—Adopted.

Moved by Mr. Gervais, seconded by Mr. Roy:

That thanks be voted to the proprietors of *La Minerve* and *L'Ordre* for having inserted the advertisements of the Association gratis.—Adopted.

It was then proposed by Mr. Boudrias, seconded by Mr. Bellerose and

*Resolved*,—That this meeting be adjourned and that notice of its reassembling be given in the papers.

Messrs. Boudrias, Paradis, Prion, Bellerose and Cassegrain undertook to lecture at the next Convention, when the following subject will be proposed for debate: *How should a teacher deport himself, towards his pupils, their parents, and the school authorities?*

**Thirty-first Meeting of the Teachers' Association in connection with the Laval Normal School.**

Held 2nd. May 1867.

FIRST SITTING, 9 A. M.

Present: Rev. François-Narcisse Fortier, Asst. Principal; M. l'abbé Langlais; Inspectors Messrs. P. M. Bardy, F. E. Juneau, Geo. Tanguay, Petrus Hubert, F. X. Toussaint, E. Carrier, N. Lacasse, Norbert Thibault, J. B. Cloutier, D. McSweeney, L. T. Dion, C. J. L. Lafrance, Jos. Létourneau, A. Esnouf, Chs. Dion, Ls. Lefebvre, P. A. Roy, Jacob Gagné, Frs. Simard, Ls. Blanchet, T. Morisset, Et. Gauvin, Frs. Parent, J. B. Dugal, Eug. Boulet, S. Fortin, V. A. Bérubé, V. Dick, L. Dick, J. B. Deguise; C. Labrecque, E. St. Hilaire, S. Larroche, U. Desroches, Bruno Belletier, P. Drolet, D. Potvin, H. Rousseau, Geo. Trambly, Ls. Paquet, Jos. Potvin, C. Côté, S. Côté, and the pupil-teachers of the Laval Normal School.

The minutes of the last meeting having been read and adopted, the following question was discussed: *In view of the methods followed in most schools, should teachers study Pedagogy?*

The debate had been carried on for some time by Inspectors P. Hubbard, Geo. Tanguay, F. E. Juneau and several members, when it was interrupted by the arrival of Mgr. J. Langevin, Bishop of Rimouski, whereupon Mr. F. X. Toussaint moved, seconded by Mr. Chas. Dion, and it was

*Resolved*,—That this association has witnessed with great pleasure the elevation of Mgr. J. Langevin to the episcopal chair of St. Germain de Rimouski; and that members avail themselves of

the present opportunity to return thanks for the many services rendered during the nine years in which he filled the office of Principal of the Laval Normal School.

Having spoken in reply to the resolution, Mgr. Langevin introduced Rev. Frs. Naro. Fortier, as Assistant Principal for the remainder of the year. He alluded in terms of high commendation to the zeal, learning, and ability of this gentleman, adding that his services would be of great advantage to teachers.

Mr. N. Lacasse then moved, seconded by Mr. Ls. Lefebvre, and it was

*Resolved*,—That this association has heard with much pleasure of the appointment to the charge of Assistant Principal of the Abbé Frs. N. Fortier, an old master of the Laval Normal school, initiated into its management by its former worthy Principal, Mgr. J. Langevin.

The Assistant Principal replied in a few appropriate words; and then, addressing the teachers, expressed his willingness to attend their meetings with the object of being useful.

Mr. N. Lacasse, on behalf of himself and the teachers of the District of Quebec, then begged his lordship to accept the dedication of a work entitled: "*Traité d'analyse grammaticale, d'analyse logique et de ponctuation.*"

In accepting the dedication of Mr. N. Lacasse's treatise, Mgr. Langevin proceeded to make a few remarks on its merits. He said the work would be of great value to teachers on account of the many advantages it possessed; he expressed the desire that it might be adopted in all the schools, and congratulated Mr. Lacasse on having chosen his exercises on Analogy and Punctuation from Canadian authors.

At half-past eleven, Mgr. Langevin, Assistant Principal F. N. Fortier, the Inspectors and the Teachers present having been invited to dine at the Normal School, the meeting adjourned.

#### SECOND SITTING, 2 P. M.

This meeting having been convoked in the old hall of the Legislative Assembly to commemorate the tenth anniversary of the foundation of the Laval Normal School and the Teachers' Association for the District of Quebec, the proceedings were opened with music.

The following is the programme:

#### PART FIRST.

1. *Faust*. Music by Royal Artillery, directed by Mr. Miller. Gounod.
2. Introductory Address by Mgr. Langevin.
3. *Diamants de la Couronne*. Ballad and Chorus, Auber; Pupils of the Normal School; Solos by Messrs. E. Dery and N. Legendre.
4. "Progress of Public Instruction in Lower Canada." Inspector G. Tanguay.
5. *Billet de Marguerite*; Duos, Gevaert; Messrs. N. Legendre and P. Plamondon.
6. *Popular Airs*. Violin Solo, Lavigneur; Mr. C. Lavigneur.
7. "History of the Teachers of the District of Quebec." Mr. C. J. L. Lafrance.
8. *Merceau de piano sur la Fille du Régiment*; Ascher. Mr. Gustave Gagnon.
4. *Le Propriétaire*. Comic Song. Mr. N. Mercier.

#### PART SECOND.

1. *William Tell*, Rossini. Military Band.
2. *Le départ du Régiment*; Chorus, Killé. Pupils of the Normal School.
3. "Relations of the Teachers with the Normal School." Professor N. Lacasse.
4. *Triste exilé*, Solo from *La Reine de Chypre*. Halevy. Mr. N. Legendre.
5. *La Favorite*, Donizetti. Military Band.
6. "Reflections on Education." Professor N. Thibault.
7. *Ma Céline*. Violin Solo. Hauman. Mr. C. Lavigneur.
8. *C'est ma fille*. Comic Song. Mr. N. Mercier.

9. Reading of addresses presented to Mgr. Langevin by the Teachers' Association, the Professors and the Pupils of Laval Normal School.

GOD SAVE THE QUEEN.

The following is the subject adopted for discussion at the next meeting: *What changes in Political Geography have been brought about in divers parts of the world by the late wars?*

The meeting then adjourned to the last Friday in August next.

### McGill Normal School.

#### PRESENTATION OF DIPLOMAS.

Yesterday afternoon (27th June), the annual public meeting for the presentation of Diplomas to teachers in training in McGill Normal School, was held in the hall of that institution, Belmont Street, at 3 p. m.

The Hon. P. J. O. Chauveau, Superintendent of Education, took the chair, and among those on the platform, were Principal Dawson, Rev. Dr. De Sola, F. W. Torrance, Esq., Professor Hicks, and Professor Robins. There were also present, the Rev. Messrs. Bonar, Sullivan, Curran, and Baldwin, Peter Redpath, Esq., and other influential citizens.

The Rev. Mr. Bonar having offered prayer.

The Hon. P. J. O. Chauveau, on rising, said, it was not the first time he had addressed a Montreal audience under similar circumstances. The day of granting diplomas, with him, was of special interest, the more so as he had had the honour of presiding at the foundation of the building of this Normal School, and recommending their establishment to the Government of the country, and he had, therefore, watched their progress with increasing interest. If the public patronage they received on these occasions was not of the largest, it was not because the public took no interest in the cause of education, because the audience on these occasions was generally composed of the parents and friends of the pupils, who in this case mostly resided in the country, and were therefore not present. He was sure, however, there was no lack of interest; the press, for instance, had always shewn the greatest interest in these matters, and some of the papers had been so kind as to announce that he (the Hon. Mr. Chauveau) would give some account of his recent travels. It was, however, a difficult matter; the journey was a long one, and there were institutions visited, conferences with leading men in the department of education, and official documents to be perused. It was, therefore, impossible for him to enter into details, as his opinion might be modified by the perusal and examination of documents to which he had hitherto not been able to give time. Nevertheless, he would not disappoint them. The subject of Normal schools was one of great interest; and no country, with a popular system of education, would attempt to maintain it without a training school, for teachers; special training was becoming of more importance in all callings, and in teaching its necessity was more and more felt. The first country which he visited was Ireland, where there was a central Normal school near Dublin, with model schools attached, as well as an experimental farm, to which latter the pupils of the Normal school went every day. Here they had an immense advantage. While large sums of money are given annually to support Normal schools, many of the teachers trained in them left the service to enter careers of greater profit; and many of them became farmers. The teachers in learning this art were more likely to become interested in the locality in which they were placed, as well as the inhabitants; they also became advocates and teachers of improved methods of agriculture. The Normal Schools and experimental farms, near Dublin, to which he had alluded, were divided in an ingenious manner. Of the model schools attached, there was one of 100 pupils, another of 50, and a third of 25 pupils, and the young men not only taught in the larger schools, but also in the smaller ones. In the same way the young agriculturist not only learned agriculture on a large farm, but also on a smaller one, with the more ordinary implements. He was taught for a time on a model farm not so complete as the large one in its apparatus, but more like one he would probably have to work himself till increasing thrift enabled him to imitate the great model of perfection. In Ireland there were 28 model schools in various parts connected with the central one. Each of these in fact was a normal school in itself, and had an infant school attached. There were also model farms in connection with those of Cork and Belfast, and he was astonished to find anything so complete so far away from Dublin. In Galway, Dublin, Belfast, and some other places, they had also schools of navigation, and the teachers who obtained their diplomas

were remunerated by the Board of Trade. These very important features were matters for us to consider in this country. In France there were a great number of Normal Schools, those of the girls and boys being separate. There was one in each of the Departments. There was also a school to prepare professors for colleges; another to prepare young men for the pursuits of Science, Art, Industry and Commerce. This had been in operation one year, and there were teachers from all parts of the world. All this was very different from our own system. In Belgium there were great numbers of Normal Schools, and here, he thought, they had made no mistake in establishing three Normal Schools in Lower Canada, for it was better they should be scattered over the country than be centralized. The professors had too much to do to teach their different branches, and had little time to ascertain the moral dispositions, or prepare the hearts or minds of their pupils. In Belgium, a small territory with 5,000,000 of inhabitants, some of them were directly under the control of the State; others were supported by the State, but under the control of the clergy, while others again were private institutions. All these schools, however, were examined by a commission. In Germany also there was a large number of Normal schools, and the sexes were kept distinct. In Scotland the schools were under the control of the two large religious bodies, the Free Church and the established Church of Scotland. The examination was by a Board, and in writing; it was very severe, the candidates being provided with a certain number of written questions to answer in a given time under the eye of an inspector present during the whole time. He believed this information was of importance, as it showed we were only doing in Canada what they were doing elsewhere, and that they had taken no wrong steps; they had no model farm, it was true, in connection with their schools, but there were many things which could not be accomplished as they might desire. They could however, keep their minds on these improvements, and must not remain satisfied with doing tolerably well, but look to something higher. He was about to proceed to distribute the diplomas; these not only licensed them to teach, but were titles of honour. They testified that during their course of study, the young ladies and gentlemen had applied themselves with diligence; also, that they had moral and religious characters, and were without reproach, and fit to be entrusted with the care of the men and mothers of our future civilization, and capable of instilling morality and loyalty, without which our future, which now appeared unbounded, would result in failure. It depended on the success of our schools whether our institutions could bear the test. If there was an intelligent population trained to forbearance and mutual love—if such existed it must be nurtured in our schools first. It was a pity the different populations did not mix more in our schools, and thus be taught to live in harmony for ever. The country's future was their future, and if they carried out these principles, under men of talent and influence, it could not fail to be prosperous and happy. (Applause.)

Principal Dawson said, before awarding the diplomas, he would say a few words. This was the close of the 10th session, and it afforded him much pleasure to think they had retained the efficient staff of officers, who were continually increasing in efficiency, during the whole ten years the institution had been in existence. During this period, they had given 441 Diplomas, but, as those who commenced with elementary diplomas often took higher ones, there were really only 330 persons, who had received them. From all information he had been able to obtain, three-fourths of these were now employed in teaching, and he believed the work done had been of much importance, in effecting a revolution in Lower Canada. Everywhere, their teachers gave the school commissioners, and the people, better notions, and introduced a better style of education. The proof of this was in the fact that they were continually receiving applications for teachers. They had thought it necessary to make the course of study somewhat longer than in other places; in the United States, for instance, a few months were only necessary to obtain an elementary diploma: but it was found that when such persons were taken off the beaten track, they failed; ten months must be regarded as little time enough. He had further to state that there was no diminution in the course of study which provided for all branches. Their examinations were also more rigid, and they found they could afford to be more strict with the pupils in the elementary branches; and in this connection he must say that the written papers of the candidates had been very satisfactory. The school offered important advantages, and their work was partially known; there were several settlements that sent them quite a number of pupils while there were few from others. They were able to put candidates into any district in Lower Canada; and it was well that they should be impressed with these advantages. (Applause.)

Principal Dawson now proceeded to read the following:—

#### LIST OF DIPLOMAS GRANTED TO TEACHERS.—TRAINING IN THE MCGILL NORMAL SCHOOL SESSION 1866-7.

##### FOR THE ELEMENTARY DIPLOMA.

Margaret M. Bothwell, of Durham, honourable mention in Chemistry, Zoology.  
 Jane Elizabeth Hutchinson, of Leeds, honourable mention in the art of teaching History, English Grammar, French, Arithmetic, Algebra, (Miss Bothwell and Miss Hutchinson are equal.)  
 Elson Irving Rexford, of Bolton, art of teaching, History, English Grammar, French, Arithmetic, Algebra.  
 Corinna Statira Whinfield, Grenville, Book-keeping, Zoology; Maria Catherine Smart, Martintown; Mary Anne Griffin, Montreal; Margaret Jane Wilson, Montreal; Anna Luton Shepstone, Montreal; Charlotte Shepstone, Montreal; Marion Brownlee, Montreal; Emma Jane Trigg, Montreal; Annie Ferguson Bronlee, Montreal; Laurent Carmichael, Calumet; Jessie McKay, Gaspé; Margaret Janet Kinloch, Montreal; Rosa Christina Faulkner, Montreal; Catherine Anderson, Beech-Ridge; Mary Eliza Swallow, Montreal; Charlotte Jane Pelton, Montreal; Elizabeth Ellen Taylor, Quebec; Elizabeth Wheeler, St. Johns; Elizabeth Donaldson, Tanneries; Mary Ada Reel, Hemmingford; Fanny Lapham, Brown's Gore.

##### FOR THE MODEL SCHOOL DIPLOMA.

Agnes Cairns, of Montreal; Honourable Mention in History, English Grammar, English Literature, Writing, Mensuration, Arithmetic, Latin, Prince of Wales Medal and Prize.  
 Lucy Ann Lawless, of Beech Ridge; Honourable Mention in History, English Grammar, French, Algebra, Geology, Latin, Prince of Wales' Medal and Prize.  
 Margaret Ritchie, of Montreal; Honourable Mention in English Grammar, English Literature, Mensuration, Geometry, Latin.  
 Harriet Newell Jiggins, of Leeds; Honourable Mention in Algebra, Natural Philosophy.  
 Elizabeth Strickland, of Buckingham; Honourable Mention in Arithmetic, Mensuration, Geology, Agricultural Chemistry, Latin.  
 Marion Lucy Warren, of Montreal; Honourable Mention in Drawing, Vocal Music, Instrumental Music.  
 Jemima Thompson, of Montreal; Honourable Mention in Vocal Music.  
 Elizabeth Henry, of Montreal; Honourable Mention in Reading and Drawing.  
 Mary Ann Morrill, of Melbourne.  
 Cordelia Jane Young, of Montreal; Honourable Mention in Drawing.  
 Mary Ross, of Martintown; Jane Fraser, of Montreal; Helen Henry, of Montreal; Selina Frances Sloan, of Montreal; Janet Mary Powell, of Montreal; John Lynch, of Montreal.

##### FOR THE ACADEMY DIPLOMA.

Sarah Cairns, Montreal; Honourable Mention in Reading, Elocution, English Composition, Astronomy and Geometry.  
 Jane Alice Swallow, Montreal; Honourable Mention in Mental and Moral Philosophy, Astronomy, Algebra, and Geometry.  
 Letitia Barlow, Montreal; Honourable Mention in Geometry.

##### ACADEMY DIPLOMAS GRANTED TO GRADUATES OF MCGILL UNIVERSITY.

John Sprott Archibald, B. A., Nova Scotia.  
 James Carmichael, B. A., Montreal.  
 William Fowler, B. A., Montreal.

He explained, that as regarded the Prince of Wales Medal, it was thought proper it should be given to two, Miss Lawless, who had been with them from childhood and Miss Cairns, from the country, who were equal.

Miss E. Henry now read Collins' "Ode on the Passions," with much taste and feeling, and was rewarded with applause.

Miss Cairns then read a valedictory on behalf of her fellow students, which at once exhibited a proper sense of the responsibilities of the new life they were about to enter. A piece was now sung by the candidates, with good effect, Mr. Fowler presiding at the Piano.

Professor Darcy now delivered an interesting address in French, impressing, among other things, the necessity of his late pupils keeping up their reading in that language, after they had left the institution.

Miss Warren and Miss Young now played a duet which elicited applause.

Mr. F. W. Torrance now rose and said he had no intention of making a set speech, though on no occasion would he be anxious to be more careful than when addressing those who were engaged in education. He had, however, a few thoughts he wished to give expression to. In the first place the position they had accepted that

day was one of great influence, and though the position of the parent was great, it was not before theirs. Pulpit addresses were important; but teachers were an addition to the parent. Nine-tenths of the parents were unable to give the necessary instruction to their children, and they left it to the teacher. Let them consider their office was to mould the mind of the young which was so easily impressed. It was a true remark made by a wise man, "Give me the teaching of the young before twelve years of age, and I do not care who teaches them afterwards." He (Mr. Torrance) said he did not know anything more difficult than how to train a child, there were so many influences at work. Juvenal said "there was great reverence due to the young," let them bear this in mind and not underrate the power of children to appreciate, as they were capable of measuring both their morals and their benevolence of character much more accurately than most of us had any idea of. He had one counsel to teachers, if they wished to keep abreast of the age in which they lived; if they wished to avoid the vices of men and women of routine, and in all avocations there was this tendency to routine, but let them avoid it; let them look at the great questions which were agitating the public mind, and endeavour to understand them, and so, in time, with increased experience, they might be able to solve some of them. Another thing was to attend the Annual Conventions of teachers in Lower Canada; these would help them to understand their work; let them compare their system with that of other teachers, as each had a favourite method of his own. Two years ago he spent a few minutes in a public school in Boston, and was pleased to see the drill in study, and the decorum and intelligence of the pupils. He thought what an excellent thing it would be if they could send teachers to examine what was done in education elsewhere. "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend." A word also as to the position of confidence and trust in which they were placed as teachers as regarded both the parents and the country. They were appointed as well by the country and government as by the parents.

The interest of the country was shewn by the presence of the chairman, who in France would have been a cabinet minister. The vast machinery overlooked by him, and the sums of money expended in his department attested this. With regard to parents, they have not time to attend, nor ability to instruct their children. Those who have lived in families know the hopes and aspirations of a parent for his child; hopes and aspirations they never entertained for themselves. Parents looked to teachers for the gratification of these aspirations—let them not be dissatisfied. In conclusion the speaker reminded them that as this month was a new era in their lives as entering upon a new career, they could not help thinking of the new phase of national existence, upon which the country was now about to enter. (Applause.)

Principal Dawson, after stating that the school would reopen on the 3rd September, gave some parting words of advice.

The Hon. Mr. Chauveau also announced to those receiving diplomas, that he would be ready to aid them in any way he could, and impressed the importance of a knowledge of French.

The National Anthem having been sung, the proceedings were closed with a benediction.—*Montreal Gazette.*

### McGill Model School.

#### DISTRIBUTION OF PRIZES, ETC.

Yesterday the pupils in attendance at this popular and efficient institution underwent the annual examination before the holidays. The average attendance, we are glad to report, is 300 boys and girls, and this large number comprises a body of youths remarkable for the regularity of their appearance at the various classes. The teacher of the boys' department is Mr. McGregor, Miss Coady having charge of the girls' school, while Miss Dougall and Miss Derick conduct the primary school.

The examination of the various departments was conducted by their respective teachers, the subjects being those constituting an ordinary English education. It is but justice to say the scholars of both sexes acquitted themselves well, their progress during the past year doing both their instructors and themselves great credit.

At the conclusion of the examination, the more advanced boys proceeded to the school-yard, where one company was put through drill, with arms, and two companies through a series of calisthenic exercises, in which they exhibited surprising proficiency.

They next repaired to the Normal School, which was soon crowded by the pupils and a number of ladies and gentlemen relatives, and other friends of education.

The chair was taken by the Hon. Mr. Chauveau, Chief Superintendent of Education, Lower Canada, who had on his left Mr. Principal Dawson, and Rev. Mr. Paton, and on his right Mr. McGregor, Master of the Boys' School.

Principal Dawson said:—In opening the proceedings, I think we have occasion to congratulate the Model School again on the close of a successful session. In so far as I know, the work of the school has been conducted with its usual efficiency. The children have been making good progress, and we have not had any occasion to lament any unpleasant or evil circumstance in connection with the pupils of this institution. We trust they have been all doing well. I may say, in regard to this school and to the parents whose children we have, that all public schools have their faults; we shall never get perfect schools; but yet in respect to his one, we are always striving to make it as good as possible. The teachers are good, and they have the benefit of the help and oversight of the professors connected with the Normal School, and of such help and advice as I can give them myself. And we are always considering matters, and trying as far as the means at our disposal will permit, to make the course of instruction as good as we can, and to take every precaution in the interest of the health and progress of the schools, and to make it as nearly as we can a model school in which our pupil teachers shall see a good example of teaching, and in which the young here shall have as good an education as it is possible to give them under the circumstances. I believe the result is, that a good, thorough, practical education is given. I know that the work of the model school has been productive of good results to persons studying in the Normal Schools for teacher's diplomas. It has brought them up well to enter into the work of our Normal Schools; and I have no doubt, that into whatever business or occupation our Normal School pupils enter, the same satisfactory experience will be found. I congratulate the young people on the close of another session of hard work, and I trust they will enter on the holidays with the desire to enjoy them thoroughly, and that they will so enjoy them, and come back to us ready and able as ever to go on with the work of the school. (Applause.)

#### PRIMARY DEPARTMENT.

Miss Dougall read the following list:—

##### JUNIOR SECTION.

*Good Conduct.*—Emily Pagan, Anna Stewart, Frank Craig, Alfred State, Anna McLaren, Ellen Gaw, Samuel Cowan, Louisa Horne, Agnes Russel.

*Punctuality.*—Edmund Varey, George E. Gibb, Ella Wheeler.

*Punctuality and Good Conduct.*—John Fowler, Frederick Larmonth.

##### SENIOR SECTION.

2nd CLASS.—Thomas C. Miller—Geography; Edward Gould—Arithmetic; Ann Jane Cooper—Punctuality.

Miss Coady then read the following list of the prizes in the.

#### GIRL'S DEPARTMENT.

##### JUNIOR DIVISION.

2nd Class—Mary A. Cowan: Prize in Spelling and Writing. Ida C. Gibb: Prize in Arithmetic, Geography and Amiability.

Jessie Gibson: Prize in Reading and Drawing.

3rd Class—Agnes Maxwell: Prize in Arithmetic.

Annie Elliott: Prize in Drawing and Grammar.

Jessie Marvor: Prize in Reading, Spelling and Grammar.

Mary A. Brown: Prize in Arithmetic.

Martha Samuels: Prize in Writing and History.

4th Class—Annie O'Grady: Prize in Grammar and General Standing

Annie Fowler: Prize in History, Scripture Lessons, and General Improvement.

Ellen Kinlock: Prize in Arithmetic and General Standing.

E. G. Walker: Prize in Grammar and General Improvement.

Martha Maxwell: Prize in Reading, Spelling, Writing and Drawing.

##### INTERMEDIATE DIVISION.

4th Class—Annie Muckle: Prize in Arithmetic and Composition.

Nettie Ryan: Prize in Reading, Writing, and Geography.

5th Class—Colia Pearson: Prize in Spelling, Writing, Arithmetic, Geography, Grammar.

Mary Hodson: Prize in Reading, Natural History, Scripture Lessons.

6th Class—Eva Conover: Prize in Drawing, Composition, Natural History.

Sarah Tees: Prize in Writing, Arithmetic, Geography, Natural History, Canadian History.

7th Class—Florence W. Rennie: Prize in Spelling, Composition, Grammar, Geography, Natural History, Canadian History.

Sarah Ryan: Prize in Reading, Writing, Drawing.

Edith Dalgleish: Prize in Reading, Natural History, and Canadian History;

Mary Dewar: Arithmetic.

## SENIOR DIVISION.

8th Class—Ellen McLaughlan: Prize in Geography and Scripture Lessons.

Helen McDonald: Prize in Reading, Writing, Drawing.

A. McIver: Prize in French Grammar, Composition, Book-keeping and English Literature.

9th Class—Elizabeth Craig: Reading.

Elizabeth Fowler: Book-keeping.

Agnes Hunter: Prize in History and Scripture Lessons.

Mary Logan: Prize in French Grammar and English Literature.

9th Class—Cynthia Sealey: Prize in Spelling, Drawing, Geography, Composition and Amiability.

10th Class—Maggie Cunningham: Prize in Spelling, Arithmetic, Grammar, Composition and Book-keeping.

Janet Ennis: French and History.

Jane Lattrell: Spelling, History, and English Literature.

Fanny Martin: Prize in Scripture Lesson and General Standing.

Rachel Swail: Prize in Writing, Drawing, Amiability.

## ADVANCED CLASS.

Mary Gibson: Prize in Spelling, French, Arithmetic, Grammar, Composition, English History, English Literature, and Amiability.

Florence Holmes: Prize in Reading, Geography, Drawing, Punctuality.

Mary A. McLeod: Prize in Scripture Lessons and General improvement.

Mary J. Millen: Prize in Reading, Geometry, Algebra, Latin, and Physiology.

Maggie Thomson: Prize in Writing, General History, Book-keeping.

Kate McDonald: Prize in Algebra and diligent attention to studies.

## BOYS' DEPARTMENT.

Mr. McGregor then read the following prize list:

## JUNIOR DIVISION.

Ed. Charters—Ment. Arith., Reading, Credit Marks.

R. Griffin—Writing and Drawing.

C. McCorkill—Geog., Punctuality, Credit Marks.

Jno. Seale—Arith. and Punct'y.

R. McLeod—Reading, Spelling and Dictation.

N. Cooper—Writing, Drawing, Arth. and Conduct.

A. Mattinson—Geog., Gram., and Credit Marks.

P. Kerby—Geog.

D. Willock—Gram., and Punctuality.

G. Pearson—Spell., and Dictation.

## INTERMEDIATE DIVISION.

F Gundlake—Read., Spell., Arith., Geog., Gram., Ment. Arith.

W. Lynn—Drawg., Histry.

G. Roberts—Composition, Arith.

G. Greer—Read., Arith., Marks.

O. Meyers—Drawg., History.

O. Kellond—Spell., Geog., Puncty.

W. Henry—Read., Spell.

J. Stiusone—Reading, Grammar.

## SENIOR DIVISION.

J. McCulloch—Ment., Arith., Gram.

R. Dougall—Writ., Draw., Puncty.

C. Garlic—Read., Spell., French, Puncty., Credit Marks, Conduct.

C. McAdam—Draw., Punct., Marks.

Joseph Mattinson—Read., Arith., N. Phil.

F. Vary—Writg., Comp.

L. Hibbard—Histry., Conduct.

D. Darling—Read., Spellg., Comp., and N. Philosophy.

J. McKenzie—French, Arithmetic, G. og., M. Arithmetic.

## ADVANCED CLASS.

N. McNab—French, Spelling, Histry., N. Philosophy, Lat., and Geomet.

W. Carson—Drawg., Geom., Marks, and Conduct.

Js. Baillie—Read., Writing.

H. Hall—Geog., Grammar.

3rd Class.—Augusta Gibb, reading and good conduct; Emma Ennis, good conduct; Peter C. Small, reading and spelling; James McNab, geography; Janet Odell, punctuality and good conduct; Catherine McLaren, good conduct; James Young, punctuality.

4th Clas.—John Smart, geography and arithmetic; Jeannie Elliott, punctuality; James Arnott, writing; Nathaniel McLeary, spelling.

5th Class.—James Lea, geography and arithmetic; Amanda Davis, spelling and good conduct; Mary Ann Cockburn, writing and reading.

The Chairman now briefly addressed the meeting. He said he was very happy indeed that one of the first things he was able to do, since his return from the Old World, was to meet the young people here on the present occasion. He had seen many young faces, many scholars, from those of Ireland to those of Rome; from those of France to those of Germany, since his departure from Canada, but thought he had not looked upon a finer gathering of pleasant faces, and of intelligent looking children than the one before him to-day. (Applause.) The interest felt throughout the world at large in the cause of education was one of the features of our age and century, and it seemed to be more on the increase than any other. The education interest was one of the leading features of the Paris Exhibition, and one characteristic of the movement in Europe was its powerful assistance by gifts, bequests and subscriptions on the part of the people at large. In this country we relied too much on the action of the government, which had been all that was necessary up to the present; but it was questionable whether this would be the case in future. It was important the public attention should be directed to means that might be resorted to, to obtain a larger support from the people for our education system. The success of the children present might safely be inferred from the cheerful and satisfactory expression of their countenances. Singing was a branch to which great attention was given in all the schools he visited, and he must call attention to another very important branch, which seemed to engage to a very large extent public attention in Europe—drawing. It was regarded as highly important, not only as an education of the eye and hand, but as a preparation for instruction in science and art. He congratulated the parents on their wisdom in sending their children to this excellent school, the attendance at which was all that could be desired. In the country at large they could not say as much. We might require some new legislation to compel in some way, or other, a larger average attendance of all our schools. Parents themselves could and should obviate the necessity for such legislation. A regular attendance of pupils was a great and indispensable condition of school success. He owed a particular debt of gratitude, first to Principal Dawson, and next to the teachers, for the success which had attended this Model School from the beginning. It is a part of the larger, greater and equally successful institution—the McGill Normal School. It gave him pleasure to pay this tribute to those teachers, and also to state for the encouragement of the young here, that their regular attendance and efforts during the year had gained them their present success. They would now enjoy the other reward of their studies—the holidays—to which they were so well entitled. (Loud Applause.)

Rev. Mr. Paton then made a brief and eloquent address to the scholars, in which they received some excellent advice. He commented on the value of education in general, and the advantages in the direction of its acquirements afforded by the McGill Normal and Model schools. Such institutions, well conducted, constituted one of those great moral levers which, next to the teachings of the Church, was to make or materially influence this new Dominion in the age to come. He advised the children not to study too much during the holidays, to cherish a love of their teachers, to be punctual, regular, constant in their attendance at the school, and expressed a hope that parents would procure their children the best education afforded by the Normal, Model, High Schools and Universities.

Mr. Principal Dawson announced the distribution of prizes and diplomas to the pupil teachers in attendance at the Normal School on Thursday. It was expected forty-six persons would present themselves on that occasion, on which a large attendance of the friends of education was desirable. He would read a verse of Solomon's Proverbs for the benefit of the children: "Wisdom is the principal thing; therefore, get wisdom, and with all your getting, get understanding." All the children who would repeat that text to him, next September, should receive a little book, and all who could tell what the Bible called "wisdom" should receive from him a better book. The school was then declared closed till September next, the juveniles applauding loudly for several seconds.

The proceedings were most agreeably varied by the singing of the pupils, under the direction of Prof. Fowler, who aided them with an instrumental accompaniment. The vocal performances were very creditable to all concerned.

Principal Dawson, on the calling out of the names of the children entitled to prizes, handed the little gifts to the gratified parties.

The meeting concluded with the singing of the National Anthem by all the pupils.—*Montreal Gazette.*

### St. Francis District Teachers' Association.

The semi-annual Convention of this Association was held at East Hatley, Province of Quebec, on Friday, July 5th. The attendance was very good, especially at the afternoon session, when a large number were present, chiefly lady-teachers of Common Schools from Hatley and Stanstead. The Association affords to those who have been for some time engaged in the work of teaching, an excellent opportunity to impart instruction to those just entering the profession, and who need advice and encouragement. The meeting was a very pleasant one, and it is hoped very profitable.

The morning session was opened by prayer by Rev. Mr. Lee of Stanstead Academy. Extracts from the minutes of the Annual meeting, which was held in Compton in December last, were read by the Secretary. The President, Principal Graham, then appointed the following Committees: on Business, Dr. Gilbert, Dr. Burland, and J. B. Lebaron, Esq., and on reception of members Rev. Mr. Lee, Mr. Robert Robinson of Coaticook Academy, and Mr. Gale.

The Secretary, Prof. A. Duff, of St. Francis College, read a short report of the business that had been transacted for the Association since December last, and of the finances; also suggesting several subjects for discussion.—The Report is as follows:

#### REPORT.

We are again assembled to discuss matters pertaining to our Schools and to Education generally, and certainly we have great cause for thankfulness to God for this opportunity, and for the additional time we have been permitted to employ in our important and interesting work.

The minutes of the last meeting were published nearly in full in several of the papers of the Province, and doubtless they did good.

The Hon. J. S. Sanborn was duly notified of the action taken at the annual meeting on matters referred to in his letter then read, and he cheerfully accepted the work of drawing up the memorial as determined. The Committee on the memorial will doubtless report.

Some correspondence has been had with Professor Darey, Secretary of the Provincial Association of Protestant Teachers, with reference to the time and place of holding the next meeting of that body, but no arrangement has as yet been announced.

Thanks are due to our friend Dr. Gilbert, and to others of this place, for their kind assistance in making preparation for this meeting.

I take the liberty to suggest that there be discussed at this meeting the following subjects:

"H. L. Whitcomb's First Canadian Arithmetic."

"The relative proportions of the work the Teacher should require from his pupils as his unaided effort, and that in which he should help him to understand and learn."

"The best means of securing the interest of Teachers in this Association, both as a means of intercourse with one another, and of improvement."

"The best means of rendering our Academies thoroughly efficient."

The income and expenditure for the past half year have been as follows:

Balance on hand from last year.....	\$1 01
Amount of fees of 13 members.....	3 25
	\$4 26
Expenditure for advertising, &c.....	4 15
	11

All of which is respectfully submitted.

ARCHIBALD DUFF, JR., M. A.,  
Secretary-Treasurer.

This report was referred to the Business Committee for the auditing of the accounts, and for the consideration of the subjects proposed for discussion.

The routine business being completed, the verse, beginning, "Be Though, O God, exalted high,"—was sung, and the Association adjourned to reassemble at half past one.

#### AFTERNOON SESSION.

The Association came to order at about half past one, and Mr. A. Duff offered prayer.

The President briefly addressed the Convention on the efforts that had been made to improve our general School System, referring to the Order of the Council of Public Instruction on School Books, the state of the Government funds set apart to aid Superior Education, and a more just representation of the Eastern Townships on the Council.

The minutes of the morning session were confirmed. Mr. A. Duff gave a short review of the Primary Arithmetic referred to in the Secretary's report. Some parts of it might be improved, yet in many respects it is an excellent little work.

The President spoke of the importance of Exercise in Mental Arithmetic, and found on inquiry that very many of the Teachers present have classes in this study.

The best method of teaching Fractions was discussed at the request of Mr. Blaylock, who sought information on the subject. Rev. Mr. Lee of Stanstead made some excellent remarks on the means of illustrating the division of *the unit*, giving also very good advice as to the general work of the Teacher. He must be wide awake, not wearying younger scholars, not giving too much assistance, and never listening to the word 'can't.' Others followed with short addresses. The question was then brought up, "What should be the relative proportion of unaided effort by the Scholar and of help given him by the Teacher?" After some remarks on this subject, applying more especially to teaching geometry, an essay written by Miss Bacon of Hatley, was read by the Secretary. Many important thoughts were presented by the writer, relating to the co-operation of parents and teachers, the duty of the former to keep the physical system of the child in a healthful and vigorous state, and the means of imparting religious instruction in our schools, which are of course entirely undenominational. A vote of thanks to Miss Bacon was passed unanimously.

The President called attention to the renewed offer of prizes by J. H. Pope, Esq., for the best Essays on "Religious Instruction in Common Schools."

Several names were added to the roll at this point in the meeting.

Rev. Mr. Lee and the President then addressed the Association on the question last proposed, urging that principles often need explanation, yet the work of a scholar should never be done for him. The amount of assistance necessary varies in different cases. A large part of a class would be thoroughly discouraged by being thrown entirely on themselves, though a few might become excellent men under such a method.

The increase of interest in the Association was next brought forward for discussion. The President thought that it would be well if there were Teachers' Institutes among us, regular gatherings of Teachers for instruction by some one thoroughly experienced in the work of education. Mr. Lee desired that it were well known that Teachers are not required to make up in extra work time spent at Association Meetings. It was thought by some that it would be well to have more definite arrangement than hitherto for the work of the Conventions. Persons might be appointed several months beforehand, to prepare essays to be read before the Association.

It was requested that the subject, "Government in Schools," be discussed. The President pointed out the importance of thorough order, also the benefit of noticing the good things in a scholar's behaviour, and the care to be taken in administering bodily punishment.

The need of proper apparatus was urged by Mr. Robinson of Coaticook. He found great difficulty in giving instruction in Geography without good maps. He also expressed a wish that our schoolrooms were more attractive. It was suggested by another that the introduction of singing among school exercises would greatly tend to interest the Scholars.

The Association then adjourned till 7 P. M.

The evening session was opened by prayer, by the President. Dr. Gilbert briefly addressed the Association on the duty of parents to train their children to proper habits, and to sustain the Teacher in his work.

The President then made reply to a question which had been sent up to the desk during the afternoon session. He had been asked to give the reason for the rule for Division of Fractions. He explained at considerable length this subject and the method of presenting plainly to a class several other arithmetical questions.

After some discussion it was resolved to hold the next meeting of the Association at Stanstead Plain, and on the suggestion of gentlemen from that vicinity, the following were appointed a Committee of Arrangement: Rev'd. Messrs. Lee and MacDonald, and Messrs. W. B. Colby, David Mansur and H. G. Pierce.

The Secretary was instructed to prepare a report of the proceedings as soon as possible for publication.

On motion, the thanks of the Association were tendered to the Committee of Arrangement and to the people of East Hatley, for their hospitality and kindness in making preparation for the convention; to the office-bearers of the Association; and to the editors of the various newspapers of the Province who very kindly gave notice of this meeting.

A verse of the National Anthem was sung, and Rev'd. Mr. Tomkins pronounced the benediction, after which the Convention separated.—*Exchange.*

**Convocation of Lennoxville University.**

## DISTRIBUTION OF PRIZES, ETC.

The annual meeting of the Convocation of this University was held in the School-room on Thursday afternoon 27th June. The Hon. E. Hale, Chancellor, presided, the Lord Bishop of Montreal and Metropolitan sitting on his right, and the Lord Bishop of Quebec on the left. Dr. Nicolls, Principal, and the various professors were in attendance. The following gentlemen were present: Rev. Messrs. H. Slack, (Rural Dean) R. Lindsay, W. Jones, C. P. Reid, Kemp, L. C. Wurtell, D. Lindsay, T. S. Chapman, J. S. Gray, A. C. Searth, H. G. Burrage, J. Foster, W. Richmond, E. C. Parkin Hon. W. Shephard, Messrs. Dunkin, M. P. P., R. W. Seveker, Geo. Clark, Rawson, G. B. Baker, E. Chapman, Stotesburg, E. Brooks, A. W. Kendrick, Terrill, D. Gilbert, Sleeper, B. T. Morris, H. G. Bishop, G. T. Bowen, G. Borlase, E. C. Fowler, Professor Prout, Dr. Robertson, Dr. Sedly, and Dr. Worthington.

The body of the hall was crowded, many of the elite of Lennoxville, Sherbrooke and the surrounding district being present. As usual, the students thronged the back seats, and were in as good spirits as the advent of the midsummer holidays ever witnessed.

Hon. E. HALE, Chancellor, delivered the opening address. He said:—Right Rev. prelates, ladies and gentlemen—by the blessing of Providence we are permitted again to assemble at another meeting of the Convocation of the University of Bishop's College, and it is usual that a few words at the opening of the meeting should be addressed to you from the Chair, although I had hoped that on this occasion more interesting words would have been spoken than any I can hope to utter, by an eminent member of the bar of Montreal, a warm and zealous Churchman, who is unfortunately unable to be present at this time. I am happy to be able to report to you, members of the University, and ladies and gentlemen, that our institution continues to progress in the even tenor of its course with satisfaction. Our numbers, I am happy to say, diminish not; the senior department retains its usual average, while the junior is in a gradual and hopeful state of increase; and there is no question in my mind that, under the wise rules and regulations adopted for promoting the success of the junior department, that increase will go on at a very large ratio. When we last met we had to allude to the unfortunate and melancholy loss of the gentleman who preceded me in this chair; and I now, unfortunately, have to allude to another melancholy event that has occurred since our last meeting, the untimely death of the Rector of the junior department; and although it happened so long ago as the month of August last, nevertheless, the loss is fresh in our memories, and warm in our regrets. The Corporation of this Institution, shortly after that sad event, passed a very beautiful—I may say touching—resolution in regard to it, expressing sympathy with the unfortunate lady bereaved by his death. Therefore I shall not add to that resolution; I could not improve it; and I shall, while thus alluding to it, only say that I am happy to inform you the vacancy has been filled by a gentleman as eminent in the walks of literature, learning and science as his industrious and talented predecessor. (Loud applause.) The selection of our present Rector, Mr. Walker, was made through the exertions of our worthy Right Reverend President, while resident in England, and from a large number of candidates. The selection was decidedly recommended by him, and was as decidedly confirmed by the Corporation when he was reported to them; and I must say it is a matter of warm congratulation to this University that it has been able to add to its staff a man from the first rank of the academic order, and that it may be said of previous gentlemen who occupied this chair, and other eminent men who belonged to our body, that they are unsurpassed in this province. (Applause.) It is a matter of pleasure to me, as I am sure it is to you all, that our meeting is graced on this occasion by the presence of two distinguished men from our sister university of McGill. Upon a recent occasion, by the kind invitation of that body, I attended a meeting of the Convocation in Montreal, and was received with distinguished attention, and not for my own sake, but on account of this body. Therefore, I am sure that you will but echo my words when I offer to the Vice-Principal of the University of McGill and to one of its Governors, who is present, a warm and cordial welcome. (Loud applause.) It is not my purpose to detain you from more interesting exercises of this occasion, or from the able speeches you are about to hear. We shall, therefore, proceed with the business of the occasion.

The Rev. the PRINCIPAL of the College then presented the gentlemen named in our last with the degrees conferred upon them. The name of the Hon. Mr. Galt was greeted with tremendous applause, and those of Archdeacon Leach and Rev. Mr. Street, U. S., were also warmly received.

The CHAIRMAN said that as all the graduates, subjects of Her Majesty, had already taken the oath of allegiance, nothing remained

but to unite in a ceremony usual on such occasions as the present—the singing of the National Anthem.

The graduates, with the rest of the meeting, then sang the first verse of "God Save the Queen," with loyal vigour.

Mr. JAS. HEPBURN, one of the graduates, now read a very good valedictory.

The Archbishop of QUEBEC then said the Prince of Wales' Medal had been awarded, though it had not yet arrived from England; it consequently could not be presented now to its winner, Mr. Hepburn. That young gentleman entered the school while he (the Archbishop) was Master, and, by his diligence and industry, passed rapidly through all the classes. He was glad to find that industry and diligence had been crowned with this final success at the termination of his college career. He had no doubt that if Mr. Hepburn went on as he had done, he would be always rewarded with similar success in life. (Applause.)

The CHAIRMAN said that Mr. Henry Slack, who had just taken the degree of M. A. had submitted an essay to the College Council, showing a large amount of learning. It had not been the practice to present them to the public; but it was their intention to call for essays, in future, from graduates, and make them known. That gentleman would now read his essay.

Mr. SLACK, M.A., here read an able and instructive essay on "Eloquence and Oratory," which was listened to with great attention.

Rev. Canon BALCH, D.D., in obedience to a strong request from the Chairman, proceeded to address the meeting. He said:—The Academic hood which I wear shows that I am an adopted son of Bishop's College, Lennoxville, and, therefore, as such, bound to obey any request coming from her constituted authorities. We sometimes hear in one sentence a great truth. Facts are said to be the foot prints of God; and it is well worth while for such an audience as this to ponder over a moment one or two facts under the shadow of which we stand to-day. But a short time since and there grew over the continent of Europe the darkest cloud of war that ever cast its horrid shadow across that Continent, when the growl of the Prussian Bear, the howl of the Austrian Wolf, and the scream of the Imperial Eagles gave note of warning that before long those plains often drenched in blood, would once more be crimsoned with human gore. No roar of the British Lion was heard, but our Sovereign, with the grace of woman and the dignity of a Queen, stretched forth her sceptre and won the blessing of a peace-maker. (Applause.) And if we live to see the dawn of Monday next there will be born the youngest of the family of nations, and a new Dominion will be ushered in, with none of the throes, convulsions and agonies of revolution, but in the calm of a summer morn, and with the brightness and hope of a peaceful dominion. (Renewed applause.) And if we live to the first month of autumn there will be gathered at the time-honoured Palace of Lambeth one of the most remarkable assemblies of the successors of the Apostles that the sun has ever shone upon. From all parts of the world where the English language is spoken there will then and there gather men accustomed in their own dioceses to preside over bodies of the faithful, and to have their minds occupied with the earnest and spiritual interests of the Church, but who for that occasion and that purpose will be elevated to a higher region, whence they will cast out their eyes and give out their sympathies to the Christian world. (Applause.) And I am quite sure with regard to the vast interests of the Church of the Living God—that branch of it which speaks the language we love—it will not in the slightest degree abate our interest in that assembly; nor will it lessen the earnestness of our prayers for the divine blessing on their deliberations to know that from this distant part of the world, from our own diocese, our own beloved Metropolitan, and his associate Bishops of Canada, emanated the project of the Pan-Anglican Synod of 1867; and by them was it brought to a successful issue. (Loud applause.) But what I would ask you for one moment to reflect upon is, that each of those great facts which I have briefly alluded to come upon us in the silence and the magnificence of God's works in the world. When we regard the grass as it springs from the bosom of the earth; when we see the fruit and the flowers, and the beautiful drapery of nature springing forth so silently and yet so speedily, when we walk abroad at night and behold the stars, so silent, and yet proclaiming their great Creator's praise, speaking of Him who thus walks amid the wonders of creation—so it is with those footprints, those facts in the providence of God. They are his steps, and we ought to ponder them solemnly, and gratefully acknowledge them. In the providence of God as we stand now and hear the scream of the locomotive, resounding from the Rocky Mountains, and behold resting at his foot a nation born in a day, I believe that, before those who are listening to my voice to-day shall have passed to the grave, this Continent will become the centre of the world. (Applause.) Across this Continent must flow, before a few years have elapsed, that enormous trade that has



given such magnificent power to the Queen Island that Englishmen love to call their home. Across it must flow the Eastern trade, and back again, over it, the trade of the European Continent, so that all eyes will be centred on the place where you live. And to whom is entrusted the great work of making the institutions that you have inherited from your fathers stand out before the world the Magna Charta of human liberty? (Applause.) I looked with deep interest last evening at that interesting class of young men before long to be commissioned by their Lordships to go out and preach the Gospel of Christ, and upon those young men who are soon to be sent forth to represent their *Alma Mater*, in other walks of life, and in the various departments of life to maintain the honour, interest and prosperity of our country. But I look with peculiar interest upon those young ones who have warm temperaments, and who we have had, this afternoon, more than one occasion to know are filled with the vigour of youthful life. I look upon them and say—what a period in the history of the world are you born in! All the periods that have preceded it are feeble in comparison. I look upon you, born at a period of the history of the world without a parallel, and on you rests the responsibility, in the presence of those footprints of God, of promoting the national prosperity and the incoming of the kingdom of Christ. You have a special charge, as in the sight and audience of the world, to hasten the great day when not one shall say to another—“Know the Lord,” “for all shall know Him, from the least to the greatest.” (Applause.) And now let me say one word to you which may possibly remain in your minds long after those venerable heads which we see here shall be laid in the grave, and the voice of the speaker shall be silenced by death: there are two marks made upon the head and heart of a child that no lapse of time or circumstance can ever efface—the one made upon his head by his teacher and the other in his heart by his mother; and the mark I would wish made upon the head and heart of every boy who hears me is—with a noble courage, with a firm, unyielding purpose, live for some noble object—the glory of God and the good of man. (Loud applause.)

Hon. Mr. GALT, D.C.L., said:—Mr. Chairman, my Lords, ladies and gentlemen, I may say with great truth, that I am wholly unprepared to address you to-day. I am a worker, and have been busy at my work which is frequently attended with much anxiety and labour, both of mind and body. It is an occasion like the present when we see issuing from the walls of this University those who are to take their part in the great struggle of life—it is when we see young men coming among us with all the advantages of a liberal and religious education—entering the field with those of us engaged in the warfare of life—that we should rejoice at having so many and such good recruits. If there is one thing more than another for which we are indebted to our universities, it is that they are raising the standard of education in the country, giving us young men better fitted to discharge the higher duties now devolving upon us, and who, we trust, will maintain the good character acquired here, through the great battle of life, hereafter, whilst filling the places now occupied by their seniors. I may assure the gentlemen leaving the University, to-day, that there never was a truer maxim than this: work is really the pleasure as well as the business of life. Let it not be said that true happiness is to be found in idleness, waste of time; it is to be found with those who devote the energies God has given them to the work of doing good in the position in life in which Providence has placed them. It is they who find real pleasure and satisfaction in this world, and who, we cannot doubt, will also have their reward hereafter. I rejoice to see so many graduates going forth from this University, and I am glad to have heard there are so many rising scions among us, who, we hope, will on future occasions increase the number, so that Bishop's College may take a foremost position among the educational institutions of the country, and the great advantages young men receive here may be better known, and the University resorted to by larger numbers, not only from Canada, but the neighbouring country. I do not wish to detain the meeting on this occasion but I must return my grateful thanks for the great honour I have received at the hands of the University this day. It is an honour at all times to be distinguished by such a University as this, and I must say that, though circumstances of life forced me from those paths of learning I had hoped, in early life, to continue to tread into the more active business of the world, I shall regard the occasions of my receiving this honour following that previously conferred on me by our late, lamented Chancellor, as one of the proudest days of my life. (Loud Applause.) I think I might the more fittingly say to our friends who have just got their degrees, that very important work is before us, in view of the near approach of that new political state we are all looking forward to, and the success of which depends entirely upon the mode in which our citizens prove themselves equal to the responsibilities devolving upon them. (Applause.) We, it may be said, on Monday next, are to receive our degree from the great Uni-

versity of Nations. (Applause.) We have been brought up in the greatest school the world has ever seen—that of our great mother country; that country which may be called, with more justice than ever any ancient nation was—the mother of nations. When we look to the south of us and see her gigantic offspring overshadowing, I may say, the whole land, I think we may feel that, springing from the lions of the same parent, we may hope to follow in a path that will be one of profit and glory. (Loud Applause.) Let us remember the duties that devolve upon us from and after the First of July. We abandon our old colonial or student position and enter active life; and I trust the people will shew the same lively interest in the welfare of their common country, which, I have no doubt, will be felt by the members of this University in regard to its future prosperity. I trust we shall carry forward, in the future, that love for our mother country which the students of this University will always bear to it. But whatever may be our fortune, we should preserve a recollection of the past—recollect the benefits we have received from the mother land; and the fostering care of which we have been the object in our youth—the helping hand extended to us in placing us in a position to go forward upon a new career. We may also look to our brethren on the other side of the line for a friendly, fraternal interest in our welfare. I am not of those who believe that prejudice can long obscure the mind of a great and intelligent people. We may reasonably look to their hands, then, for assistance in the course upon which we are entering; but which, whether we receive or not, let us feel we deserve. Duty is, perhaps, the one word which expresses most strongly, to an Englishman's mind the consciousness that he has deserved, whether he has achieved success or not. (Applause.) I feel I ought not to detain you longer at present. Again, members of the University, let me present my most grateful thanks for the unexpected, undeserved honour you have this day conferred upon me. (Loud and prolonged applause.)

The CHANCELLOR now requested the Lord Bishop of Montreal, to say a few words.

The METROPOLITAN said—I certainly cannot be silent after a call from you on this occasion, though there is little for me to say. I have listened with considerable attention and interest to the valedictory address delivered by Mr. Hepburn, whose course I have been interested in, not so much from personal knowledge, as from what I had heard of him. One practical remark he made was as to the manner in which those who go forth from this University may be useful in doing it justice to the country, in recommending it to the support and sympathies of the people among whom they live. Now, the very best advertisement we can give of the merits of this University is the young men we send out. Unless we are able to show we are training up the youth committed to us in a way commensurate with the responsibility belonging to us, and with the duties they have to fulfil, we shall fail in the long end in gaining that hold on the country at large, which we aim at and ought to desire. But I would impress on those young men now going forth how largely it depends on them that they shall maintain that moral character, that religious as well as that intellectual character that shall show and prove them to be deserving *alumni* of this institution. And I was glad that on this occasion we heard an address from our new Master of arts, Mr. Slack. It has been a matter of regret to me, on former occasions, and I have so expressed it, that we trusted too much for the interest on those occasions, to speeches made by eminent individuals such as those who have lately addressed us; and I have thought that we should always have had at such times some exercises from those going forth from us, calculated to give proof of their abilities and attainments. And I trust that in future years we shall always have something of this kind at Convocation. The address delivered by Mr. Slack was most carefully drawn up, and I listened to it with great attention—describing the theory of eloquence and oratory. We have had, also, I think, since that, the actual exemplification of it. (Applause.) I cannot pretend to any such powers myself, but I feel it my duty, occupying the position I do as President of the Corporation of this University, and as a Bishop of the church in this place, to say a few words on the fact that this Institution is essentially a church institution; and I consider that the training up of so many youths and young men, if they be carefully nurtured in the principles of that church to which we belong is sending out not merely a great intellectual, but a great religious element into the country to which we belong; and intellectual attainments, without the correction and foundation of religion, I do conceive to be a curse rather than a blessing to a country. I have always taken a great interest in this University, because of its connection with the church to which I belong. I have been connected with it for many years. I have seen it growing up from its small beginning to its present position, and I have witnessed with very great satisfaction the enlargement of it in relation to the junior department, which now forms so important a

feature of the institution. I consider that department, drawing, as it does, boys from all parts of the country, as a most important one, and it is of the greatest importance that he who has the charge of them, should have the confidence not only of us, who are at the head of this institution, but of the parents of the children, and the country at large. His Lordship now related the steps he took in England to secure the services of the Rev. Mr. Walker, the successor of the late lamented Rector. Out of the 30 or 40 applications, he had selected the present Rector, unhesitatingly, as one who presented the greatest prospect of supplying such a Rector as was desired for this institution. (Loud applause.) He is the son of an eminent Professor of the University of Oxford, and was born and trained up there under one of many of those now occupying first-places in that University. He attained the highest honour in his own University and a high place in his own college also, and had for eight years been occupying the important place of Professor of Mathematics in the Royal Military College at Sandhurst. Now, I consider an individual who passed through collegiate life with such high honour, and with the exemplary character he has always borne, who had the great experience he must have had in the disciplining and training of pupils during the time he was at such an institution as Sandhurst, comes to us with no small advantages, and no mean qualifications to occupy his present position. (Applause.) I am quite aware of the jealousy that often exists at the introduction of new men from the mother country but I believe it to be perfectly unjustifiable that we are not, for the best positions among us, to look out for the best qualified men, come from where they may. Mr. Walker being a man of good, practical common sense, would soon adapt himself to our habits and modes of thinking, and gain the confidence of those over whom he is placed by showing he has thrown himself boldly and honestly into his work, and that he will, before we meet again, another year, have proved by his work among us that the confidence we have placed in him has not been undeserved. His Lordship pointed out the importance of treating one in Mr. Walker's position with fairness, and even consideration, and testing his merits by his work, without any prejudging of the case. He continued—I thought it right to make those observations at present, because we are now in a great crisis of our institution, beginning again, after an interregnum of the last twelve months, to go out to the country to solicit their approval and support, without which the institution cannot be carried on to any effect. I fully appreciate the importance of the present moment in the history of this Province; that we are passing into a new condition—from, as it were, the leading strings of childhood to the full manhood of national character; and therefore it is we do require a very large infusion among our public men, of men of knowledge, of men who shall not be merely carrying on the work of the day for personal or unworthy objects, but who shall, acquainted with the political histories of other nations and with the great duties of international life, be able to place the dominion of Canada in its proper position in the scale of nations. More than that, we are passing into a new condition ecclesiastically as well as politically. The church in Canada occupies an important and prominent position, being the only colonial church having a substantive, self-governing position; and very much will depend, as to the future of the church at large, upon the manner in which we conduct ourselves in our present responsible position; and, therefore, the young men who go forth from this institution to take their places as ministers and pastors among our people, and who will afterwards come up to take part in our synods, will have a very serious responsibility upon them as to the future of the church in Canada, and as reacting upon the church throughout the world. And though we be here as but a little one among the thousands of Israel, we are a great seminal principle in this place. Therefore it is I rejoice in the success which has attended this institution, and I look forward to it to develop itself more and more year by year as a great church institution, as a great seminary of general learning, balanced by those religious principles which we endeavour to infuse into our young people, to be a great element in the future of Canada in connection with that portion of the population with whom we have to do. Our excellent friend who last addressed you (the Hon. Mr. Galt) spoke of his interest in this institution as an educational one, and I do feel that to Mr. Galt we are deeply indebted for the care and attention which he has given to that particular department in the arrangements for the constitution of the new Dominion of Canada. (Loud applause.) But it will be idle and vain for statesmen to lay down their rules on paper, or to advocate, in the legislature, anything for the advancement of education, unless we can give them the instruments properly trained up to give effect to the legislation they may there enact. Therefore it is in connection with the future of Canada that I look on this institution as one of the greatest importance in this part of the province; and seeing so many here this day, coming as many of them do from various parts of it, I hope they will carry

back from here a good report of the present position of the institution and endeavour to do justice to it, among their several neighbours, so that it may expand and increase in its influence till it shall reach that eminence which it so richly deserves, and which I have the faith to believe it will hereafter attain. (Loud applause.)

The METROPOLITAN now distributed the prizes to the pupils, who, as usual on such joyful occasions, received rounds of applause from their admiring, but less successful school-mates in the remote seats:

List of gentlemen who received degrees:

*Honoris Causa*.—Hon. Mr. Galt and Archdeacon Leach, each D. C. L.; Rev. Canon Street, Chaplain to the Bishop of Illinois, M. A.

*Graduates*.—Henry L. Slack, M. A., and James Hepburn, B. A., John F. Carr, B. A., James King, B. A., George W. G. R. Zulcke, B. A., and Henry Burges, B. A.

The S. P. G. Jubilee scholarship was assigned to J. F. Carr, B. A.,

The CHANCELLOR, having thanked the ladies, and gentlemen present for their encouraging attendance, declared the meeting adjourned.—*Montreal Gazette*.

### St. Francis College and Grammar School, Richmond, Province of Quebec,

Another prosperous year of this Institution was closed by public exercises in the College Lecture Rooms, on the 3rd. inst.

On the Dais were the Rt Hon Lord Aylmer, Pres. of the Corporation; John Hethrington, Esq. Vice Pres.; W. H. Webb, Esq. Q. C., M. P. P.; Messrs Ex-Mayor Cleveland; Mayor Mackie; Rev. J. McCaul; Principal Graham; Professors Hubbard, Duff, Hamilton and others. Apologies were received from Rev. J. S. Gay, Ch. of England, and others expressing regret at their unavoidable absence. The Hall which was testefully decorated with flags and evergreens, was, as usual, crowded with the students and their friends.

The proceedings were opened with prayer by the Rev. Jno. Mackay, Can. Presbyterian Church. Then followed exercises in elocution in English and French, these were received by the auditors with even more than the usual manifestations of approval.

From the reports of the Principal and the several Professors, the following synopsis is taken:—There have been one hundred and twelve students and pupils in the College and Grammar School during the past year, thirty two of these have boarded with the Principal who resides in the College building. The average age of the students in the College has been twenty-three years,—that of the pupils in the Grammar School, sixteen years.

Forty-five students have matriculated in this College during the past six years, nearly one half of whom, have entered the Professional Faculties of Law and Medicine in the University of McGill College, of which the St. Francis is an affiliated College. These Professional students have usually attended lectures but one or two years in the Faculty of arts in this College.

It is to be regretted that a greater number of students do not complete their course in arts before commencing their lectures in Law, Medicine, and Theology, and it is to be hoped that the time is not far distant, when students will not be admitted to the University lectures in Law and Medicine, who have not attained at least, two years standing in arts.

The whole number of pupils in this Institution during the past seven years has been nearly five hundred, the aggregate for the same time, has been seven hundred and seventy.

The classification according to "religion" has been nearly as follows:—Ch. of Eng. one fourth; Ch. of Scot. about one fifth; Cong. one seventh; Can. Presby. one eighth; R. Cath, one ninth, and the remainder from several other denominations.

The students at present in arts, are Morrison, Campbell, Hethrington, Wellwood, McLeod, Robinson, Hutchison, Wadleigh, Abbott, Watters, Miller, Cruikshank, Watters and Abbott.

In the classical senior class of the Grammar School, were King, Sanborn, Duff, Jenks, Cameron, McIntyre, Brodie and Cochrane.

The students in surveying, were Cleveland, third year; Lawrence and Greene, first year.

Of the June examinations of Grammar Schools pupils, the following are some of the results, the order of the names indicating the standing of each:—Euclid. Sanborn, Duff, Cameron, and McIntyre; Arith. 1st Div. Duff, (Prize.) Ross, Cleveland; 2nd Div. Blair (Prize.) Phillips, Morrill, Hamel, Heubach, Cassidy, McPherson; 3rd Div. Gay, Campbell, Davis, Main, Desaulniers, McGie; 4th Div. Gorrie, Stewart, Glenny, McKenzie, Rhoades, Coburn. Eng. Gram. 1st Div.; Blair, Ross, Phillips, Stewart, Morrill, Heubach, Hamel, Nixon, Cassidy, McPherson; 2nd Div. Gay, Desaulniers, Campbell, Gouin, Davis; 3rd Div. Main, Fowler, McKenzie, Brymuer, McGie; Reading and Spelling. 1st Div.; Blair, Cassidy, Stewart, Ross, Phillips; 2nd Div. Fowler, McKenzie, Main, McGie, Brymuer.—Hist. of Eng.; Cassidy, Gay, Stewart. Hist. of Can.; Fowler, McGie, Gorrie. Geog. 1st Div.; Blair, Cassidy, Heubach,

Phillips and Stewart; 2nd Div. Morrill, Gay, Cleveland, Whyte. Agric. Chem.; Morrill, Ewing, Coburn, Cassidy. Mineralogy; Lawrence, McArthur, Armstrong. El. Lat.; Gay, Cleveland, Nixon, Rymner, McGie, Stewart. El. Greek; Gay, Nixon. French, Gram.; 1st Div. Cleveland (Prize), Phillips, Gay, McPherson, Desaulniers, Glenny; 2nd Div. Gorrie, Nixon, D. Stewart, McKenzie, C. Whyte, G. Whyte, Miller. Scripture Lessons, (Residence in College) 1st Div. Duff, (Prize), Blair, Cameron, Heuback. 2nd Div. G. Whyte, (Prize), C. Whyte, McKenzie, Charlton, Thompson. Bookkeeping. Commercial, Correspondence and Drawing. 1st Div. Blair, (Prize), Phillips, (Prize), Blondeau, (Prize), Stewart; 2nd Div. Campbell, (Prize), Cleveland, Gouin. 3rd Div. Ross, (Prize), Labrish, Hamel. 4th Div. Writing, C. Whyte, (Prize), Charlton, (Prize), Gay, Masurette, Brymmer, Fowler.

Greek Anabasis; 1 Duff, (Prize), Sanborn, (Prize); 2nd Cameron, (Prize), and Jenks; 3rd McIntyre. Greek Compo. 1st Sanborn; 2nd Duff and Cameron; 3rd Jenks, McIntyre. Latin, Virgil; 1st Jenks, (Prize), Sanborn, Duff; Cameron and McIntyre. Lat. Compo.; 1st Duff, Sanborn; 2nd Cameron; 3rd Jenks, McIntyre.

Faculty of Arts: Math. 1, Morrison, (Prize) Wellwood; 2nd Div. Hethrington (Prize), Campbell, McLeod, Greene, Lawrence. Chemistry; Morrison, (Prize), Wellwood, Campbell, McLeod. Eng. Literature; Morrison, (Prize), Campbell (Prize), Wellwood, McLeod. Latin, Orations in Catilinam; 1, Morrison (Prize), 2, Campbell, 3, Hethrington, 4, Wellwood, McLeod, Watters. Latin Compo.; 1, Morrison, 2, Hethrington, Campbell, 3, McLeod, Wellwood, Watters. Greek, Iliad.; 1, Morrison, (Prize), Campbell, (Prize), 2, Hethrington, Wellwood, 3, McLeod. Anabasis; 1, Morrison, Campbell, 2, Hethrington, 3, McLeod, Watters. Greek Compo.; 1, Morrison, 2, Hethrington, Campbell, 3, Watters, McLeod, Wellwood.

Elocution, 1st Div. 1st Morrison, 2nd Wellwood, Hethrington, Campbell. 2nd Div. 1st Sanborn, 2nd Cameron, McIntyre, 3rd Duff. 3rd Div. 1st Nixon, 2nd Stewart, 3rd Phillips.

Number of pupils in the following branches during the year,—Military Drill, Lieut. Bernard, Instructor, 65; Eng. in French, 37; French learning Eng., 12; Book-keeping and Commercial Correspondence, 39; Trigonometry, 6; Geom., 24; Algebra, 16; Written Arith. 90; Mental Arith. 83; Eng. Gram. 69; Geog. 51; Eng. Hist. 36; Can. Hist. 27; Reading and Writing, 73; Dictation, 72; Eng. Literature, 14; Chemistry, 6; Mineralogy, 9; Agric. Chem. 8; Greek, 23; Latin, 37; Elocution and Vocal Music, 112.

G. K. Foster has kindly donated ten dollars for the purchase of prize books to be awarded at the next examination.

The Alma Mater Society Lecturers for the past session, were Lord Aylmer, Principal Graham, Professors Hubbert, and Duff, Revs. Messrs. Marsh, Jeffery, Sherring, McKay, Jay, Parker, and Mayor Mackie.

This Institution is non-sectarian, and is patronized by all denominations; Protestant and Catholic. Very great pains have been taken with the religious training of the pupils,—regular attendance on Divine Worship at their respective churches on the Sabbath, reading of Scriptures, praise and prayer, twice a day in the family for all the residents, and chapel exercises daily for all the pupils. Most of the students are engaged in Sabbath Schools, as teachers or pupils, and there is a Bible lesson every Monday morning for all the residents in College.

The pupils in the Grammar School receive special instruction from the several Professors. Commercial and other branches preparatory for the different departments of business, have particular attention.

After the reading of the reports and the distribution of prizes, commendatory addresses were delivered by W. H. Webb, Esq., Q. C., M. P. P., Rev. J. McCaul, and the President, Lord Aylmer. A vote of thanks was passed to the Principal and Professors,

The Principal then announced that the Summer Vacation would extend to the first Thursday in September. The National Anthem was sung by the students, in which the audience heartily joined. The Benediction was pronounced by the Rev. J. McCaul, and the large assembly dispersed, seemingly much pleased with the commencement exercises.—*Exchange.*

## College of St. Laurent.

### DISTRIBUTION OF PRIZES.

Yesterday morning, at 9.30, the interesting ceremony of distributing the prizes for the half-year, just expired, took place at this institution. It may be well to state here, that it was founded as an academy by the Priests and Brothers of the Order of the Holy Cross, in 1847; in 1863, however, it was incorporated as a college. It is now presided over by the Rev. Joseph Reze, as Superior, and has at present 150 resident pupils, and 100 who attend the classes, but reside outside the college. The branches which are taught are divided into two Courses:—

1st. Primary and Commercial, in a course of four years, exclusive of the preparatory class for children just commencing. This includes Reading, Writing, Grammar and Composition, Arithmetic, the Elements of History, ancient and modern, Geography, Book-

keeping, Linear-Drawing, Algebra, Geometry, Mensuration, the Elements of Astronomy and General Literature; in a word, every branch of knowledge necessary to fit persons for occupations that do not require a classical education. The French and English languages are taught with equal care. 2nd. Classical Studies, such as are usually made in the principal colleges of the country. This course comprises seven years, but, pupils who are very assiduous, or endowed with more than the ordinary ability, may go through it in six or even five years. Nevertheless, before a pupil can be promoted to a higher class, he must prove, by an oral examination and a written composition, that he is sufficiently acquainted with the various branches taught in the lower class.

The College comprises a very extensive pile of buildings which are of stone, situated several hundred yards from the Church and about six miles from Montreal. The day school we may add, has about 79 pupils, to whom two school rooms are appropriated. The grant received from the Government being about \$470.

The Rev. Joseph Reze, the Superior of the College, was absent in New Brunswick on an official tour as Provincial of the order. An invitation was therefore extended to the Hon. D'Arcy McGee to act as president on the occasion, which he accordingly did, the Rev. Mr. Gattineau assisting as the representative of the absent superior. There were also present, the Rev. Father Cassidy of Brooklyn, the Revs. Messrs. Bourgeau, Langlois, Charlevoix, Godet and other clergymen; Dr. Meilleur, H. J. Clark, Esq., Walter Prendergast, Esq., and a large attendance of the parents and friends of the pupils; the day being beautifully fine for the occasion.

The following programme was then gone through:

1. Piano, Marche du Prophète, Meyerbeer. F. Viau, Art. Gauthier, R. Barry, D. Rozaire.
2. Opening address. M. T. Hart.
3. L'appel au Combat, Orphéon. Choir.
4. Discourse on the fate of Marie Antoinette. E. Mahon by A. Guy.
5. Analyse et Critique de l'Oraison Funèbre de Lamoricière. A. Guy.
6. David chantant devant Saul (Solo de Basse). A. Benoit.
7. Veille d'une distribution de prix (Drame). A. Gauthier, A. Guy, A. Plamondon, A. Paris, E. Cyr, C. St. Jean.
8. Hail us ye free, Verdi. Choir.
9. Discourse on Commerce. M. T. Hart.
10. L'huitre et les plaideurs. T. Barry.
11. Piano, Norma de Bellini. F. Viau, R. Barry, H. Malo, Art. Gauthier, H. Merrill, A. Serrurier.
12. C'est trop fort pour ma vache (narration badine). T. Myron.
13. Marco Bozzairis. F. Abjon.
14. La Contribution du quart, Mirabeau. A. Gauthier.
15. The Celtic Cross, McGee. E. A. Colovin.
16. Cantate pour la distribution des prix, Lambinet. Choir.
17. Distribution of prizes.
18. Galop di Bravura, Schulhoff. T. Viau, A. Gauthier.
19. Distribution of prizes.
20. Octave Galop. T. Viau, A. Gauthier, R. Barry, D. Rosaire.
21. Discours de Clôture (closing address.) A. Gauthier.

Though we have no space or even wish to criticize, it may be stated that all acquitted themselves remarkably well; the addresses were very good, and the recitations and musical portions attested the careful tuition of the various professors of the College. There was one piece, the "Celtic cross," by Mr. McGee which attracted much attention and was warmly received.

As the list of prizes and honours is a very long one, comprising the names of pupils from all parts of Canada and the United States, and as all has already been published in pamphlet form, we shall not repeat it, but simply state that prizes with a number of honourable mentions, were given in each of the subjects included in the branches already mentioned.

The regular programme of the day's proceedings being concluded,

The Hon. Mr. McGEE then delivered a short address chiefly in reference to the subject of teachers and teaching. He said in substance:—

*Father Superior, Reverend Fathers, Young Gentlemen, and Ladies and Gentlemen of audience, generally:*—I have just performed one of the most interesting duties which has ever devolved upon me, in the presentation of the premiums which have been awarded by the Fathers of this institution, to the junior and senior boys who have this last year prosecuted their commercial and classical studies within the walls of this College of St. Laurent. The further duty is expected of me of saying some general words proper to the occasion, and I shall proceed to do so, to the best of my power, though I regret to be obliged to forewarn you that certain other occasions which demanded my attention the last fortnight were not the best possible preparatives for that sort of abstracted and apart scho-

lastic tone of feeling which one should bring to the performance of such a task. But first let me congratulate you, especially Father Superior on the creditable and cheering display of this day. This establishment, I understand has now seen its twentieth year, having had its modest beginning in 1847, with from 30 to 40 scholars, and staff of two priests and six Brothers of the order of the Holy Cross lately arrived from France where the order itself was founded no longer ago, than the year 1820. At first it was known as the Industrial Academy of St. Laurent, and the College Charter itself bears date only since 1863, but it is pleasant to be able to see by the College list of this day, that the pupils now number already 252, of whom I understand 145 reside on the foundation; I feel therefore, Father Superior, that I may very justly in the name of this audience, this vicinity, and this country, offer our earnest congratulations to you, to your learned assistants, and to the wide-spread, though youthful, order of the Holy Cross not only on what this house of St. Laurent already is, but on what more it promises with time to come. And you, ye happy youth of Canada, how shall I congratulate you,—you who have on all sides, under every denomination, so many seminaries of learning open to you, and so many of whose parents are enabled by the exercise of prudence and industry to afford you the advantages of that second blessing of our mortal existence—first, reason—next, the right use of reason. This occasion, ladies and gentlemen of the audience, leads me to make an observation or two on the great number, the extent and variety of organization, of the teaching orders within the Catholic Church—those orders, I mean, which make the education of youth either their principal or their sole object. I do not know any one book which gives anything like an adequate idea of their number and variety; but not to go back too far—to the antique times of St. Benedict and St. Ursula—if we only had a record of the achievements of those which have been founded within the last two or three centuries; the illustrious orders of St. Ignatius, of St. Vincent, of St. Joseph Calasanctius, of the Venerable La Salle; the female orders of the Sacred Heart, of Lorette, the Ursulines the Presentation and Visitation Nuns, the Sisters of Mercy, not to forget that celebrated Order founded among ourselves here on the opposite slope of our own mountain, by the heroic maiden of Troyes—Margaret Bourgeoys; if we had, in one *coup d'œil* the achievements of these Orders, we should have before us one of the most glorious spectacles all history can present to the consideration of the contemplative mind. It is not for me to presume to pronounce the eulogy of so many illustrious institutions, to which we must now add the Order of the Holy Cross; but I may, perhaps, be allowed to observe, as a layman, that the great source of vitality and tenacity of these orders as compared with mere voluntary associations or individual efforts, such as those of Pestalozzi and Lancaster, lay in this, that they constituted the teaching office a life long religious duty; that they solemnized the calling of the educator by the Orders of the Priests, at least by a solemn dedication of the teacher to God—even where priestly orders were inadmissible. There has been great zeal for education manifested in all Christian countries, especially of late years, though the zeal was not always, I am sorry to say for Christian education. Nothing can be said too high in praise of what has been done by associated and individual effort or the spread of knowledge in Europe and America; but the ambitious lay teacher very naturally went to the bar or some other profession; the most amiable and accomplished school mistresses, quite as naturally, got good husbands, and so the secular ranks were constantly deprived of their principal ornaments. In our institutions the experience is different; here the profound conviction, that the formation of youthful hearts and minds is God's work more than man's work has sustained members of the teaching orders through privations and trials with a buoyancy that no other motive could ever afford. Ladies and gentlemen, parents and kinsfolk of these young people, I congratulate you heartily on the spectacle of this day; and lastly, if you will allow me, Sir I will congratulate myself and my personal friends who accompanied me here, that we, also have had the good fortune of being present.

The hon. gentleman sat down amid loud applause.

Dr. MEILLEUR gave an interesting address on the "liberty of teaching," in which he adverted to the advantages enjoyed by the different schemes of the community in Canada, where each had the privilege of following out its own ideas of education. The speaker concluded amid loud applause.

The Rev. Mr. CASSIDY, of Brooklyn, N.-Y. now spoke in an interesting and earnest manner, of the necessity of religious instruction as a part of education, and shewed the consequences which were likely to result where this was not observed. His address was warmly received.

The proceedings having been brought to a close, the majority of the pupils dispersed, and were soon bowling along the country roads with their friends and parents towards home, the front of each vehi-

cle being barricaded as a rule with a trunk large enough to accompany a lady to Saratoga.

In conclusion, we may state that an excellent dinner was provided by the authorities of the college at which the Hon. D'Arcy McGee and a number of other gentlemen were present. As the afternoon advanced; the last carriage rolled away from the college, leaving the glittering spires of St. Laurent in the distance the splendid appearance of the valley from Côte des Neiges Hill, with its healthy crops refreshed by the late rains, affording an agreeable contrast to the dusty road.—*Montreal Gazette.*

### The College of Lachute.

July 1st was the birthday of our College—'Lachute College'—that day 11 years old, and it was the birthday of the "Dominion of Canada," then but a few hours old.

At half past nine the Common Council, the College Directors, the School Commissioners, the Clergy, and a few of their friends met at the Mayor's residence, when the day was ushered in by singing "God save the Queen" in a body. After partaking of refreshments kindly offered by the Mayor, we proceeded in procession to the College which had been very tastefully and beautifully decorated for the occasion. The main entrance to the ground had been arched with the evergreens of the forest, surmounted by the Union Jack; in the middle, over the College paling was erected the motto "Welcome to Lachute," in beautiful moss letters, and over the main entrance was the motto "God Save the Queen." On entering the College Room, where the distribution of prizes took place, it was found very pleasantly ornamented with wreaths and festoons, and trees of evergreens and branches of flowers, which in our fine village are found in abundance. At one end of the room was a platform, whereon the President, Directors, Principal and School Commissioners were seated; At ten the "College Commemoration" was commenced with prayer by the Rev. J. Mackie. Our venerable and worthy President of Directors presiding. The meeting was then addressed by the President.

He was followed by the Chairman of the School Commissioners, and the Chairman of the day's proceedings, Mr. Burroughs, reading the reports of the Board of Examiners, upon the results of their examination of the College on the 26th ult. The three examiners were the Rev. R. Lonsdell, M. A., Bishop of St. Andrew's and Rural Dean; Rev. J. Mackie and Rev. J. Kilgour. These reports spoke very favourably of the College, of the thoroughness, of the instructions, of the progress of the pupils, and of their moral and polite deportment. They spoke also very flatteringly of the energy displayed by the Principal of the College, Mr. G. H. Drewe, of the success which was evidently crowning his efforts, of the control he had evidently obtained over the affections of his disciples, and the ambition he had infused into them to master their studies.

After reading the prize list which followed, the Principal gave an oration in honour of the day, "Dominion Day," "Commemoration Day," closing with an address to his pupils upon the close of the term and their duties during the ensuing vacation.

S. Bellingham, Esq., the former member of our County of Argenteuil, shewed the interest he still felt by presenting the first prize to Master John Christie, of the 5th Form, to whom it was awarded, accompanying it with a few remarks, which showed the deep interest he felt in the county and in the College itself, of which he had been looked upon as the founder, he having obtained the charter for it when he represented the county in Parliament. Mr. G. Thompson the Secy., Inspector of Schools for the County, expressed himself highly pleased with the College. He contended that it should receive the public support—that it was an institution that, from the salubrity of its location, the cheapness of its board and education, would be considered as a boon to many a city family desirous of educating their children liberally, yet economically, and with a due regard to health, and away from the excitements and temptations of a large city.

A vote of thanks was then offered unanimously to S. Bellingham, Esq., for the very handsome present of Scott's Works, beautifully bound, gilt-edged and lettered, which he had presented to Lachute College Library.

The remainder of the day was spent in festivities of various kinds.—*Condensed form the Montreal Gazette.*

## Extracts from the School Inspectors' Reports.

Extracts from Mr. TANGUAY'S Reports.

COUNTIES OF RIMOUSKI, KANOURASKA, AND TEMISCOUATA.

(Concluded.)

*Ste. Flavie.*—This municipality supports five schools under control, attended by 239 pupils, with an average of 171. Two new schools have been established in this parish, in localities too remote from the schools already existing. In three sections the schools are satisfactory; in two others, they are middling. The apathy, amounting even to opposition, referred to with pain in my previous reports, is gradually disappearing; but it still prevails in certain portions of the parish. Good sense and justice will soon triumph. Lack of assiduity, and want of books, paper, &c., are the two great obstacles to the progress of this parish. The accounts of the secretary-treasurer are well-kept.

*Métis.*—This municipality has had three schools in operation during six months and a half, and two only during the remainder of the school year. These schools are attended by 64 pupils, with an average of 44 only. One of these schools is very well kept; another is but passable; and the third has produced no good result. This municipality, being remote from the centre where the services of English Protestant teachers are to be secured, and being too poor to pay an adequate salary, the people are compelled to employ teachers without diplomas. I regret to state that education makes but little progress in this municipality, and that all or nearly all the parents exhibit a painful degree of indifference. The corporation, nevertheless, are animated with a good spirit, and are making laudable efforts to bring about a better state of things. The organization of the schools is tolerably good, and the accounts are kept by a competent person.

*St. Octave de Métis.*—This municipality has five schools in operation. Four of these schools are kept by school-mistresses, exceedingly competent in every respect. These schools are attended by 202 pupils, the average being 135. In three of the sections, good progress has been made; in the two others, the success has been middling. A school-mistress was obliged to retire in consequence of the little success she had obtained.

The impossibility of locating the schools of a new settlement so as to suit the convenience of all the rate-payers, where a small population is scattered over a large space, is keenly felt here, and has caused serious embarrassments to the corporation. No matter how the schools are arranged, there is always a party of malcontents, who cry out and murmur, and intrigue secretly or openly against the school, or more frequently still, against the teacher. The children are thereupon taken away from the school. If you remove the school in order to please the dissatisfied party, the contents become dissatisfied in their turn and do what they themselves blamed in the others. How many schools produced no good result, owing to these wretched and inevitable divisions. But, how is the evil to be remedied? Apart from the discord prevailing in one of the sections, and which often prevails in new settlements, I am pretty well satisfied with the working of the law in St. Octave, and the progress made there within the past few years. Order and harmony are now almost completely re-established, and the corporation has been enabled to build a third schoolhouse without levying any special tax. The salaries of the school-mistresses are far higher than in many older and wealthier parishes.

*Notre-Dame de l'Assomption.*—This municipality has three schools, with 132 pupils, and a daily attendance of 90. I have nothing but words of praise to say of this municipality. It exhibits the greatest zeal for the advancement of education.

*St. Ulric de la Rivière Blanche.*—One hundred and eighteen pupils attend the two schools of this municipality, the daily average being 60. One of these schools is very well conducted; the other tolerably well. The results of the past year afford complete satisfaction. The corporation have been enabled to build a schoolhouse in each of the sections. The accounts are kept with great regularity.

*Matane.*—The five schools in Matane are attended by 265 pupils, with an average of 191. Two of these schools have given a very satisfactory result. They are conducted by Mr. J. L. J. C. Fiset, and Miss Leopoldine Marquis. The other three have also done well. On the whole, there is every reason to be satisfied with the results of the year. I regret to say that motives, little worthy of praise, and in some instances the caprice of the members of the corporation, have, in more than one instance, imperilled the interests of education more particularly in reference to certain projects to which your attention has already been called. The collection of the rates is in arrears; but the accounts are regularly kept. On the whole, education has pro-

gressed beyond my expectations, and I attribute the whole credit of this to the powerful and effectual organizations which have existed for some years, and to the well known devotedness of many of the teachers.

To sum up, there are in the district under my inspection:

175 primary schools	attended by	7109 pupils.
11 primary superior schools for boys	do	773 do
3 do	do girls do	173 do
2 colleges	do	365 do
7 convents teaching	do	620 do
2 independents	do	57 do

Total..... 9097 do

The average school attendance, each class day, has been 6,075, or two-thirds of the number of pupils entered on the school journals.

There are 30 municipalities in which the law works in a satisfactory and effectual manner.

There are 100 schools which may be considered as good: 60 inferior, but not without merit; and there are forty badly kept, and producing no satisfactory results.

The two great obstacles to the advancement of education in the district under my inspection, are the want of assiduity in attending school, on the part of the pupils, and the want of books, paper, etc. The insufficiency of the salaries, which discourages a great many teachers well qualified for the task of instruction and induces them to seek other and more remunerative employment, is also an obstacle which it is necessary to remove.

Extracts from Mr. MARTIN'S Reports.

1863.

COUNTY OF CHICOUTIMI.

*Chicoutimi.*—Education was making rapid progress in this parish. The three Schools opened during the last six months were well kept, the local school authorities displaying much zeal.

*Village of Chicoutimi.*—Education was as actively promoted in this village as in the parish. The convent which had been build recently, would open its school in September.

*Grande Baie.*—There were three good schools in Grande Baie. The village school was perhaps overcrowded, but it was hoped that this evil would soon be remedied.

*St. Alphonse Village.*—The school, which had been separated from the municipality of St. Alphonse, was well conducted. A model school would be opened the following year.

*St. Alphonse (Parish).*—The commissioners made great efforts, but were unable to procure persons holding diplomas to take charge of the schools (six in number) of the municipality, and they were obliged to hire two uncertificated teachers. The Inspector tolerated this infraction, without, however, authorising it in a direct manner.

*Laterrière.*—This municipality possessed three well kept schools, an effort had been made to open a fourth school but it had failed.

*St. Joseph.*—Two good schools here. Through the apathy of the inhabitants of a third district their school could not prosper.

*Harvey.*—The commissioners could not procure teachers holding diplomas. Only one school was in operation in 1863. A school-house was built, but it remained closed.

*Anse St. Jean.*—There was a properly conducted school in this municipality.

*Hébertville.*—This municipality had three good schools and showed much zeal.

*Ouïatchonan.*—Two well managed schools were in operation in this municipality; a third was to be opened shortly.

1864.

COUNTY OF CHICOUTIMI.

In presenting my report for the past six months, I am happy to state that, generally speaking, the schools in my district have been conducted with more zeal and attention than heretofore. The commissioners and teachers have done their duty with correctness, and their anxiety for success has been nobly rewarded in many places. These happy results induce me to look for fresh and still greater success in the year now commencing.

I must admit, however, that I entertain serious apprehensions for the future prospects of the parishes surrounding Lake St. John. During the past summer, the settlers suffered a total loss of their crops in a general conflagration. Suffering is already severely felt in the locality, and the appearance of the crops is anything but reassuring.

**Chicoutimi.**—The Village of Chicoutimi, already so remarkable for its progress in education, will now be endowed with a convent. The building intended for the institution measures 74 feet by 40; it is two stories in height without the attics, and will be completely finished on 1st September next. The people owe this fine institution to the indefatigable zeal of the Rev. Curé, Mr. Racine, the founder.

The school for boys will be located in the building formerly used as a model school under the direction of Mr. Sifroi Laroche, a pupil of the Laval Normal School. In another apartment of the same building will be opened an elementary school for young girls, for whom it would be difficult to attend the convent. The commissioners and Mr. Cloutier the secretary-treasurer, deserve great praise.

There are eight schools in the Parish of Chicoutimi; they all succeeded well. The opening of the convent will necessitate a fresh division of the school sections, other than that of the municipalities of Chicoutimi and Laterrière. A new scheme of division will soon be submitted to you.

**Grande Baie.**—The Model School of Grande Baie increases in efficiency from day to day. I assisted at the public examination of the institution and was perfectly satisfied. Two additional small elementary schools also contribute their quota to the development of education in this parish. The books of the secretary-treasurer are well kept. The Rev. Mr. Martel, curé, has at length succeeded in establishing the assessment.

**St. Alphonse.**—There are in this municipality six schools, tolerably well kept.

**Laterrière.**—This municipality supports three schools, which have made remarkable progress this year. The commissioners have, unfortunately, been compelled to meet a heavy defalcation on the part of their secretary-treasurer. On examining the books, I found that the commissioners were entitled to be completely exonerated from all blame. The sureties will be the only parties to suffer loss.

**St. Joseph.**—This municipality has three schools, one of which has had but little success, owing to the indifference of the parents as regards the attendance of their children. The school under the care of Miss Philomène Gagnon, is an honor to the parish.

**Township of Harvey.**—The commissioners of this municipality intended to establish an additional school, this year, but they have been disappointed in their expectations. The only teacher they succeeded in procuring was a female teacher without a diploma. They hope to be more successful next year.

**L'Anse St. Jean.**—This municipality has an excellent school, attended by a large number of children, and well conducted.

**Hebertville.**—This municipality has three schools, one of which is doing well. Of the others, one is somewhat inferior, owing to a lack of assiduity on the part of the pupils; the third was doing well, but its classes have been interrupted by the marriage of the schoolmistress. Its assessments are collected with difficulty owing to the poverty of the ratepayers. This, more than anything else, is the cause of the financial embarrassment of the commissioners.

**Ouatchouan.**—This locality has been repeatedly devastated by fires. The grain was devoured by insects last year, and last spring the young crop was almost completely destroyed by fire, and only partially replaced. These misfortunes have plunged the settlers into privation and debt. Two schools were opened, but one of them was closed in February, in consequence of misconduct on the part of the schoolmistress; the second has given satisfaction to all the rate-payers. The Rev. M. Girard, the missionary of the locality, anticipates that he will be unable to support two schools. The system of assessments has not been established; and, up to the present, the settlers have exhausted their means in the struggle to meet their engagements.

#### Extracts from Mr. BOIVIN'S Reports.

##### COUNTIES OF CHARLEVOIX AND SAGUENAY.

I had, last year, in my district 46 elementary schools, four model schools, an academy for boys and an academy for girls, or convent for instruction. These various institutions are attended by 2509 pupils. Comparing these figures with the statistics of the division for the year 1859, the period of my first report, you will find an increase of nearly 50 per cent. in the number of children attending school. This is a splendid result, if you consider the disadvantageous position of this part of the country. I am satisfied with the progress attained in the teaching of reading, grammar and particularly of arithmetic; mental calculus is taught in all the schools.

The scholars are taught to understand history and to analyse it, and by that means the facts are more strongly impressed on their minds.

Generally speaking, the writing is not so good as it might be. The commissioners are to blame for this. They neglect to purchase copies and paper for the children, and in many places they leave the matter

entirely to the parents. When the parents are too poor to provide them, the children do not learn to write.

**Ste. Fidèle.**—In the County of Charlevoix, the municipality of Ste. Fidèle supports three schools under control, conducted by female teachers, who receive salaries varying from \$80 to \$100. Two of these schools are well conducted and making progress; in the third, there is great room for improvement, owing to the frequent absence of the children and the want of books and paper.

The financial affairs under the direction of the Rev. Mr. Beaubien, curé of the parish, are in a good condition.

**Malbaie.**—The seven schools in Malbaie have made marked progress during the year. That which is conducted by Mr. Mailloux deserves special mention, as well in consideration of its progress as of the good conduct of its scholars. The model school for boys had just been placed under the direction of a male teacher, who enters on his duties for the first time. The central school was in the same position, the schoolmistress having quite recently arrived. A portion of Ste. Magdeleine range having been annexed to the municipality of Ste. Irénée, the commissioners will soon be enabled to establish a new school in this range. The finances of the municipality are in a prosperous state.

**St. Agnès.**—Of the four schools in this municipality, two are well conducted, and two may be classed as passable. I consider the school kept by Mlle. Roy as one of the best in my district. The commissioners have succeeded in repaying the loan they had contracted a few years ago, and I trust they will now take in hand the improvement of the material appliances of the schools.

**St. Irénée.**—The three schools of this municipality are in a prosperous state. The model school is conducted by Miss Beaumont, who teaches 60 pupils with much success. The accounts of the corporation are well kept and the commissioners discharge their duties with great punctuality.

**Eboulements.**—This municipality has seven schools, including the model school conducted by Miss Côté. All these schools are well kept, but those conducted by Mr. Godreault surpass the rest in success; this young man teaches 60 pupils. The teachers have not been paid regularly. This is, I think, due to the fact that the collecting of the arrears of rates has up to the present time been neglected. I have every reason to think that this state of things will not last, and that there will be a favorable change this year.

**Township of Settrington.**—There is but one school open in this municipality. It is, moreover, badly attended and badly supported. A regular assessment is soon to be organized—the only means of putting the schools on a proper footing—and things will then change.

**St. Urbain.**—The state of embarrassment of this municipality, resulting from a bad harvest and the payment of assessments for the erection of a church, has rendered it impossible for the people to support more than two schools under control. These schools are in a state of remarkable prosperity. A third school, supported by the generous gifts of zealous individuals, was opened last fall. The accounts of the municipality are kept in a satisfactory manner.

**Ste. Placide.**—This municipality has two schools in operation. Hitherto they have sufficed to meet the wants of the locality. One of them is well kept, but the other is inferior. Considering the poverty and isolation of the ratepayers, we are not entitled to look for any better results for some years to come. The commissioners have not as yet been able to secure the services of a person competent to keep their accounts; and if I did not watch their affairs closely, they would, certainly be unable to carry out the law.

**Baie St. Paul.**—Eight elementary schools, an academy for boys, and a convent are devoted to the instruction of youth in this municipality. A large number of schoolmistresses, who are now teaching in this county and elsewhere, were trained in the convent here. The average number of pupils, including day scholars and boarders, is from 90 to 100. The academy for boys is now conducted by Messrs. Thomas Tremblay and Simon Côté, pupils of the Laval Normal School. These young teachers display great zeal, and success rewards their efforts.

The elementary schools, with two exceptions, are well conducted. The commissioners know their duties and discharge them well. The accounts are well kept.

**Petite Rivière.**—This municipality supports two schools under control. One of them is well kept, the other was closed at the period of my last visit, so that I can say nothing about it. It would be well if another school were established in the first section, for by reason of the distance, a good many of the ratepayers cannot avail themselves of the present school. The finances of the corporation are in a good state.

**Township of Sales.**—There is but one school in this municipality, and its condition did not give me satisfaction. The schoolmistress

does not lack capacity, but the want of regular assessment produces there, as elsewhere, fatal consequences.

*Isle aux Coudres.*—There are four open school in this municipality; three of them are well conducted. Two new schoolhouses are being built this year, and the ratepayers deserve the greatest praise for the eagerness with which they have responded to the appeal of the commissioners in this instance. The finances of the municipality are in good order.

*Callières.*—A school is to be opened next spring in this municipality.

In the municipality of Tadousac there is but one school, which I found closed at the period of my visit. When a compulsory assessment is established—and an effort is being made in that direction—better results may certainly be expected.

*Bergeronnes.*—Two schools are to be opened next spring in this municipality.

*Escoumains.*—The Escoumains school, conducted by Miss Vallée, is well managed. From 70 to 80 pupils attend with great regularity.

The above is a summary and impartial account of the state of education in each of the parishes in the district subject to my inspection.

#### Extracts from Mr. CRÉPAULT'S Reports.

##### COUNTIES OF BELLECHASSE, MONTMAGNY AND L'ISLET.

The schools in the district subject to my inspection have undergone no change whatever in the course of the present year; I have hardly any improvement to mention, notwithstanding that the school law works as well as we have a right to expect, in view of the means at the disposal of the local and central authorities.

Not a single municipality, however poor and however recently established, but desires to possess good schools, conducted on the best possible footing, by persons of talent and experience. It sometimes happens, despite the anxiety of the commissioners to satisfy this laudable desire, that the municipalities have reason to complain of their teachers. But while doing justice to the good-will of the commissioners, I am constrained to attribute these errors, in selection of teachers, to their over facility in selecting.

However, I must say that there is still room for improvement in some of the schools; nevertheless I gladly testify that there has been great progress in the working of the schools within the past few years. The excessive diminution of the legislative grant, the result of fresh distributions to new municipalities daily springing up, helped to retard our advancement. The old municipalities murmur at the unavoidable increase of their rates, and there is every reason to fear that they will become discouraged, and exhibit a daily increasing indifference to the interests of education unless the government apply a prompt remedy to this evil, by increasing, by one-half, the annual amount hitherto granted.

The fact that in the country parts, parents require the services of their children to aid them in the seasons of sowing and harvest, is also naturally an impediment to our progress. I am inclined, from my observation, to think, that the rewards distributed amongst the pupils, by the inspector, are the most effectual means of obviating this difficulty. By this means you stimulate the zeal of the parents, and impart fresh courage to the children.

All the school teachers in my district hold diplomas, either from the Normal School or from the Board of Examiners. The school municipalities now engage no teachers but those holding diplomas.

It gives me pleasure to state that the most important schools in the district are conducted by students from the Normal Schools. They all discharge their duties successfully and creditably. They are universally sought after and receive a salary proportioned to their capacity. They are held generally in high esteem. They possess unequalled skill in maintaining order in school, and in using, to good purpose, the stimulus of rewards and decorations, so often efficacious.

My district consists of 22 municipalities, containing 135 institutions of all classes, namely: two industrial colleges, three convents, two academies, eight model schools for boys, three superior schools for girls, four independent schools and 118 elementary schools. These various institutions are attended by 6,932 pupils; 1,704 are learning the alphabet and spelling, 2,973 read fluently, and 2,235 read very well. There are 3,586 pupils able to write, 2,445 learning simple arithmetic, and 1,546 learning compound arithmetic. Two hundred and seventy-one scholars are studying the art of letter-writing; 175 vocal music, and 84 instrumental music.

In my district of inspection there are no more than 10 lay teachers, besides 107 schools under female teachers. The highest salary of male teachers is \$200, the lowest \$80. The highest paid to female teachers is \$200, the lowest 60. It is to be regretted that the salaries of both male and female teachers instead of being increased, as they well deserve that they should be, are on the contrary undergoing a process of diminution, very perceptible in certain municipalities, more especially in those where the commissioners are men of no education.

I shall now add a few words relative to each particular municipality:—

*Beaumont.*—This municipality supports three schools; two of them elementary, one model. The latter is taught with much success by Miss Martin, a pupil from the Laval Normal School, assisted by Miss C. Tanguay, a teacher of long standing and highly respected. Miss Turgeon, who is at the head of the school of Ville-Marie, is also entitled to great praise. The commissioners are well disposed to accept all improvements, but are seriously hampered by the want of pecuniary means. Their embarrassments are the consequence of a great many lawsuits to which they were subjected 14 or 15 years ago; with their strenuous determination, however, they cannot fail to recover themselves.

(To be continued.)

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—It will be seen from the following paragraph, taken from the *Irish Times* of the 18th June, that Mr. Arthur Palmer, son of Archdeacon Palmer, of Guelph, was elected on Trinity Monday, a Fellow of Trinity College, Dublin:

"The examination for the vacant Fellowship, which has for some months past been looked forward to with great interest, both within and without the college walls, owing to the reputed superiority of the candidates, terminated as usual yesterday, Trinity Monday, in the election of Mr. Arthur Palmer, a classical scholar, Bachelor of Arts, and winner of the Madden Prize last year. This gentleman, a young Canadian, has very successfully reaped the laurels of our University. Mr. William S. Burnside M. A., science scholar, and winner of £60 prize last year, has obtained the Madden Prize of £300, and a premium of £61 in addition, being the next man to the fellow. Mr. Tyrrell won a prize of £60, Mr. Cathcart a prize of £40, and Messrs. Mill and Monck, £20 respectively. The following is the table of marks:

Mr. Palmer.....	877
Mr. Burnside.....	812
Mr. Tyrrell.....	811
Mr. Cathcart.....	627
Mr. Mill.....	575
Mr. Monck.....	535

It will be seen by this that Mr. Tyrrell, a very young man, was within a mark of being equal with Mr. Burnside for the Madden Prize. The declaration of the Fellowship and scholarships was made known from the chapel steps by Dr. Carson, S. F. T. C. D.

—Whipping has been generally abolished in the schools of France, Prussia, Holland and Germany.

—It is related of Michael Angelo, that while walking with some friends through an obscure street of Florence, he discovered a fine block of marble, lying neglected in a yard, and half buried in dirt and rubbish. Regardless of his holiday attire he at once fell to work upon it, clearing away its filth, and striving to lift it from the slime and mire in which it lay.

His companions asked him, in astonishment, what he was doing, and what he wanted with that worthless piece of rock?

"Oh, there's an angel in this stone," was the answer, "and I must get it out."

He had it removed to his studio, and, with patient toil, with mallet and chisel, let the angel out. What to others was but a rude, unsightly stone, to his educated eye was a buried glory of art, and he discovered at a glance what might be made of it. A mason would have put it into a stone wall; a cartman would have used it in filling in, or to grade the streets; but he transformed it into a creation of genius, and gave it a value for ages to come.

And so it is with time. Some see it only as rubbish to be disposed of. Others know no use for it, but to fill up gaps of toil or pleasure; but the trained eye of the student of Providence, sees in it the sleeping or buried angel and knows that if, by the grace of God, he handles it right, he can bring that angel out. He can carve it into the forms of angelic service—he can shape it into a life of holy devotion, till, like that which Theo. Parker admired in the missionary Judson, it is worth more than "a temple like the Parthenon."

Without religion it is almost inevitable that one should be constrained to exclaim at last, like one of the great Marshals of France, "my life has been a failure." But with it, time will be transmuted from the rough block into the glorious statue, or rather the living form. Concentrated aims will make it at once useful and blessed—a patch of light, but a pathway, too, to angelic glories in a higher sphere.—*Pennsylvania School Journal.*

*St. Francis College and Grammar School.*—Abridged from the reports of the Principal and the several Professors:—There have been one hundred

and twelve students and pupils in the College and Grammar School during the past year, thirty-two of these have boarded with the Principal, who resides in the College building. The average age of the students in the College has been twenty-three years,—that of the pupils in the Grammar School, sixteen years.

Forty-five students have matriculated in this College during the past six years, nearly one half of whom, have entered the Professional Faculties of Law and Medicine in the University of McGill College, of which the St. Francis is an affiliated College. These Professional students have usually attended lectures but one or two years in the Faculty of arts in this College.

The whole number of pupils in this Institution during the past seven years has been nearly five hundred, the aggregate for the same time, has been seven hundred and seventy.

The classification according to "religion" has been nearly as follows:—Church of England one-fourth; Church of Scotland about one-fifth; Congregational one-seventh; Canadian Presbyterian one-eighth; Roman Catholic one-ninth, and the remainder from several other denominations.

After the reading of the reports and the distributions of prizes, commendatory addresses were delivered by W. H. Webb, Esq., Q. C. M. P. P., Rev. J. McCaul, and the President, Lord Aylmer. A vote of thanks was passed to the Principal and Professors.

The principal then announced that the Summer Vacation would extend to the first Thursday in September. The National Anthem was sung by the students, in which the audience heartily joined. The benediction was pronounced by the Rev. J. McCaul, and the large assembly dispersed, seemingly much pleased with the commencement exercises.

## ARTS INTELLIGENCE.

—The Pope has received numberless presents from the congregated prelates. The Archbishop of Mexico has presented him with 80,000 crowns, and an English Bishop the large sum of £100,000 sterling. A correspondent of the *Pall Mall Gazette* mentions that the tribute from America is immense, and that the Canadian bishops have brought a work of art in the shape of a silver ship with every detail beautifully executed. The ballast is composed of gold nuggets, and each of the cabins is piled with the same precious freight. The masts and cordage are gaily dressed with banknotes of every color and country.

## NECROLOGICAL INTELLIGENCE.

—The Jacques-Cartier Normal School has suffered a severe loss by the death of Mr. Dostaler, professor of Physics and Chemistry, who expired in this city on the 23d June, after a long illness.

Mr. Tancredi Dostaler was born at Berthier, and was the son of P. E. Dostaler Esq., M. P. P., who represented the county of Berthier from 1854 to 1857, and from 1861 to 1863. The subject of this notice was sent to the Primary School and then to the village Academy in Berthier; and on the opening of the Jacques-Cartier Normal School, he was one of the first pupils in attendance. Appointed a professor of this Institution in 1860, he had, ever since, continued to discharge the duties devolving upon him with credit to himself and great benefit to his pupils; his admirable method of teaching having in fact won for him a distinguished place in the School.

Mr. Dostaler has generously bequeathed to the Jacques-Cartier Normal School, his valuable library containing a choice selection of scientific and other works.

On the afternoon of the 25th his remains were placed on board the steamer *Victoria*, and conveyed to Berthier, the place of interment.

## MISCELLANEOUS INTELLIGENCE.

—Conclusion of the London Times' review of Mr. Fraser's report on Education in America—The primary and Grammar Schools of New-York and Boston—Mixed and separate schools in Canada.—Still more instruction may we think, be derived from the organisation of the schools. We have already said that these are divided into three classes, the primary, the grammar and the high schools. The names vary in different cities and States, and the subjects taught in the several classes of schools are also slightly modified. The primary schools teach the simplest reading, spelling, ciphering, writing on slates, singing, object lessons, and physical exercises. Mr. Fraser considers the organisation and conduct of the best primary schools the most admirable thing he saw in America, and we cannot avoid quoting the following interesting description of the ceremonial at the daily opening of a New-York primary school:—

"The children assemble in the covered play-room on the ground floor, and having put away their caps, bonnets, cloaks, &c., in the proper receptacles, which are very conveniently arranged, they proceed to their respective class-rooms, where their teacher, who is bound to be at her post 15 minutes before the opening hour, is in readiness to receive them. The Principal of the school, meanwhile, is on her raised dais in the assembly or reception room, an apartment probably of 70ft. by 50ft., from which she can communicate by bells with each class-room. Upon the given signal from her, the classes, headed each by its teacher, march in order from their respective rooms, and take their places in the assembling hall. Boys enter by one door, girls by another: and the two sexes occupy opposite sides of the rooms. They march with a light elastic step, their heels

hardly touching the ground, to avoid noise, to a suitable and inspiring air, played on the Piano by one of the mistresses. When all are in their places the music ceases, and a perfect silence ensues; broken after a moment's pause by the principal's simple salutation, "Good morning, children," to which is made a corresponding reply. The Principal then, reads a portion of Scripture, which is listened to with marked attention. A few chords are struck on the piano, and the children rise with a stamp, by a perfectly simultaneous movement. The Lord's Prayer is then said, the children repeating the words after the mistress. Then comes a hymn, accompanied by the piano; then after a pause, perhaps will follow some secular songs, of a patriotic or else a humorous kind, the latter affording scope occasionally for the dramatic or mimetic accompaniments. Last of all is introduced a drill or calisthenic exercise, to which one of the teachers, or else a child called out of the mass and placed on a platform facing the rest gives the cue. The precision, simultaneity, rapidity, and energy with which all is done, are wonderful, and music plays as important a part in the whole performance as it probably did in the Greek school. The opening exercises concluded, which have occupied, perhaps 20 minutes, unless some one has been present who has been called upon to make a speech, which would prolong the ceremony proportionally, according to the amount of good counsel given or of twaddle talked, the children are marched back again, in the same order in which they came to the class rooms, and the real teaching work of the day begins."

Children are admitted to the grammar school at about 8 or 9 and to the high schools in Boston at 14 or 15, in New-York, perhaps, at a somewhat later age. The course of instruction in the grammar schools will be understood from the following paragraph:—

"The Boston Course is laid out for four classes, the New-York course for six, to which in some schools there are appended two supplementary grades for girls. The Boston course comprises simply 10 subjects—spelling, reading, writing, arithmetic with book-keeping, geography, English grammar (including exercises in composition and the analysis of sentences), history of the United States, natural philosophy, drawing and vocal music. The New-York course adds to this list, algebra and astronomy, and in the supplementary grades, geometry, ancient and modern history, rhetoric, Latin, and French and German. In Boston the spirit of emulation is maintained by the annual public distribution, on what is called exhibition day, of medals and certificates of merit in the schools, at the rate of one of each to every 60 scholars. In New-York those who pass a thorough examination in the studies prescribed for the supplementary course are entitled to a certificate of graduation."

The New-York course is the more ambitious, but, for that reason, Mr. Fraser thought, is neither so sound nor so practicable.

The high schools are either English or Latin. The latter are supposed to give all the instruction necessary to fit youths for the University; but the study of Latin and Greek is of the most meagre description, and before going to a University, students frequently spend a year at a private tutor's, or at an academy. The English high school professes only to give a sound English and commercial education. The New-York Free Academy, which is the High School and University of that city, in one combines both Courses. In Boston the two are pursued in separate schools. We cannot do better in this connexion than append Mr. Fraser's description of the English High School at Boston, to which we have already referred:—

"Its character corresponds to what I conceive to be the character of a German 'real school,' and what it aims at giving is a thoroughly practical English education, with the addition of the French and German languages. It is attended by about 180 boys, ranging in age from 12 to 18, and is under the management of a master (Mr. Sherwin), two sub-masters, three ushers and a teacher of drawing. All the instructors are required to be competent to give lessons in the French language over and above the branches of an English education proper to their respective grades. The Normal length of the course is three years. The first is occupied by a review of preparatory studies, using the text-books authorized in the city grammar schools. Algebra and French are commenced, ancient geography and general history taught, and drawing lessons given. In the second year algebra, French, and drawing are continued and the subjects of geometry, book-keeping, rhetoric, constitution of the United-States, trigonometry [in its varied applications to surveying, navigation, mensuration, &c.], and the evidences of Christianity are entered upon. The third year continues French, drawing, trigonometry, and evidences; drops algebra, geometry, and book-keeping; and takes up astronomy, natural philosophy, moral philosophy, political economy, natural theology, English literature, with a permission to commence Spanish in lieu of French, and to study a treatise on physical geography at the discretion of the master. A fourth year is frequently spent by some pupils in the school, the studies assigned to which are astronomy, intellectual philosophy, logic, Spanish, geology, chemistry, mechanics, engineering, and the higher mathematics. It was not the programme of study [in which my own judgment would dispose me to make several alterations] that elicited my admiration of this school,—indeed, I have learnt to attach very little weight either to programmes or systems—but the excellent spirit that seemed to pervade it, the healthy, honest, thorough way in which all the work on the part both of the masters and pupils seemed to be done. By the regulations of the School Committee, the instructors,



while rearing the above somewhat imposing superstructure, are charged to keep a constant eye on the condition and stability of the foundations. They are to 'pay particular attention to the penmanship of the pupils and give constantly such instruction in spelling, reading, and English grammar as they may deem necessary to make the pupils familiar with these fundamental branches of a good education.' Though the school is graded, individuals are not lost sight of. The Master's eye is frequently brought to bear on the condition of each division, and once a quarter in each class, there is a general review of all the previous studies of that quarter. The entrance examination is peremptorily required to be strict, and no student is admitted without a thorough knowledge of all the preparatory studies. In a word, everything is done to sustain the intellectual tone of the school at a high pitch, yet without straining; while there was an honesty, a frankness, and an absence of restraint in the 'rapports' between the teacher and the taught which indicated that the moral atmosphere of the school was as healthy and bracing as the intellectual. Taking it for all in all, and as accomplishing the end at which it professes to aim, the English High School at Boston struck me as the model school of the United States. I wish we had a hundred such in England."

But the great point to be observed in this organisation of schools is what is called their "gradation." The schools in great cities like New-York and Boston are so arranged that each is at once preparatory to one above it and superior to one below it. The system is not very easy to describe without going into details, but perhaps the following account from Mr. Fraser will be found sufficiently intelligible:—

"Americans commonly divide their schools into classified and unclassified, graded and ungraded schools. The unclassified school is of the character that we should call in England 'higgledy piggledy'; and of course, is a type that is only found in the most backward rural districts. The classified ungraded school is one in which the children are arranged in classes upon a certain recognized principle; but the school is not one of a graduated ascending series, being, in fact, supposed to be complete in itself, and all the classes are taught in one room, generally by a single teacher, with the assistance, perhaps of monitors. Such are most of our English parochial and elementary schools. The graded school is part of a system divided in two, three, or more parts, each part, except the two extremes, organically connected both with one below and one above, of which it is the preparation; each grade ordinarily corresponding with and representing a year's progress, and though the progress is meant to be equal throughout, in certain points in it there are well-defined breaks, and the scholar passes from the Primary or infant school to the grammar or secondary school, and from that again into the high school, in which the system culminates. The period of time ordinarily assigned to the whole course is about 13 years, from the age of 5 to the age of 18, of which three or four years would be spent in the Primary school—three years is the prescribed period in Boston—four to five in the grammar school, and again four to five in the high school. The 'grades' correspond somewhat to our 'standards' of examination under the revised Code, promotion, from one grade to another taking place at periods, seldom oftener than twice a year, and always as the result of examination."

The great benefits of this system are two—first that it economises the labour in each school, and next that it economizes the number of schools required. All the scholars in each class and in each grade are supposed to be on a level and were the system is well managed this is very nearly the case. The teacher is thus enabled to teach the whole class, instead of breaking up his attention for the sake of individual scholars. Larger classes can be taught in this way, and taught more rapidly. The system, indeed, has its dangers. It is apt to render instruction very mechanical; and children seem frequently drilled into an intellectual uniformity with a very imperfect individual training. The results are often brilliant and general but not solid. The advantage in the economy of schools is manifest; each school is directed in one definitive work, upon which the whole energies of the teachers are contracted. There is, in fact, a strict division of labour, which is the first requisite in economical administration. This is the point in the American system which, it seems to us, is most open to imitation among ourselves. Why should not the middle-class schools which are now being established in the city, be brought into some kind of organic connection with our primary National-Schools? Might not the latter be more strictly confined to primary work, and the better scholars afforded an opportunity of passing on to the middle-class "grammar" schools? It might further some such arrangement that the very object contemplated by Mr. Rogers is to utilize the large charitable endowments of London, many of which were originally designed for primary as much as for "grammar" education. Indeed, we believe one difficulty in his way is that the trustees of these charities are unwilling to see their funds diverted from parish schools. It seems to us that the American system may indicate a useful solution of the problem. The system, of course, only applies to the cities.

We must notice briefly one point of great interest, on which American experience is full of instruction. It would be a great mistake to suppose that the "religious difficulty" is not felt in America. We have seen that it is a fundamental principle of the common school system that no instruction in the least degree sectarian should be given to the scholars. As might be expected, the practical result is that they receive no religious instruction at all; but it is remarkable that this deficiency creates gra-

ve dissatisfaction in America, and excites serious fears for the stability of the system. The Americans, after all, are a religious people, and many of them appear not a little anxious at the spectacle of their children growing up without any definitive religious teaching. The consequence is that the system receives a very lukewarm support from any of the clergy, and the Roman Catholic hierarchy, "silently and almost sullenly acquiescing in the system, are radically dissatisfied with it, and watching for the opportunity to substitute their own cherished system of separate schools." A similar difficulty is experienced in Canada, though in, at least, the Upper Province the system adopted is not strictly unsectarian. The clergy of different denominations have a right of access to the school to teach all children whose parents may desire it. But, with two important exceptions, this right is practically inoperative and both in Upper and Lower Canada another expedient is resorted to. A dissentient minority, however small, in Lower Canada, and as small as a dozen householders in Upper Canada, may establish a denominational school for children of their own persuasion, possessing all the rights of the ordinary common schools. There are not a few schools of this class, but they do not appear to work in a satisfactory manner. The general result of American experience is summed up by Mr. Fraser in the following sentences:—

"Mixed schools with religious instruction occupying a definite place in their programme are a phenomenon hardly to be met with on the American continent. No compromise and no comprehension have yet been discovered sufficiently skilful to appease, or sufficiently tolerant to embrace, the mutual jealousies of Christian communities. It was so in the United States, it was so, though less prominently, in Upper Canada; it is so, though in still smaller proportions, here. It looks almost like a law of human nature that it shall be so everywhere."

Nor must it be forgotten, as we have said, that where the purely secular system has been tried it is viewed with a good deal of uneasiness. It is, in fact, says Mr. Fraser, beginning to the doubted whether without definite religious instruction, any real moral education can be given at all. Such experience affords a most significant warning.

We will conclude with an interesting passage, in which Mr. Fraser sums up the general results of the system in the United States; but we must not part from him without expressing our thanks for his report. We could find some fault with its composition. In particular Mr. Fraser seems to have a propensity for long notes, which has led him into not a little repetition. Even in the text of his Report, at pages 87 and 89, and again at 90 and 130, he repeats the very same statements in almost the same words. But these are minor defects, and he has thrown himself into the subject with an interest and an energy which deserve the highest praise. His report is full of interesting matter which it is impossible for us even to indicate, a mine of information and guidance. He says:—

"In endeavouring to comprehend and appreciate the system of common or public schools—for the two epithets are used indifferently—it is absolutely necessary that the European observer should throw his mind, if possible, into the conditions of American life, should take his point of departure from a few leading social principles, and keep constantly before his eye certain salient social phenomena, which have, so to speak, necessitated its form, give to it its significance, underlie its action, maintain its motive power, determine its methods, and fix its aims. The principles have been already referred to—they are the principles of perfect social equality and absolute religious freedom. The phenomena are the restlessness and activity of the American character, without, perhaps, the culture and refinement of the old Athenian, but with all its versatility, the absorbing interest of political life, the constantly rising aims of each individual, the ebb and flow of commercial enterprise, and the immense development of the spirit of speculation; the intense energy of the national temperament, its rapidity of movement, its precipitancy, its impatience of standing still. Many an American in the course of active life will have turned his life to a half a dozen different professions or ways of getting a livelihood. 'The one lesson we are taught all through a life,' a person one day humourously said to me, 'is to be discontented with our station.' And it is this temper more than any other, intensified by the opportunities that the country affords and the prizes that it holds out to enterprise and ability, which is the motive power that sustains the schools. Corresponding, therefore, with these ideas, and reflecting these phenomena, must be the popular system of education. And the correspondence is marvellously exact, the reflexion wonderfully true. The American school is a microcosm of American life. There reigns in it the same spirit of freedom and equality, the same rapidity of movement, scarce leaving time for work to be thoroughly well done; the same desire of progress, eagerly catching at every new idea, ever on the look out for improvements: the same appeals to ambition, the same sensitiveness to praise and blame, the subordination of the individual to the nation, the same prominence given to pursuits of a refining aim, the same excessive and exhausting strain on the mental and physical powers, the same feverishness and absence of repose; elements of strength and weakness, of success and failure, mingled together in proportions which make it almost impossible to find any one discriminating epithet by which to characterize the resultant whole."—*Montreal Gazette*.