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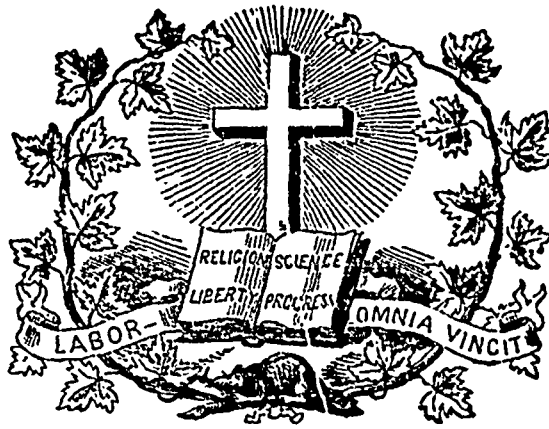
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For Saxon or Dane or Norman we,
Teuton or Celt, or whatever we be,
We are each all Dane in our welcome of thee,
Alexandra!

TENNTSON.

KING CHRISTIAN.

THE NATIONAL SONG OF DENMARK.

TRANSLATED BY MARY HOWITT.

[The splendid Danish national lyric, the singing of which accompanied the Princess on her route through her native country, and of which the following is a translation, was written by John Evald, one of the most vigorous dramatic and lyrical poets of Denmark. It was struck off by him in a happy moment, amidst great illness and poverty, and was immediately adopted as the National Anthem of his country. The incident to which it refers took place in the great sea fight between the Danes and Swedes on the coast of Denmark on July 11, 1644, when King Christian IV. commanded the fleet as his own Admiral. Although twelve men fell dead or disabled around him struck by the splinters of a piece of timber shattered by a cannon-ball, and the King himself was severely wounded, he never moved from his post until the battle had been won. Niels Juel, mentioned in the lyric, was a celebrated Danish Admiral; and "Tordenshiold" was the *nom de guerre* of another famous seaman, Vice-Admiral Pederwessel.]

LITERATURE.

POETRY.

A WELCOME TO PRINCESS ALEXANDRA.

BY THE POET LAUREATE.

Sea-kings' daughter from over the sea,
Alexandra!
Saxon and Norman and Dane are we,
But all of us Danes in our welcome of thee,
Alexandra!
Welcome her, thunders of fort and of fleet!
Welcome her, thundering cheer of the street!
Welcome her, all things youthful and sweet,
Scatter the blossom under her feet!
Break, happy land, into earlier flowers!
Make music, O bird, in the new-budded bowers!
Welcome her, welcome her, all that is ours!
Warble, O bugle, and trumpet, blare!
Flags, flutter out upon turrets and towers!
Flames, on the windy headland flare!
Utter your jubilee, steeple and spire!
Clash, ye bells, in the merry March air!
Flash, ye cities, in rivers of fire!
Welcome her, welcome the land's desire,
Alexandra!
Sea-kings' daughter as happy as fair,
Blissful bride of a blissful heir,
Bride of the heir of the kings of the sea,
O joy to the people and joy to the throne,
Come to us, love us and make us your own:

King Christian stood by the lofty mast,
In smoke and night:
His sword dealt blows so fell and fast,
Through Swedish helms and skulls it passed
Mid smoke and night.
"Fly!" cried they; "Fly! fly, all who can—
Who dare face Denmark's Christian
In fight?"

Niels Juel, he heard the tempest blow;
Now for your life!
Aloft he bade the red flag go,
Stroke upon stroke he dealt the blow,
They cried aloud whilst tempests blow,
Now for your life!
"Fly!" cried they all, "to shelter fly!
For who can Denmark's Juel defy
In strife?"

O sea! the fires of Wessel clava
Thy death-smoke dread;
Here to thy bosom fled the bravo;
Round him flashed terror and the grave;
The ramparts heard the roar which drave
Through death-smoke dread;
From Denmark thundered Tordenshiold,
To Heaven for aid they all appealed,
And fled.

Thou Danish path of fame and might,
 O gloomy sea!
 Receive thy friend, who for the right
 Dares danger face, in death's despite,
 Proudly as thou the tempest's might,
 O gloomy sea!
 And lead me on, though storms may rave,
 Through strife and victory to my grave,
 With thee!

Denmark.

The territories of Denmark comprise the peninsula of Jutland, with the adjoining duchies of Schleswig and Holstein; the large islands of Zealand (upon which and the small island of Amak Copenhagen is built), Funen, Laaland; several others at the entrance of the Baltic; Bornholm, off the south-east coast of Sweden; and some colonial possessions. The extreme length of the Danish peninsula is about 300 English miles; its greatest width about 100 miles. Its surface consists of flat and slightly-undulating ground, forming, with the exception of Holland, the lowest part of the great plain of Northern Germany. The soil is frequently sandy and marshy, producing, however, fine pasturage and abundant crops of the coarser description of grain.

The peninsula of Jutland is a vast bank of sand, gravel, water-worn stones, and transported round blocks of granite, of all sizes, covered with a bed of clay and vegetable earth. It has been formed or thrown up by the ocean, and defends now from its fury a large portion of Northern Europe. The natural features of the country generally are agreeable, and present a very different character from that of the other two neighbouring Scandinavian kingdoms of Norway and Sweden. Here the dark pine and stately fir are superseded by the verdant beech and knotted oak, the rugged mountain steep and abrupt precipices by the soft undulations of hill and valley, and the waters which rush along in foaming torrents, here flow quietly in limpid streamlets, or are gathered in mirror-like lakes which reflect the smiling and fertile landscapes on their banks.

The Danish peninsula offers, however, besides these features others of a less attractive character; for while the eastern side, possessing the natural advantages which we have just described, forms one of the most beautiful parts of Denmark, the middle tract possesses to the eye nothing but an immeasurable extent of naked heath and dark moorland, with only here and there a farmstead surrounded by a few patches of cultivated ground rising like oases in the midst of the desert.

Notwithstanding its northern situation the climate of Denmark is not very rigorous. The flatness of the country and the immediate neighbourhood of the sea, which so greatly moderate the cold in winter, have the natural effect of rendering the climate somewhat humid, but, in summer and autumn especially, the weather is generally steady and delightful. The population of Denmark, according to the census of 1855, numbered above two millions and a half.

As late back as the eleventh century the history of Denmark became very intimately connected with that of England. After centuries of predatory incursions, in 1013 all England was finally subdued by the Danes, and Sweyn I. of Denmark became likewise King of this country, in which dignity he was succeeded by Canute the Great and some of his descendants.

There have been several intermarriages between the Royal families of Denmark and our country. Among these are James III. of Scotland, who married Margaret, daughter of Christian I., in 1469; James I. of England, who married Anne, daughter of Frederick II.; while in later years Mauida, sister of George III., was married to Christian VII.

Agriculture is now the great source of national prosperity in Denmark, large tracts of land being annually reclaimed and brought into cultivation. The fisheries of the coast are extensive, and the terrific seas to which the men are exposed render them most hardy and admirable seamen. The commerce of Denmark is in a thriving state, although confined chiefly to the export of her own agricultural produce and imports for home consumption; and the manufactures are principally those of the flax and wool of the country, woven in a coarse form for domestic use.

The Danes, as a race, are kind-hearted, honest, and simple-minded. In the intellectual world they have always maintained an honourable position; in science, literature, and in art they can boast of names worthy of being ranked with the best of other countries.

Prince Christian and Princess Louisa of Denmark.

His Royal Highness Prince Christian of Denmark, formerly known as Prince Christian of Glücksburg, was proclaimed Prince of Denmark after the law of July 31, 1853, had secured to him and his male issue the succession to the throne of Denmark. He was born on the 8th of April, 1818, his parents being Duke Frederick William Paul Leopold of Schleswig-Holstein-Sonderburg-Glücksburg, deceased, and Landgravine Louisa Caroline of Hesse-Cassel. He is the sixth-born of ten children, and descends in a direct line, as ninth male, from King Christian III. of Denmark, who died in 1559.

Her Royal Highness Princess Louisa Wihelmina Frederica Caroline Augusta Julia of Denmark, Princess of Hesse-Cassel, was born on the 7th of September, 1817, her parents being the Landgrave and Prince William of Hesse-Cassel, residing at Copenhagen; and her Royal Highness Princess Louisa Charlotte, sister to the late King Christian VIII., and aunt to the present King of Denmark.

Their Royal Highnesses the Prince and Princess of Denmark were married at the Palace of Amalienborg, in Copenhagen, on May 26, 1842, and have ever since been residents in the capital, and all their children were born there. They have issue their Royal Highnesses Prince Christian Frederick William Charles, born June 3, 1843; Princess Alexandra, the betrothed of his Royal Highness the Prince of Wales, born Dec. 1, 1844; Prince William, born Dec. 24, 1845; Princess Maria Dagmar, born Nov. 26, 1847; Princess Thyra, born Sept. 29, 1853; and Prince Waldemar, born Oct. 27, 1858.

When a revolution broke out, at the instigation of the Duke of Augustenborg, in Holstein and Schleswig, in 1848-50, and many of the relations of Prince Christian sided with the Duke, his Royal Highness never doubted for a moment where duty and honour called him, and the King of Denmark rewarded his fidelity by settling the succession of the Danish throne, after the London Protocol of 1852 had been signed and ratified, and with the consent of the Danish Parliament, on the Prince and his male line, and the children of the Prince have been educated with the strictest principles of loyalty and honour towards the Danish Crown.

The Reception of Princess Alexandra (Princess of Wales), by the People of London.

The welcome which the metropolis gave to Princess Alexandra on Saturday last was emphatically spontaneous and individual. Without at all desiring to detract from the merit due to the efforts which corporate bodies and the public made to greet the arrival of her Royal Highness in her future home, there can be no question that the spectacle of her entry into, and progress through, the metropolis, was signally wanting in those accessories which constitute a pageant in the ordinary sense of the word. Anxious as the country was to lavish upon its welcome of Princess Alexandra all that it could of its wealth and means, it never dreamt—it would not, indeed, have brooked had others suggested it—that she should have been met with the show of authority and the pomp of war which constitute so large a part of such receptions elsewhere. It would very likely have proved somewhat fearful and impatient had anything of the kind been allowed to come between that fair young presence and the friendly warmth of the simple welcome that it had prepared for her. As it was, the long line of civic procession which, east of Temple Bar, preceded the Royal cortège, was endured with scant patience, and the countless thousands who had filled the streets and windows, and looked down from perilous heights among the housetops, were content to have done so much and waited so long for the few moments' gratification which they experienced, when a plain carriage drove by in which were seated a young girl, of whom the nation had agreed to expect great things, and the fortunate Heir to virtues which have rarely graced an earthly throne.

The demonstration of Saturday last, incomprehensible as it must have appeared to foreigners, has somewhat startled the more apathetic among ourselves, and set them upon suggesting causes, more or less wide of the mark, that should explain it. But to us the explanation seems simple enough. It is impossible to doubt the depth of the feeling that this incident of the marriage of the heir of the British throne has stirred among us. It is as impossible to doubt its general and universal character. It is probable, indeed, that there were not a score of reasonable persons in our huge metropolis who had any hesitation in contributing their share to the

welcome which the Princess received. It is more than probable that of those, supposing so many to have existed, the majority were suffering from that irritable disorder which is said to

Make all Styx through one small liver pass.

But it is as certain that the demonstration of Saturday was not indicative simply of an attachment to an abstract principle; that the populace, high and low, did not throng the streets to bow before the heads that should some day wear crowns; and that their shouts were not given to lay figures clad in Royal robes. No; the popular rejoicing of that day was but an indication of the rich harvest of sympathy and affection which will be certainly reaped, under every circumstance of her life, by that Royal lady who awaited her future daughter at Windsor, and who for nearly a quarter of a century has been establishing herself in the hearts of her subjects as the first of England's Queens—the best of English women. As the nation shared, from its heart, in the gloom and desolation of that December morning when the sun of her life was suddenly and awfully eclipsed; so now, at the merest indication of her will that her son's bride elect should receive a hearty welcome to her future home among us, the Queen found every heart beating in unison with her own—every will furthering hers. It is as well that those, who saw us in our holiday garb for the first time last Saturday should know that London has seen Royal processions to which a very different reception has been given, and that the warmth and heartiness of our greeting of the Prince, who with such just and manly pride introduced his bride to us, had been thoroughly and justly earned.

It can scarcely be supposed that the spectacle of Saturday suggested thoughts like these to the fair young Princess who, with so winning an expression of surprise and confidence, returned our greetings so graciously. But there were those with her to whom the aspect of London and the welcome which it gave to the Danish Princess could scarcely fail to provoke some such reflections. To them, indeed, as to the more thoughtful among us, the aspect of the capital from one end to the other must have been pleasantly indicative of a past that has been well appreciated and a future full of hope. For, as it happened, the route which the Royal cortège pursued was one which led it through districts in which every class of the great city was fairly represented. Through the populace, amid whom the Royal carriage surged its way like a ship in a troubled sea, and who might, not unnaturally, be expected to make holiday upon any provocation, the procession wound its way between assembled crowds of the richest citizens, coming in time to Pall-mall, where all that was most distinguished in the social and political world was awaiting it, to Piccadilly, where it received the greetings of the Prime Minister and many other members of the nobility, and coming at last to what, in our pride for the manhood of Old England, we are inclined to rank as the greatest sight of all, the army of volunteers in Hyde Park. Here, at all events, were other evidences wanting of the nation's personal attachment to the Royal family—an attachment which, expressing itself as it does, must have root in our hearts—undoubtedly convincing evidence was offered. Here, in the magnificent area of Hyde Park, was collected an army of 17,000 citizen soldiers, the very pick of the youth and manhood of the country. Certainly, through such a guard of honour never Princess passed before. For it was composed mainly of the English middle class—that class which has been always somewhat famous for its sturdy self-assertion and cautious reticence, and which is assuredly not given to permitting feeling to take the place of judgment. Whatever unreasoning impulse might have filled the streets of the city and drawn the people to their windows, that army of men—soldiers not by profession nor by choice, but bearing arms to prevent the possibility of an insult being offered to their country—told beyond a doubt of the perfect character of the homage rendered to the future wife of a Prince, whom we cannot bear to regard but as the heir to the virtues as well as to the responsibilities of his Royal parents.

We cannot conclude these remarks without once again giving expression to our admiration of the share which the volunteers now take on all occasions like the one which we are considering. As a people, we have always been somewhat suspicious of a large standing army: we are all the more ready to regard with complacency the existence among us of a great national force, strong for defence, powerless for offence, to whom the protection of our honour and the integrity of our coasts may safely be confided, but whose constitution forbids the fear that the possession of so powerful a weapon should at any time encourage our rulers to enter upon an unjust or unnecessary war. It was impossible for any one to view the gathering of the volunteers in Hyde Park, or to watch them, as, the day's great event over, they tramped gaily through

the pitiless rain and mud to their homes, to the music of the bands and their own manly voices, without sharing in the feelings that stirred the hearts of the Prince and Princess, and moved them to more than usual warmth in the manifestation of their pleasure and admiration as they drove between their close ranks—soldierly silent.

The Marriage Ceremony.

The total number of persons admitted by particular invitation or special favour to witness the solemnisation of the marriage did not probably exceed 900 ladies and gentlemen, exclusive of the guards and Court attendants on duty. Of this number not one-half were admitted to the choir, or were privileged to witness the celebration of the wedding itself. Still, had the auditory been twenty times as numerous—had the screen which cut the spectacle in twain been thrown down, and the amphitheatres of seats built up to the very roof—we feel certain that but one unanimous verdict could have come from the spectators—a louder re-echo of that which was uttered by the select few—that the spectacle was the grandest, most picturesque, and most magnificent ever witnessed in England since the coronation of Queen Victoria in 1838.

The leaders of the fashionable world, the *sommities* of politics and wealth and dandyism, were brilliantly represented there; and the presence of sundry distinguished authors showed that, for once, the foremost men of literature and journalism had been deemed worthy to mingle with the Brahminical classes. Literature and journalism, and the arts pictorial, had, indeed, other but anonymous representatives in a separate portion of the structure, whence they commanded a sweeping view of both nave and choir, probably the best to be found in the whole chapel; while Mr. William Powell Frith, R. A., whose magnificent and onerous commission it is to execute a painting of the Royal marriage for her Majesty, was accommodated with a special corner for himself and his sketch-book on the *haut pas* itself.

The company admitted to the nave were in morning dress: and it need scarcely be said that the ladies displayed their freshest and most brilliant toilets. The choristers were removed from the rows of benches beneath the canons in the body of the chapel which they ordinarily occupy, and, a considerable accession to their numbers having been made, both of male and of female voices, were placed on the right-hand side of the organ in the open loft between the nave and choir. One of the earliest arrivals among the lady vocalists was Mdme. Jenny Lind-Goldschmidt, whose clear voice and pure intonation were easily distinguishable in the chorales of the service. The organ, at which Dr. Elvey, in his robes as a Doctor of Music of the University of Oxford, presided, was supplemented by an instrumental band, led by Mr. Anderson, the director of her Majesty's private orchestra.

The Ambassadors and other members of the Corps Diplomatique who had been invited to be present at the ceremony, assembled in Wolsey's Chapel at half-past eleven o'clock, and were conducted by Colonel Bagot, Assistant Master, and the Hon. Spencer Lyttelton, Marshal of the Ceremonies, to a raised gallery on the north side of the altar. The diplomatists mustered in considerable strength, and their gallery soon presented the usual bizarre and kaleidoscopic assortment of uniforms—blue, green, yellow, and brown, stuff with gold embroidery, and blazing with decorations and diamonds, with here and there a fez cap with its blue tassel, like a poppy in a field of ripening wheat. So, too, at half-past eleven, such of her Majesty's Cabinet Ministers and others invited to the ceremony, who did not proceed in carriages to Windsor Castle nor take part in the processions, assembled in Wolsey's Chapel, and were conducted by gentlemen ushers to the seats reserved for them in the choir, and in the gallery on the south side of the altar. Many of the stalls, not being in the actual occupancy of the Knights of the Garter—they having an inalienable right to sit in them whenever they so choose—were honoured with the presence of Peeresses and others invited to the bridal. From eleven o'clock, and for some forty minutes afterwards, there was a rapid and almost uninterrupted succession of arrivals of ladies, who were ushered into the stalls we speak of, or conducted to the seats of the canons. The lowest ranges of seats—those nearest the line of heraldic carpeting—were occupied by officers in brilliant uniforms, most of them foreigners. At half-past eleven the Knights of the Garter, with the prelate, registrar, and other officers of the order, having robed in the deanery, proceeded to the choir of St. George's Chapel. The prelate and registrar of the order, the Bishop of Winchester, and the Dean of Windsor, with scarlet robes embroidered with the badge of the order over their ecclesiastical vestments,

retired within the altar rails, while the knights proper made their way to their stalls, under the guidance of gentlemen ushers. Their appearance was gorgeous, and the long robes of blue velvet lined with white satin, the bows upon the shoulders, the white silk trunk hose, the ruffled shoes, the narrow plated ruffs, the slashed and puffed doublets, the collar, star, and badge of the order, with the Garter itself, had an indescribably noble effect. Lord Shaftesbury was one of the first who arrived. The Duke of Somerset came next. Lords Granville and Russell entered together, the latter coming in excellent health, and walking with a firm, elastic step. As might be naturally expected, much interest was excited at the appearance of Viscount Palmerston, who, so soon as he had reached his stall, was conspicuous by his accustomed easy attitude, and by his countenance shining with unimpaired intelligence and vivacity. Whatever the mortal frame of the noble Viscount may be, there was enough to show, as he turned with alacrity from side to side to talk with his wonted gaiety to his neighbours, that his heart and mind were still young. By this time—it was a quarter to twelve—another personage, silent, unannounced, but not unnoticed, had come upon the threshold, of this stately scene. In the antique closet over the communion-table there appeared, behind the gilt rail, first a Lord-in-Waiting, Lord Methuen; next a Lady of the Bedchamber, Lady Churchill; next a Woman of the Bedchamber, the Hon. Mrs. Robert Bruce; and lastly, the most illustrious of all the inmates of this great guest-hall. She was clad in deep black, even to her gloves. She wore a close-fitting, unadorned widow's cap, with long streamers of lawn. Furthermore, she wore the broad blue ribbon of the Garter, with its glittering star, and round her neck what seemed to be a locket suspended from a chain of gold. Her face looked very, very pale; but beyond this pallor, the result, no doubt, of a settled and inconsolable melancholy, we rejoice to say that no signs of actual malady were to be traced in that calm and statuesque countenance—calm and statuesque indeed till her sons and her daughters, and all the little children of him who is gone, came upon the dais beneath her; and then the mother's heart, nerved and braced up for the supreme and imperial effort of that hour, gave way, and she bowed her head and wept. This was her Majesty the Queen. To dwell at further length upon her presence and demeanour during the ceremony would be, at the least, obtrusive.

Shortly before twelve o'clock the nave became the centre of interest. Its aspect was most animated. The delicate white of the ceiling, walls, and columns, picked out with blazoned shields and mullions, and vividly relieved by the deep blues and crimsons in the window at the western end, was further contrasted with the scarlet-edged tiers of seats on either side the deep red river of carpeting, the heavy curtains which veiled the entrance to the reception-saloons, and the glowing parterres of elegantly-dressed ladies on either side. The Yeomen of the Guard, in their scarlet doublets barred with gold and embroidered back and breast with the Royal cognisance and cipher, their ruffs, purpled hose, flat hats of black velvet, encircled by red and white roses, and bearing their massive halberds, had marched in under the command of their Exon, and now fringed both sides of the nave. In a line with them, but reaching as far as the organ, were the Gentlemen-at-Arms, with their red coats heavily epauletted, their white-plumed casques, and gilt pursans. Midway stood a group of heralds, in their tabards brave, in all the sheen of the College of Arms' badizement; and close to the entrance of the reception-saloons a squad of State drummers and trumpeters in coats of cloth of gold. The kettledrums were borne on a man's back. Heralds and trumpeters drew a little on one side. The crimson curtains were lifted up, and the Queen's guests made their appearance and proceeded slowly down the nave.

In the first group came the Oriental Prince, the Maharajah Dupleep Singh, Knight of the Star of India, a handsome, brown-faced, black-moustached gentleman, whose costume it were vain to attempt, with anything like precision, to describe; for, from his turban to his slippers, it was one mass of jewels and embroidery, gold and silver tissue and brocade. This astounding Asiatic passed like a vision of the "Arabian Nights." Prince Edward of Saxe-Weimar, C.B., in his Guardsman's uniform, the Prince of Leiningen, and the Duke of Holstein-Glücksburg, followed. To them succeeded Prince Augustus of Saxe-Coburg and Gotha, and then the Danish Princes and Princesses, her Royal Highness Princess Dagmar, and the little Princess Thyra, with her yellow hair all frizzed out, and dainty spangled shoes, and slim legs clad in silken hose, and short gauzy skirts, looking for all the world like a little fairy in a spectacle; Princes Frederick and William of Denmark; the Belgian Royal family; the Count of Flanders and the Duchess of Brabant; the tiny, toddling Prince Waldemar of Denmark, led by the mother of the bride, Princess Christian of Denmark—née Princess Louisa of

Hesse-Cassel; the reigning Duchess of Saxe-Coburg and Gotha; Prince Frederick of Hesse-Cassel; and a brilliant train of equeries, adjutants, aides-de-camp, and gentlemen in attendance on the above-named distinguished personages. They entered the choir, were duly conducted to their seats, and, after a brief interval, the curtains were again raised, and the trumpets, forming into line, began a brilliant fanfare. Sounding their silver clarions bravely, and advancing with slow, measured tread, they preceded the procession of the Royal family and of the Queen's household, from which, when they had reached the termination of the line of Yeomen of the Guard, and the beginning of that formed by the Gentlemen-at-Arms, they filed off.

The Royal family cortège consisted of an *escouade* of heralds and poursuivants; the Equerry in Waiting, Major-General Seymour; and the Clerk Marshal, Lord Alfred Paget. To them succeeded the Comptroller of the Household, Lord Proby; the Treasurer, Viscount Bury; and the Keeper of the Privy Purse, Sir Charles Phipps. Then the Groom in Waiting, the Hon. Mortimer Sackville West; and the Lord in Waiting, Lord Camoys. The Lord Steward, the Earl of St. Germans, G.C.B., followed: afterwards two Kings-at-Arms Nory and Clarencieux, bearing themselves haughtily, albeit in their apparel there is a blending of the mediæval and the modern, which struggles between the obsolete and the ludicrous. With a gentleman usher on each side there next came, with slow and stately step, Garter King-of-Arms, Sir Charles Young, with sceptre, collar, and badge, and carrying his crown, and wearing his scarlet satin mantle of the order over his gleaming tabard. Now walked Lord Edward Fitzalan Howard, the Deputy Earl Marshal; then the Lord Chamberlain, Viscount Sydney; immediately preceding her Royal Highness Princess Mary of Cambridge, who looked superb both as to face, form, and attire, and whose flowing train was borne by Lady Edith Somerset. Her mother, her Royal Highness the Duchess of Cambridge, came next, her train being borne by Lady Geraldine Somerset. The junior branches of the Royal family followed closely upon their aunt. There was pretty little Princess Beatrice, Prince Leopold, and Prince Arthur, in the Highland costume, and the still more Lilliputian Princess Louise.

A very brief space was suffered by etiquette to separate the foregoing from the next section of the procession, which was headed by her Royal Highness Princess Louis of Hesse, Princess Alice of Great Britain and Ireland, her trainbearer being the Baroness Schenck zu Schwerinberg, and her attendants, a lady in waiting and a treasurer; his Royal Highness Prince Louis of Hesse, attended by Captain Westeweller, followed. After these proceeded her Royal Highness the Crown Princess of Prussia, Princess Royal of Great Britain and Ireland, leading her little son, Prince William of Prussia, who, almost a baby as he is, was clad in the Highland dress, so deservedly a favourite among the juvenile branches of the Royal family, and who looked the most compact little mannikin that was ever seen out of a doll's house. A long train of chamberlain, equeries, ladies of the bedchamber, maids of honour, bedchamber women, the Master of the Buckhounds, the Silver Stick in Waiting, the Captains of the Yeomen of the Guard, and the Gentlemen-at-Arms, all of whose names we have already published in the official programme, were the next in order; but we must spare a special word for Gold Stick, Field Marshal Viscount Combermere, G.C.B. and K.S.I., who, although he must be close upon ninety years of age, if not on the wrong side of nonagenarianism, looked and bore himself in a most valiant and imposing manner.

The drums and trumpets filed off as before when the procession of the Royal family arrived at the entrance to the choir, but continued playing till it had entered, when Beethoven's triumphal march was played by the organ and by her Majesty's private band.

The Lord Chamberlain, having the drums and trumpets before him, now returned to the west entrance, to await the arrival of the bridegroom. There was a deep silence, both in nave and in choir, followed by the rustling of many robes, as the new-comers settled themselves in their places, and the long-drawn breath of eager expectation. The bridegroom was coming! What would he be like? How would he be dressed? Would he be content with the plain scarlet tunic and gold sash of a General in the Army? These were questions nervously whispered; not, perhaps, in the choir, whose occupants might be supposed to be profoundly versed in the minutest details of Court etiquette, but by those in the comparatively unsophisticated nave, who were not as yet familiar with the personal appearance of his Royal Highness, and were in ignorance as to the precise nature of the sartorial triumphs about to be displayed before their wondering and delighted eyes. All these doubts were speedily resolved. It was a quarter past twelve when the procession of the bridegroom passed beneath the drapery of the western portal, drums and trumpets, with Nory and Clarencieux,

Kings-of-Arms, leading the way. The Secretary, the Grooms of the Bedchamber, the Lords of the Bedchamber, the Comptroller and Treasurer, the Groom of the Stole to his Royal Highness, albeit doubtless good men and true, and more than one of them haughty and powerful nobles, passed comparatively unnoticed. He came at last—young, gallant, confident, with a noble bearing and an upright mien—yet bowing his comely head from side to side gracefully to those who rose to do him homage. This was the Prince of Wales. The dress he wore enhanced the charm of his manner, and seemed to add height to his stature. He was clothed in the robes of the Order of the Garter, and in that gorgeous panoply, a General's uniform beneath, and a hat heavy with plumes in his hand, he looked from top to toe the favourite of fortune and the idol of his countrymen, who one day, please God! is to be Edward VII., King of England, and who, we humbly pray, may prove fully worthy of his amazing felicity and the priceless inheritance of a great people's love.

The bridegroom was supported on the one side by his brother-in-law, his Royal Highness the Crown Prince of Prussia, and on the other by his Royal Highness the Duke of Saxe-Coburg and Gotha. Both these Princes were arrayed in the robes of the Garter. As the procession went on its way, the drums and trumpets filing off as before, the band and organ performed Mendelssohn's march from "Athalie." The bridegroom was slowly conducted to the seat prepared for him on the *haut pas*, but the prescribed formula was left unobserved. He did not take his seat. He looked upwards to the Royal closet, and made a reverential obeisance to its occupant; he bent in silent orison before the communion-table; and he then drew himself up to his full height, and remained, isolated on the *haut pas*, motionless, his head turned towards the west—waiting for his bride.

A third time did the Lord Chamberlain return through the nave, preceded by his drummers and trumpeters in their golden doublets. Another dead calm fell upon the auditory. Once more the band was hushed, the whispering quelled, the long breath drawn. The suspense lasted only for a few minutes, yet it seemed almost painful in its intensity. At a quarter past twelve o'clock her Royal Highness the bride, accompanied by her supporters, his Royal Highness Prince Christian of Denmark and his Royal Highness the Duke of Cambridge, and the respective suites of their Royal Highnesses, proceeded in State carriages from the State entrance of the castle to the west entrance of St. George's Chapel, attended by a Captain's escort of the first regiment of Life Guards. Their Royal Highnesses were received by the Lord Chamberlain, and conducted to apartments set apart for their reception. The bridemaids awaited the arrival of the Princess in a saloon prepared for their use near the western entrance. Upon the stroke of half-past twelve Lord Sydney emerged from this entrance, gallantly conducting the procession of the bride. It is needless that we should again enumerate drums and trumpets, heralds and pursuivants, masters of the ceremonies and vice-chamberlains; nor in this place, we apprehend, would our readers derive much edification from a correct list of the members of the Danish Legation. We pass at once to the bride, who walked in the midst of the brilliant train, supported by Prince Christian of Denmark and the Duke of Cambridge, the former in military uniform, the last in the dress of a Field Marshal, worn under his robes as a Knight of the Garter. The Princess looked as beautiful as she did on Saturday—as beautiful as we trust she will for many and many a long year; but she was evidently in a state of extreme nervous agitation; her eyes were downcast, and it was easy to perceive the tremulous motion of the large bouquet of orange-flowers she carried for all ornament. She wore the superb parure of pearls and diamonds presented to her by the bridegroom. Her train, which was of great length, was of white silk, and was borne by the eight noble damsels—daughters of Earls—who officiated as bridemaids—that is to say, Lady Victoria Scott, Lady Eliza Bruce, Lady Emily Villiers, Lady Feodore Wellesley, Lady Diana Beauclerk, Lady Victoria Howard, Lady Augusta Yorke, and Lady Eleanor Hare. A varied suite of officers, chamberlains, and ladies of honour closed the bride's procession. On arriving at the choir, the drums and trumpets for the last time filed off, and, as the bride entered, Handel's march from "Joseph" was performed in the orchestra. Her Royal Highness was conducted to her place on the *haut pas* by the Lord Chamberlain—that is to say, on the side under the Royal pew. She made the same obeisance to the Queen and the same devotional reverence to the altar as the bridegroom had done. To him she dropped a curtsy of infinite and exquisite grace, to which he responded by a deep inclination of the head. Then each faced towards the east, and stood about a foot apart, their backs to their auditory, and motionless as two statues.

A long chorale was now sung by the choir, and the service for the solemnisation of matrimony commenced. The Archbishop of Canterbury, the Bishop of London, the Bishop of Winchester, the Bishop of Chester, and the Dean of Windsor, with the canons and minor canons of Windsor, stood within the communion-rails. The Archbishop then, in a clear, sonorous, and distinct voice, read the formula:—

I require and charge you both, as ye will answer at the dreadful day of judgment, when the secrets of all hearts shall be disclosed, that if either of you know any impediment why ye may not be lawfully joined together in matrimony ye do now confess it. For be ye well assured, that so many as are coupled together otherwise than God's word doth allow are not joined together by God; neither is their matrimony lawful.

No impediment was of course alleged, and his Grace proceeded:—

Albert Edward, wilt thou have this woman to thy wedded wife, to live together after God's ordinance in the holy estate of matrimony? Wilt thou love her, comfort her, honour, and keep her in sickness and in health; and, forsaking all other, keep thee only unto her, so long as ye both shall live?

The service requiring "the man" to answer "I will," the Prince responded in an exceedingly low but still audible voice.

Turning to her Royal Highness, his Grace said:—

Alexandra Caroline Mary, wilt thou have this man to thy wedded husband, to live together after God's ordinance in the holy estate of matrimony. Wilt thou obey him, and serve him, love, honour, and keep him in sickness and in health; and, forsaking all other, keep thee only unto him, so long as ye both shall live.

Her Royal Highness responded in due form, but the words "I will" were not audible to any one save those in her immediate vicinity.

His Grace proceeded:—

Who giveth this woman to be married to this man?

The Prince and Princess plighted their troth to each other in the usual manner, her Royal Highness being given away by her father. His Royal Highness took his bride by the right hand, and repeated after the Archbishop—

I, Albert Edward, take thee, Alexandra Caroline Mary, to my wedded wife, to have and to hold from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love and to cherish, till death us do part, according to God's holy ordinance; and thereto I plight thee my troth.

They then loosed their hands, and the bride, taking the bridegroom's right hand in hers, murmured after the Archbishop's emphatic delivery—

I, Alexandra Caroline Mary, take thee, Albert Edward, to my wedded husband, to have and to hold from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love, cherish, and to obey, till death us do part, according to God's holy ordinance; and thereto I give thee my troth.

The Royal hands were again loosed, and then the bridegroom putting the ring on the bride's fingers repeated after the Archbishop:—

With this ring I thee wed, with my body I thee worship, and with all my worldly goods I thee endow. In the name of the Father, and of the Son, and of the Holy Ghost. Amen.

The bride and bridegroom now knelt down, their hands firmly locked in each other, and the blessing was pronounced. The 67th Psalm was chanted at the end of the first blessing, and at the conclusion of the service the chorus from the "Mount of Olives" was sung. The customary osculatory salutation was, so far as we could see, dispensed with.

A united procession of the bride and bridegroom was now formed; and the young Princess of Wales, leaning on the arm of her husband, and proudly conducted by him, was led through the choir, the trumpets sounding the wedding fanfare through the nave, where the curtains dropped for the last time on the actors in this Imperial pageant. The other Princes and Princesses returned as they had come, but they seemed to have lost their interest. It was all over. There was a break up of the ice of etiquette. Knights of the Garter became ordinary mortals once more. The ladies gathered up their own trains and threw them over their arms, and there was a merry hum of conversation as the invited guests passed out of the chapel towards the carriages which were to convey them to the collation in St. George's Hall. The atmosphere seemed laden with joy and festivity, and the sun shone brightly upon the wedded pair.—*Illustrated London News*.

Graduation in Teaching and Training.

By J. BURCK, Inspector of Schools.

(Continued from our number for Nov. 1862 and concluded.)

Let us now direct our attention still farther to emphasis. Emphasis has its different qualities and degrees. Every word, clause, or sentence, requiring an emphatic utterance, has its quality or kind of voice; and also its variations of vocality, from the lowest to the highest degree of pitch. Observe that the sense of what is read or spoken can be made more distinct, or impressive, either by the *whispering*, the *natural*, the *orotund*, or *falsetto* voice; and to each can be given the modification of *harsh*, *hoarse*, *smooth*, *rough*, *full*, *thin*, *meagre*, or *tunable*. The voice should receive its emphatic form of quality, with special reference to the character of the composition read, or the state of the mind of the speaker, in giving expression to his ideas. Observe farther—that emphatic forms of the voice can be expressed by either lengthening or shortening the tone of voice; by making its emission gradual or abrupt, strong or weak.

The duty of the educator is, so to study these qualities and degrees of voice, and exercise himself upon them as to be able successfully to train the voices of the pupils, so as to enable them to read any kind of composition with suitable effect; and likewise to express in speaking their own ideas effectively. An effective well trained command over vocal qualities, and degrees of pitch, is an essential in the art of reading or speaking, paramount to every other.

One of the most effectual means of acquiring expressive intonation, is, first, by exercising the voice on letters, syllables, and words, till it acquires a plastic commanding character; and, secondly, by similarly training it on words in construction till well toned. For the art of good reading consists in having all the constituents of speech under complete command.

I would recommend to teachers to frame a didactic system of elementary exercises, graded as follows:

1. *Of practice on the alphabetic elements.*—This exercise should be continued till the voice acquires strength and accuracy of tone. When letters are pronounced singly, clearly and distinctly, they receive an undivided energy of organic effort, and with it a clearness of sound that make an excellent preparative for distinct and forcible pronunciation in the compounds of speech.

2. *Exercises on force.*—These exercises, if properly carried out, give quality to the voice. Nothing tends more to give power and an orotund quality to the voice than loud energetic vocalization. It prevents it from getting into a weak, mincing, lip-tone,—one of the great vocal deformities of reading. It also gives it compass and command of pitch.

3. *Exercises on variations of pitch, high and low.*—Commence these exercises with letters, syllables, and words, simply; then on short sentences; and continue these exercises till the pupil, with a commanding voice, is able to go through them, on any key, high, or low. He should then be prepared to read any piece of composition, on any key proposed, high or low, from a whisper to the highest commanding tone,—the teacher always giving the pitch so long as that may be required.

4. And in going through these exercises, train the pupil as much as possible to self-command. A habit of self-command is of the highest importance in training the voices of children and teaching them to read. Whenever a child becomes nervous and loses self-command, teaching becomes unprofitable to him—and if persevered in—injurious.

So much is this part of school work neglected in our seminaries, from the infant school to the university, that the subject cannot be pressed too much on the consideration of our educators. And until more attention is paid to it, our youth can never reach that perfection in reading—so advantageous—so essential, in giving a commanding expression to our ideas, or in reading the ideas of others. To every educator, therefore, would I say, do make this part of your work your special study, and a special work. It lies at the very foundation—it is the foundation itself of the art of effective reading. The voice is the organ of reading; and the more it is improved, and rightly exercised, the more successful will we be in making our youth read with justness, energy and ease.

The intelligent teacher will at once see the advantage such voice-training gives in teaching pupils to read.

9. Just stress is the next quality of voice which demands attention.

In speaking or reading the voice assumes a variety of forms and

degrees, denoted in common language by the words, loud, soft, strong and weak. And each of these has degrees, and modifications. A loud tone may be varied considerably, and yet may be a loud tone; a soft voice may be increased or decreased with varied modifications, and yet lie within the range of soft intonation; and also with strong or weak modes of voice. All have their different forms and degrees. Force in its various degrees may be applied to words, to phrases, or to one or more sentences for energetic expression; or it may be limited to single syllables or intonations. Certain degrees of stress are associated with certain states of mind, while these again are influenced by circumstances. Distance supposes an extension of voice; nearness an abatement of this force; secrecy, to prevent discovery, prefers a whispering tone; certainty seeks its opposite,—a tone positive, distinct and forcible; anger and its congenial passions declare themselves with agitated energy; the tone of joy is loud and buoyant; and that of pain, fear and terror, forcible and awakening in expression.

The leading stresses of the voice may be comprehended under the following names, viz.: The *radical*, the *median*, the *vanishing*, the *compound*, the *thorough* stress, the *loud concrete* and the *tremor*.

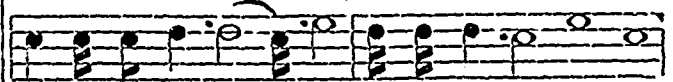
Definitions of these are given in the subjoined table, with abbreviations, for pointing out the word or words in the following examples, which require to be read with special stresses.

ABBREVIATIONS.	NAMES.	DEFINITIONS.
r. s.	Radical stress.	This form of stress includes two modes,—explosion, and expulsion. The first is a sudden initial burst of voice, as in violent anger. The second is an intentional deliberate force, indicative of command. The swell of the voice is at the beginning of words in both.
m. s.	Median stress.	A moderate gradually swelling tone, showing no agitated force of voice, gliding out with a smooth effusive stream of sound.
v. s.	Vanishing stress.	Force reserved to the last, when it is thrown out with an abrupt swell of voice—resembling that of a stone suddenly jirked from the hand.
c. s.	Compound stress.	This stress combines the radical and the vanish; and the voice is thrown out in such a manner as to mark with precision the radical and the vanish, or the beginning and the end of each accented or emphatic sound—often with a fifth or even octave interval.
th. s.	Thorough stress.	This stress is a full body of voice, throughout its whole course. It has the wide falling inflection of authority and command, beginning and closing vividly with a distinct vanish.
t. s.	Intermittent or Tremor stress.	This indicates the intermittent or tremor stress. It takes place in the utterance of all those emotions which enfeeble the voice by their overpowering effect on feeling. It is illustrated in the tone of a person shivering with cold, and also in the feeble voice of old age.

Examples, illustrating these different stresses of the voice.

Radical expulsive, or simple stress.

Not that I loved Caesar less, but that I loved Rome more.



r. s. r. s. r. s. th. s.

Radical explosive.

What meanest thou, O sleeper? Arise, call upon thy God.



r. s. r. s. r. s. v. s. v. s. r. s. r. s. th. s.

Median stress.

i ex - tol and honour the king of heaven.

m. s. m. s. m. s. r. s.

Vanishing stress.

Waf! war! - no peace: peace is to me a war.

v. s. v. s. v. s. v. s. v. s.

Thorough stress.

Awake, O sword, against my shepherd,

c. s. c. s.

against the man | that is my fellow.

c. s. r. s.

Compound stress.

Gone to be married | I gone to swee a peace | gone to be friends | oh, yes.

c. s. c. s. c. s. th. s.

Tremor stress.

Pity the sorrows | of a poor old man

t. s. t. s. t. s. t. s. t. s.

Whose trembling limbs have borne him to your door.

t. s. t. s. t. s. t. s. t. s.

To master these different emphatic forces, persevering practice is indispensable. Whoever wishes to acquire that command of voice, which will enable him to express his own ideas, or read the ideas of others so as to give them their proper and full significance, needs practically to familiarize himself with those varied voice intonations. Force simply is not all that is needed impressively to bring out the full meaning of leading expressive words. There must be force modified—modified to suit the character of the ideas—to suit the circumstances of time, place, audience, object, &c., of the reader or speaker.

Of the preceding stresses the most generally used are the expulsive, median, vanishing and thorough stresses. The intonation of the expulsive is bold and forcible, with a brief swell on the first part of a word—gracefully diminishing at the end. The median is of very general application. It supposes a calm effusive tone,—a moderate, quite, and gradual swelling of voice—a tranquil utterance of reverential feeling, in which no sudden violent impulse agitates or forces out the breath, but the voice glides out with a smooth effusive stream of sound—enlarging as it flows—but never reaching irregular violence. The vanishing stress is just the reverse of the radical; the force of the voice is reserved to the last of the emphatic sound. This force has an excellent effect, when well executed. The thorough stress begins and closes vividly, and generally ends with a wide falling inflection of authority and command. Its tone exhibits a median swell and a

distinct vanish. It gives a distinctive force and character to the beginning, the middle, and the end of each emphatic sound.

If the exercises recommended for training the voice have to this been gone over with efficient practice, the pupil's voice cannot but be considerably well prepared for the following farther voice-training exercises, viz.: Expressive tones, Appropriate modulation, and Fluency of vibration.

10 and 11. Expressive tones, including Appropriate modulations.

These words are sufficiently significant of the exercises intended under this head. Every tone of the voice admits, both in its simple vocal and verbal form of a great variety. Its degrees of force—how many! The modifications of these—how various! In pitch, movement, quantity and quality, its powers are very varied and great.—The single tone of *awe*—how many are its properties! Generally, it is soft, low in pitch, slow in movement, and mediant in stress; and each of these properties has its proper range and modifications. So it is with other expressive tones.

As an aid in illustrating expressive tones, I give the following key as directive of leading expressive tones of voice, and their modulations, in the examples which follow:

Key to the Notation of Expressive Tones.

Degrees of force.	{	a	do	a soft tone of voice.
		b	do	a very soft tone.
		b	do	a loud tone.
Pitches.	{	c	do	a low tone—but firm.
		c	do	very low tone.
		d	do	high tone.
		d	do	very high tone.
Key.	{	e ♭	do	plaintive, semitone intervals.
		f #	do	lively full tone.
Time.	{	g	do	slow tone.
		g	do	very slow tone.
		h	do	quick tone.
		h	do	very quick tone.

I have already directed attention so much to the analysis of the voice, that I consider it almost unnecessary to illustrate its varied properties any farther; but so little attention is paid to expressive modulated tones, in schools that a few farther remarks on voice-training as it respects *impressive tones*, may be of some service.

Examples of Expressive tones.

a, g.—She knelt | beside his couch. Her fair slight hands |

Were clas'd upon her breast; and from her lips
Her spirit's prayer broke murmuringly. Her eyes,

Large, dark, and trembling in their liquid light,

Were turn'd to heaven in tears; and through her frame—
The panic of a moment | chilly | ran;

h.—'T was but a moment; and again she rose,
And bent her form | over the bed of torture,

a, c, e.—Like the fair lily o'er the troubled wave.

c, e, g.—Men veil'd their eyes and fled. Yet she stood there;

Still | sweetly calm and unappall'd | she stood;

Her soft hand | smooth'd his tortured—wrinkled brow,

And held the cool draught | to his fever'd lips;

Her sweet voice | bless'd him; and his soul | grew | calm.

b, h.—Ye who dare peril on the tinted field,
And write your courage in your brother's blood,
Who, 'neath the cannon's death-cloud seek a grave

And call your madness glory—look and blush.

d, h, c.—I tell you what, Mr. Wood, added she in a hollow voice
and with a ghastly look, gin may bring ruin; but as long as
poverty, vice, and ill-usage exist, it will be drunk.

b, c, g.—O Jerusalem, Jerusalem, thou that killest the prophets,
and stonest them which are sent to thee, how often would I have
gathered thy children together, even as a hen gathereth her
chickens under her wings, and | ye | would | not!

Behold, your house is left unto you—desolate!

b, h, g.—Woe unto you | Scribes, Pharisees, hypocrites! for ye

are like unto whited sepulchres, which, indeed, appear beautiful outward, but are within, full of dead men's bones, and of all uncleanness.

b, f, h.—There is no living creature that gives us such an idea of happiness | as a bird as it skims on light wing through the air, alights among flowery shrubs, or upon the springy bough of a lofty tree, or dresses its plumage by a fountain or stream.

a, g, c.—Mother! I am dying now—
There is deep suffocation | in my breast,
As if some heavy hand | my bosom press'd;
And on my brow ||
I feel the cold sweat stand;
My lips || grow dry and tremulous, and my breath ||
Comes feebly up. Oh! tell me, is this death?

b, d, h.—Oh, the moral madness of those who pay far less attention to their own immortal welfare | than to the relations of a triangle, the wings of an insect, or the filaments of a weed!

b, d, h.—What do you know?
"More than I choose to tell you at present."

But you shall tell—I will force you to tell; were it the last hour you had to live, you could not escape me thus.

"You are mistaken there, Richard," said the old pedlar. "No man on earth ever yet forced me to do a thing against my will, and I scorn the threats of a scoundrel."⁽¹⁾

d, f.—1. Judicious reading | brings down the science, art, and improvement of preceding ages to the present or contemporaneous age of the reader.

2. Judicious reading | is an excellent substitute for the comforts and supposed advantages of wealth and high station.

3. Judicious reading | qualifies for the more successful discharge of all the duties of life.

4. Judicious reading | may be regarded as an enlightened relaxation and amusement.

5. Judicious reading | is an excellent preservative from the influence of temptation.

6. Judicious reading | is one of the most valuable means of advancing our spiritual and eternal interests.

The mark < indicates an increasing force and swell of tone; and its opposite > a diminishing forcible full tone. The horizontal line marks monotones, or tones having very little distinguishable up or down slides. The heavy horizontal lines indicate thorough stress; and the mark <> an increase of force and swell to a high degree, with an effective diminish.

12. Fluency of vibration.

Fluency of vibration is a high voice-quality. To be able to give the voice any tone, pitch or movement required, and with a pliancy which enables the reader or speaker to ascend or descend with a concrete or discrete movement, on the instant,—assuming any tone required, and with a command which shows educated art as if artless, is, indeed, a quality, a power of voice attained only by the few. Yet approaches to this high result of training, with proper culture is possible with the great majority.

As voice training is among the very first,—is, indeed, the great fundamental preparatory step, to good reading, I beg the special attention of teachers to it. To be able to vocalize correctly, to pronounce with a commanding flexibility and proper tone of voice the elements of words, separately and as embodied in vocables; to be able to prolong or shorten the tone, or mould it at pleasure, in all its movements, and to have that command over it which will enable the reader to avoid every disagreeable canting, incorrect, or affected intonation, I rank as the most essential acquirement, preparatory to good reading. Yet this prime rule of fitness is far too much overlooked in teaching reading; hence the many defects in tone, flexibility of voice movement, and want of command of expressive tones so prevalent both in and out of schools.

When the expression of thought comes from a voice well trained, rightly toned, able to give a commanding just utterance to reading, free of any vocal deformity, the reading has a telling effect. The

(1) To be pronounced with an upward and then downward wave of the voice.

sonso becomes clear and impressive; the ear is pleased and the reader praised.

Mark the vast difference between the reading coming from a stiff, ill-trained, or non-trained voice, and that from one that has acquired a flexibility which yields to the will of the reader, assumes any mould required, and traverses the whole field of voice expansion, readily, instantaneously, commandingly.

Much more might be written on this subject; what has been said, will, I hope, be quite sufficient to direct more attention to voice-training than has hitherto been done in our schools. Could we succeed in waking up our teachers to the more efficient discharge of this duty—voice training, they would very soon see the advantage it would give them in teaching. The reading of their pupils would show off to more advantage; they would give the meaning of what they read more impressively and intelligently; and the results of their teaching would be more manifest and satisfactory.

I bring my subject to a close by directing attention to a few other things respecting educating the voice.

1. To give tone and character to the voice the pupil should be taught how to use the vocal mechanism properly. The breath is the vocal element—the lungs its reservoirs—the throat, the tube through which the pulmonary stream passes—and the diaphragm, the great propelling agent. It is during expiration and simultaneously with it that voice is produced in a natural and healthy manner. To speak during inspiration is abnormal and unhealthy.

2. In teaching how to vocalize with advantage, the following positions are the most favorable:—body erect—chest elevated—neck straight—shoulders inclining backwards and downwards—and the hands gently and gracefully closed in front over the region of the diaphragm. In this position exercise him now and then—or a whole class simultaneously, till a considerable command and extension of voice, are acquired; then on letters and words till the articulation becomes full and their voice pliant. But be sure never to allow them to huddle themselves up, bending and stooping over and crowding their vital organs together.

These elementary exercises are to be followed up in reading. But I have already said so much on voice-training, that I believe it unnecessary to continue the subject any farther. To practise diligently, faithfully, judiciously, and perseveringly the exercises which I have given on voice-training, will, I doubt not, produce results sufficiently encouraging to the intelligent educator, and advantageous to the scholar. Such training is essentially necessary to make a good elocutionist. So thought the great masters of the rhetorical art at Athens and Rome. Day after day, and year after year, they devoted themselves to the cultivation of the voice and proper gesture most assiduously, as their works, come down to us, sufficiently tell. In discoveries in science and art we are far in advance; in the cultivation of the voice, we are far behind them.

I have said little about faults in reading or how to correct them. My great aim is to show how to train the voice and teach reading from the beginning of a child's tuition, that faults in reading may be prevented. One of the most difficult things in teaching is correcting voice deformities, and grounded faulty reading.

My hints and directions are addressed to the willing earnest teacher,—the man, who, true to his vocation, pursues the science of reading with attention and perseverance, and who prefers useful accuracy and correct taste, to shallow ostentatious knowledge.

I make no pretensions to the full development of the varied principles of the art of reading. My great wish is to direct the attention of teachers who may know less than myself, more to the subject, hoping also to draw the attention of those who may know far more, to this branch of education, and to become co-workers with us, in our efforts in building up our system of reading upon the foundation of well understood principles.

Address to Teachers.

In concluding my suggestions on teaching reading, let me not give offence in giving a few parting words.

I need scarcely say in addressing you,

Oh, that all would awake and work.

I have good reason to believe,—to believe from what I see and know in my inspecting tours, that the great majority of our educators are earnest workers in their vocation—*right hearted men and women*. But I do say that we all need to awake and work more to give more efficiency to our *professional skill* in teaching. We must aim at still higher degrees of teaching skill, and a higher style of preparation. In scholarly attainments, in literature, there is among educators an unmistakable advancement. But in the art

of communicating knowledge, and in developing and training the faculties of youth, the advancement is far less perceptible. To this I beg to direct effort. For want of proper and sufficient attention being paid to this part of our work, the effects of our labour show less, and the advancement of scholars is far less,—and to ourselves less satisfactory. We toil much with often disappointed results. Well do I know the difficulties which encompass this part of the educator's work. But I know too, they admit of being much lessened. Every art admits of continuous improvement. Let us not then be behind in-shoulder to shoulder—improving ours at every point. Do I thus endeavour to awaken enquiry after higher teaching skill? As I awaken, I wish to help. What I have written on the art of reading, and on general school training in this Journal, tell a little of my wish. Will you not co-operate with me?—Though the world may deny our claim to high powers of intellect; though it will never acknowledge us as guides in the pursuit of knowledge,—as the expounders of the deep mysteries of nature,—pioneers in the paths of literature, to be admired by a future and a more enlightened generation; and though high literary ambition may be no active element in our minds; yet there is in our vocations something worth contending for—something more enduring than worldly fame—results that will pass on, and ride over many a wave of time—giving intellectual energy and moral life to many a generation to come.

The man of athletic intellect, soars high; and the few only can reach and profit by the results of his labours. Our province is to strike at the root,—yea, at the rootlets of society—labouring to give them true vitality—to infuse into them, at their earliest stages of growth, life, health, energy, and a sound developing principle,—working out results which time can never destroy. Tell me a nobler work than this. *Teacher is a greater name than many believe.* His work is a great work, one of the most honourable on earth.

Well do I know the difficulties with which you and I have to contend in our respective spheres of working. Oh, how difficult to reach the depth of the souls committed to us, to get at the skill, and have the wisdom and the patience needed in the work; and to give life and spirit to the whole! Of the thousands who value education, and seek it for their children, how small is the number that have correct ideas of the difficulties, or the many things which the thorough teaching of a child involve. To educate a child perfectly requires profounder skill, and greater wisdom than to govern a province, and for this plain reason, that the interests and the wants of the latter are more superficial, coarser and more obvious than the spiritual capacities, the growth of thought and feeling, and the subtle laws of the mind, which must all be studied and to a certain degree comprehended before the work of education can be thoroughly performed. But if difficulties encompass the work; if these have a magnitude the few only understand, a vast deal can be done to lessen their number. Perseverance, united effort, improved skill, earnest minds fully made up for the work, firmness in encountering opposition, amidst seemingly ill success and the annoyances of the ignorant and intermeddling, will make us triumphant to a degree, which the irresolute standing still educator can never reach.

Let difficulties, and the defects which we daily discover in our modes of instruction, serve but as incitements to more and higher efforts.

Are we engaged in teaching but the rudiments of common branches, let us remember that this is laying the foundation, the chief corner-stone of the school-mind fabric,—the sowing of the seed we wish to grow up the healthy tall, wide spreading tree,—not the shrivelled shrub, on a sickly stem, sprung from an unhealthy root. Let our whole aim be to have our work well begun and well carried on,—beholding our charge as progressive creatures from the cradle to the coffin. Or, is our position higher, though not more honourable, in carrying on and completing the work begun? Let our efforts, and the skill we display in the results of a higher discipline, bear testimony to the efficiency and success of our labours,—making the fruit of our labour tell that we are safe guides to knowledge and trust—worthy educators.

As the efficiency and the thoroughness of our work rise, the impulse to education, and to educational support will rise too, the tendency of which will be,—securing to teachers maintenances more remunerative, and, therefore, more encouraging to make teaching a profession.

Wishing success to your efforts in your several spheres of labour,

I remain
Your friend and co-worker,
JOHN BRUCE,
Inspector of Schools.

WRITTEN EXAMINATIONS.

One of the most useful exercises of the school-room, is to require the pupils to write out in their own language the ideas they have acquired from their studies during the month previous.

By this practice their thoughts assume a definite form, not vague and loose, but certain—accurate. While they are placed upon paper they become firmly fixed in their minds. They do not easily forget them, but they come readily, promptly at their call.

This exercise not only imparts accuracy and promptness, but furnishes a valuable exercise in composition. Pupils take it up naturally—they have something to write about—they are not constrained, indeed they are really writing compositions unawares. They mould their ideas—select words and form sentences with an eagerness quite refreshing.

There is another advantage which should not be overlooked. They acquire a rapid practical hand-writing. Being obliged to write with considerable rapidity, a full and free motion of the hand and arm is obtained, the letters of the same word are all formed without raising the pen from the paper. The writing has a smooth, uniform appearance, and a cramped, copy style is avoided.

Again, it imparts the ability to spell correctly, and seemingly without effort, determining by the very form of the entire word its true orthography; having, in fact, word pictures in the mind, the same as in reading, the mind grasping the entire word without analysing in detail.

Economy of time is another important item. Oral review are very good, but written ones have this decided advantage. A class of twenty-five or fifty can be solving the same questions at the same time, thereby accomplishing more than ten times the amount of work for the same period.

“All this,” you may say, “sounds very well on paper—very good in theory, but what of the practice?”

Let me say, then, my practice is as follows: In arithmetic from five to ten questions are assigned in solving the principles the class have been over the month previous, but not the same examples as those given in the text-book, lest they rely upon their memory of certain operations and not upon general principles. These questions they note down as given out, then they solve them upon their slates, and write out the explanations, after which they copy the whole upon paper. By re-writing them in this way they correct many errors which otherwise would escape their notice. Whenever diagrams are requisite for a complete explanation, they are carefully drawn, and the principles involved are definitively applied to the example in hand.

To accomplish this work a half day may be required for a simple study, if the exercise be new to the class. After the first hour they will doubtless become tired and restless; but short seasons of rest should be given, by interspersing singing and light gymnastic exercises.

A similar course can be pursued in conducting the examinations in other branches; as grammar, history, and geography.

After the work has been done by the scholars, the papers are collected and examined minutely by the more proficient members of the class.

I will mention some of the items of criticism. Errors in principle, errors in practice, neatness, mis-spelled words, erasures, blots, false syntax, punctuation, and others, as the teacher may deem advantageous.

The pupils are required to perform their work without any assistance, either from each other or from their text-books, otherwise no credits are assigned; and the papers on each study may be collected at the expiration of the time allowed for such study, or a part of the questions may be given out at a time, and the pupils required to complete them in thirty or forty-five minutes.

Teachers who may adopt this plan will very likely be quite if not wholly discouraged the first time, and think it costs in time, patience, and labor more than the benefits that may accrue. But this should not deter one from giving it a faithful and persevering trial, since nothing of real and permanent value can be obtained without work.—*Massachusetts Teacher.*

Heavy Penalties.

We wish to inform all young and inexperienced teachers that great penalties do not often nor always produce great results. After you have solemnly promised to give five checks to any and all unthinking or malicious little wretches, who in manifest subversion of order and discipline, have the hardihood to whisper in school, you are very busy, as all good teachers are, and satisfied

that the terrible threat you have promulgated will cure the mischief, you attend more zealously than ever to your recitations. To your grief and astonishment you discover, the next day or the next week, that five checks is not half so great a bugbear as you thought, for whispering is just as common as ever. Then you double the penalty, and you find that ten checks are not much worse than five. You are perfectly satisfied that there is a screw loose somewhere, and, desperately, you fix the penalty at twenty checks, but the desired result is not attained.

We use the term "checks" as a representative word, meaning any kind of penalties usually adopted to cure school evils, whether they be bad marks, whippings, or dark closets. What the tyro in teaching expects to accomplish by heavy penalties can only be obtained by watchful care and constant vigilance. The five checks were sufficient to cure the offender, if there had been a reasonable assurance of getting them, as a man will work for one dollar a day, sure pay, rather than for five dollars a day, with only one chance in ten of being paid. Instead of doubling the penalty, double your vigilance. It is the certainty, rather than the extent, of the punishment that renders it a terror to the evil-doer. We never indulge in extravagance, but we believe that if the penalties of whispering were to be hanging, roasting alive, or imprisonment for life, with no greater chance of the punishment being inflicted than in some schools we have seen, there would still be plenty of whisperers. Aunt Jerusha's "air drink" may cure a slight cold, but all the doctors in the world cannot cure confirmed consumption. Keep cool when disorder increases; open your eyes rather than your mouth.—*Mass. Teacher.*

What I Think.

When I see a dilapidated old school-house standing year after year, and know that school visitors are certifying that it is suitable for school purposes, I wonder if they do not stretch their consciences a little.

When I hear a candidate for teaching examined, and he fails in nearly half the questions and blunders through the rest, and yet gets a certificate, I wonder if somebody is not afraid of offending somebody's brother's cousin's father's very dear friend.

When I hear a committee in their "remarks" speak very highly of a school which bears evident marks of having gone through a special preparation for the afternoon's show, I am astonished to find people so easily deceived.

When I hear parents taking the part of their children in all complaints about the teacher, I wonder if they know that they are taking the most expeditious way to ruin those children.

When I find teachers who refuse to subscribe for an educational journal, and at the same time take half a dozen story magazines, I think I have the key to their ill-success.

When I see teachers unable, "for lack of time," to attend the annual Institutes or Town Teachers' Association, while they manage to go to horse-races or be out till twelve o'clock at a party, I am ready to exclaim—"O human nature! how inconsistent thou art!"

When I hear teachers scold, I wonder if they know how it sounds.

When I hear teachers always threatening but never performing, I wonder if they know that they tell lies.

When I hear parents criticising my predecessor in teaching very freely, I always expect to share the same fate pretty soon.

When I see people dressing their children in the height of fashion, and then hear them grumble about school taxes, I wonder if they consider the body of more worth than the mind.

When I see parents or guardians keeping their children out of school for every trifling excuse, or sending them late, I wonder what they are thinking about.

When I see a faithful teacher who labors humbly and earnestly in his noble calling, I thank God and take courage.

When I see people bitterly oppose all new ideas and improvements in educational matters, I wonder if they would be willing to give up railroads and steamboats and all modern progress.—*Connecticut Common School Journal.*

OFFICIAL NOTICES.

ERECTORNS, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the

7th instant, to detach from the school municipality of St. Roch of Quebec the whole of that portion of territory forming the Rural Municipality of North St. Roch, and to erect it into a separate municipality for school purposes, under the name of the *School Municipality of North St. Roch*, with the same limits as those assigned to the said Rural Municipality under the Act 25 Vic. chap. 47.

APPOINTMENTS.

BOARDS OF EXAMINERS.

His Excellency the Governor General in Council was pleased, on the 19th March last, to appoint the Reverend Archibald Duff and Frederick William Terrill, Esquire, to be members of the Board of Examiners of Sherbrooke, in the room of the Reverend A. J. Parker and J. S. Walton, Esquire, resigned.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council has been pleased to approve of the following appointments of School Commissioners: Quebec, North St. Roch: Messrs. Edmond Paradis, Louis Lortie, Barthélemy Hudon, Joseph Le François, and David Davidson.

His Excellency the Governor General in Council, on the 7th instant, was pleased to approve of the following appointments of School Commissioners:

County of Lotbinière.—Ste. Agathe, No. One: Messrs. John Nunan and James Campbell.

County of Yamaska.—St. David: Mr. Olivier Paul Hus.

County of Montmagny.—St. Thomas: Rev. J. R. L. Hamelin, *curé*.

County of Terrebonne.—Ste. Sophie de Lacorne: Messrs. François Larin, Jérôme McKeown, and Charles Cunningham.

His Excellency the Governor General in Council was pleased, on the 18th instant, to make the following appointments of School Commissioners:

Three Rivers, Banlieue: Messrs. Zacharie Cloutier and François Lévasscur.

SCHOOL TRUSTEES.

His Excellency the Governor General in Council was pleased, on the 7th instant, to make the following appointments of School Trustees: County of Richmond.—Shipton: Messrs. Joseph Bédique and Patrick McCormick.

NOTICE RESPECTING THE ENGAGEMENT OF TEACHERS.

School Commissioners and Trustees are notified that the employment of Teachers without diplomas shall no longer be tolerated by this Department, under any pretence whatsoever. Municipalities engaging unlicensed teachers for the coming scholastic year, shall, without exception, be deprived of their share of the grant.

By order,

LOUIS GIARD,
Secretary.

Education Office,
Montreal, March 25, 1863. }

SITUATIONS WANTED.

A lady, competent to teach French and English and who has considerable experience in conducting schools, is desirous of a situation. Unexceptionable references will be given. Apply to Chs. Boucher, Esq., M. D., Maskinongé.

An able teacher, provided with a first class Academical diploma, and who can be well recommended, offers his services to conduct a school in Lower Canada. Address Mr. Michael Moran, Teacher, Weston, Co. of York, C. W.

—An able English Teacher, whose present engagement is about to expire, would accept of a situation in an academy or school. Apply at this Office.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), APRIL, 1863.

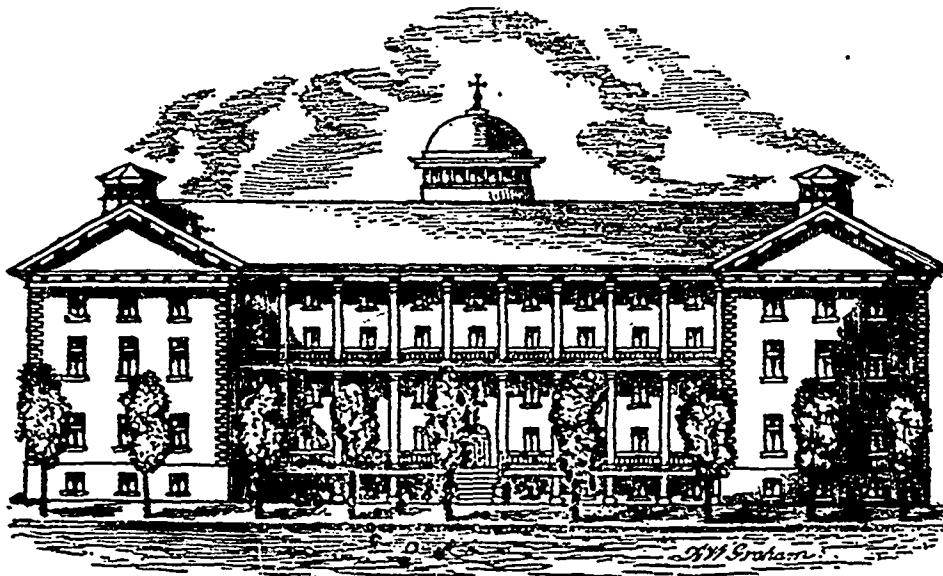
The School of Agriculture of Ste. Thérèse.

The efforts now being made throughout Lower Canada for the improvement of agriculture promise, especially in

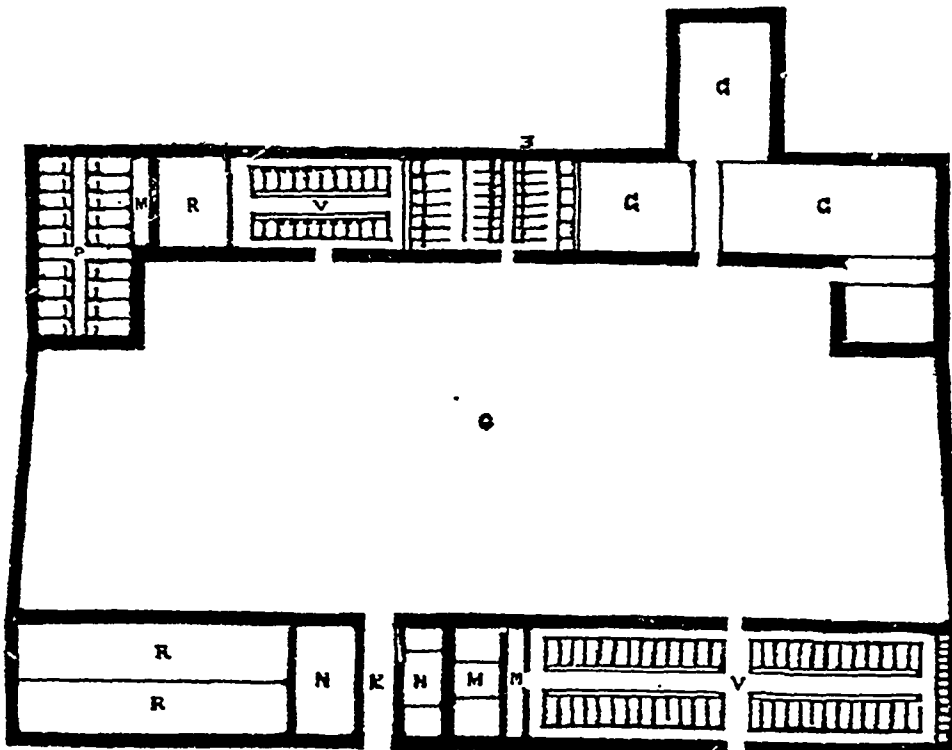
connection with education, the most important and satisfactory results.

In requiring from all candidates for the model school diploma a certain acquaintance with the principles of this art, the Council of Public Instruction formally sanctioned its introduction into our schools, and confirmed the action of the Department of Education with regard to the normal schools, in which a course of agriculture has long been instituted and still forms a part of the studies. It must not, however, be forgotten that as the object aimed at is to place teachers in a position to impart instruction, based upon sound principles, yet only of an elementary character,

the necessity for special schools in which a full and practical acquaintance with the subject may be gained, is not removed. Indeed the importance of these special schools, with their model farms, cannot be too highly valued. We have with much pleasure occasionally noticed their success in these columns (see our Journal for Nov. 1859, page 174; and Sept. 1861, page 132) and now republish an extract, descriptive of the new agricultural school and model farm of the College of Ste. Thérèse de Blainville, from the *Lower Canada Agriculturist*.—to the kindness of whose publisher we are indebted for the use of the woodcuts:



Engraving No. 1.—The Agricultural College of St. Therese—County of Terrebonne.



No. 2.—General Plan of the Farm Buildings of the Agricultural College of St. Therese.

"The college is built on a five hundred acres farm, most of which is in a high state of cultivation. A large variety of soils, from the stiff clay to the sandy loam, offers to the student an application of the different systems of farming. Under drainage has been extensively applied to the draining of a large swamp now yielding the largest return. Composting is one of the main operations of the farm and supplies a large quantity of valuable manure. More than twenty acres of land are annually put under green crops. An orchard garden and grounds afford all the necessary means of becoming thoroughly conversant with practical horticulture. More than 600 feet of farm buildings afford ample accommodation for any number of cattle. The fattening of beef and swine is carried on on a large scale so as to provide for the annual consumption of the whole establishment, numbering 200 persons. Thirty milking cows will add new material for new and interesting experiments connected with the raising and feeding of stock. Engraving No. 2 is a plan of the farm buildings, including the Court yard. The Pigsties P, as can be seen, are placed each side of a wide passage. M is a store-room next to the Pigsties R, and shows the shedding where are the winter sleighs. V is a byre with interior distribution similar to that described further. E is the stables. The harnesses are closeted behind each pair of horses, so as to protect them against

moisture. CCC are the barns; RR, implement and vehicle sheds. K is the pump and the passage leading to the farm yard. CH is a grain store; M, a hay store in communication with the main byre V, divided in two parts, the first occupied by the milch cows and the second by the fattening cattle. On the right are a number of pens for sucking calves.

"Engraving No. 6 shows the interior arrangement of the byre. A is a wide passage for the distribution of food to the cattle. Hay and straw are thrown in the passage from the loft through a trap. XX are the mangers; PP the floor; RR the drains and SS another floor, allowing easy circulation behind the cattle.

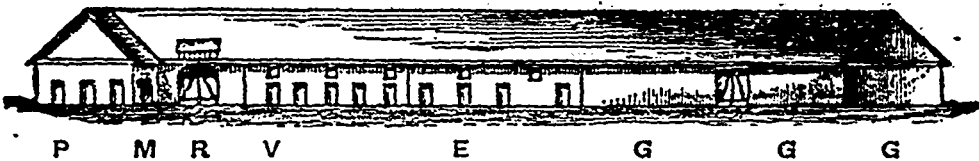
"The building represented by Engraving No. 5 contains a room where the cooking of the food is done, C; a workshop, B; a Butcher shop, D; a washing room, I; and a dairy, L.

"The engravings, Nos. 3, 4, 5 show the front view of the buildings we have just described.

"Improved implements have been in general use on the farm long since, such as double mould-board, horse-hoes, straw-cutters, root cutter, thrashing machines, &c. A workshop well provided with tools will enable every pupil to become acquainted with the most approved construction of agricultural implements and vehicles.



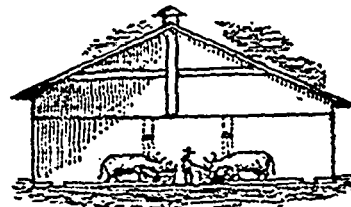
No. 3.—Elevation of the Shed—Byre and Store of the Agricultural College of St. Therese.



No. 4.—Elevation of the Pigsties, Byre-Stables and Barns of the Agricultural College of St. Therese.



No. 5.—View of the Shops.



No. 6.—Section of the Byres.

THE AGRICULTURAL COURSE.

"The full course will last three years and be as follows: 1st year.—The course will give to the pupils an elementary knowledge of every science connected with agriculture, so as to prepare them to follow to better advantage the farm operations during the two following years. Thus the course will contain the general principles of farming, the cultivation of plants, rotation of crops, horticulture, book-keeping, the general management of stock.

2nd year.—The course will consist of a more complete study of soils, manure, rotation, cultivation of plants, and horticulture.

3rd year.—Lastly, the greater part of the studies will be directed to the management of cattle, Anatomy and Physiology, Veterinary, the improvement of breeds. Butter and cheese-making will occupy the attention of the pupils.

"The students will be allowed to follow the course of Chemistry and Natural History given to the pupils of the classical College.

"So as to enable every farmer's son to benefit by the Agricultural

college it is proposed to give a one year's course to those who can not afford to give a longer time to agricultural education. This course will be that of the first year. The pupils will have to work on the farm a certain number of hours without exception; they will also follow the professor every day in the fields and byres when practical operations are going on. The students must be 15 years old at least and have an elementary education.

"The college course will begin on the 12th March and finish on the 31st December. Winter has been preferably used for holidays, as farm operations at that time are less pressing.

CONDITIONS.

"The price for board and tuition is placed at \$72, so as to facilitate the study of agriculture to a large number of pupils. They will be allowed to board out of the College. Tuition will then be charged \$24 only. Lodgings will be provided by the College at \$4 a year, and the pupil will be allowed out only for meals."

Eighteenth Conference of the Teachers' Association in connection with the Laval Normal School, held Jan. 31, 1863.

The minutes of the last meeting were read and adopted. The promised lectures not being forthcoming, a discussion on the two following subjects was opened:

- 1st.—*What is the best method of making a logical analysis?*
- 2nd.—*What is the best method of teaching history?*

Mr. Lacasse and Principal Langevin took each a very active part in the debate on the first of these questions, which was satisfactorily summed up by the former; after which the second subject was taken up by the Secretary, who read an essay transmitted to him by Mr. Dufresno for the purpose.

Messrs. Toussaint, Juneau, and Bêland took part in this discussion, which was summed up by the Rev. Principal.

The following question, submitted by the Principal, will be discussed at the next conference of the association:

What is the best method of improving the handwriting of children?

Messrs. Juneau, Lacasse, Lafrance, Prémont and Lefebvre inscribed their names, and promised to take part in the discussion, or to prepare lectures on different subjects for the next meeting.

The meeting then adjourned to the last Saturday in May next.

Extracts from the Reports of Inspectors of schools, for 1859 and 1860.

Extracts from Inspector BARDY'S Reports.

It was ascertained by the Inspector that in most municipalities of the District a decided progress had been made in the schools. He found that the pupils had attained to great proficiency in grammar (including analytical exercises), arithmetic, composition (especially Letter-writing), reading and writing.

It was a fact worthy of mention that all the teachers of this district who attended the conferences held at the Laval Normal School, were conspicuous for their zeal and close application, while the success of the schools under their control was uniform. The Inspector regrets that the want of means did not permit a greater number to attend these meetings, as the opportunity of acquiring further information and of improving their methods of teaching, was thus lost to them. This was the more to be regretted, as these teachers appeared to value the importance of fully qualifying themselves for the proper discharge of the high duties of their office—a disposition which the Inspector took great pains to encourage.

St. Ambroise.—In the central school, conducted by Miss Dubuc, the following branches were very successfully taught: grammar, history, geography and composition. The children in attendance were as remarkable for good behavior and politeness as they were for application to study.

Beaufort.—School No. 5 was managed by Miss Vallée,—a clever teacher. Her pupils, who were very attentive, had given satisfactory answers in French and English, and deserved commendation. The schools under Messrs. Paquet and Lafrance were conducted with satisfactory results.

Charlesbourg.—The central school of Charlesbourg, was conducted by a teacher of rare talents (Miss Paradis) and her pupils were sufficiently advanced to be exercised in French criticism, and to describe and explain with precision the figures used in linear drawing. The school under Mr. Blais was also successfully conducted.

St. Augustin.—The children attending Miss Vallière's school had made remarkable progress in French and English under the management of this able and zealous teacher.

Deschambault and St. Alban.—In these municipalities the Inspector had occasion to compliment some of the female teachers on the progress made in their schools and the discipline maintained. The pupils of the academy at Deschambault made uninterrupted progress, under the able management of Mr. Belleau, and gave convincing proofs of their proficiency in all the branches taught.

St. Colomb.—Two schools, which had been conducted by Miss Wickstead and Miss Miller, had often attracted the attention of the Inspector. He was sorry to report that the last named of these teachers had died lately, and her loss, he fears, will be severely felt.

St. Roch (Bantieu).—The school of St. Sauveur, conducted by four sisters of the *Congrégation*, afforded instruction, in all the elementary branches, to 267 girls. Two schools under control, conducted by lay teachers, Messrs. Dion and Dugal, also deserved notice; these teachers manifested the utmost zeal in the discharge of their duties, although not sufficiently remunerated for the important services they rendered.

The children in attendance at all the convent schools in the City of Quebec and its suburbs continued to receive instruction regularly. Besides the usual branches, they were taught singing, needlework, embroidery and knitting. The Inspector says that some of the pupils in these schools possessed as perfect a knowledge of grammatical analysis, composition, geography, the use of the globes, and arithmetic, as those of any other school in the district.

The classes under the Brothers of the Christian Schools were also visited by the Inspector, who speaks of them most favorably. Many of the younger boys gave correct answers in grammar and the use of the globes, solved rather difficult problems in geometry, and exhibited good specimens of linear drawing, explaining at the same time the peculiarities of the different orders of architecture to which the drawings referred. The number of pupils who deserved to receive prizes was so large that it was found to be a matter of some difficulty to determine to whom they should be awarded.

The academy at St. Jean was ably conducted by Mr. Migneault, whose pupils made steady progress in all the branches usually taught in this class of institutions. The teachers who deserved honorable mention for the very satisfactory manner in which their elementary schools were conducted, were Mr. Tardif, Ange-Gardien; Mr. Vallières, Pointe-aux-Trembles; Mr. Gaudry, Cap Santé; and Mr. Hamel, Ancienne-Lorette; while the following taught with success: Messrs. Gilbert and Robitaille, Ancienne-Lorette; Mr. Fortin, St. Pierre; Messrs. Drolet and Huot, St. Augustin; Mr. Chamberland, Cap-Rouge; Mr. Paradis, Ste. Famille; Mr. Paradis, St. Jean; and Mr. Drolet, Ecoreuil.

Two new schools that had been established in the municipality of Laval were in a very promising condition.

Of the three dissentient schools of Cap-Santé, one, conducted by Mr. Miller, was remarkable for the rapid progress the pupils had made in arithmetic, mensuration, geometry, book-keeping, history, and singing. The two schools at Bergerville were not very successfully conducted, nor was that of Miss B., in the Lower Town, very prosperous. The schools of a few poor municipalities had been intrusted to incompetent hands, and were consequently also in a backward state.

The Inspector concludes his reports by recommending the adoption of a uniform system of instruction throughout the schools. The contents of circular letters from the Department of Education are not always fully communicated to all the parties concerned, and this negligence he had endeavored to correct. He had also insisted on the necessity of teaching reading and writing in a thorough manner, and warned school commissioners who, though required repeatedly to provide maps for their school-houses, still neglected to do so, that such indifference on their part would expose the municipalities which they represented to the loss of the Government grant.

It is satisfactory to know that a great number of municipalities have raised by local assessment, sums often amounting to more than double that of the grant. The following table will indicate the precise figures:

	Leg. Grant.	Local Contributions	Excess.
Château-Richer.....	£ 43 9 11	£ 61 15 1½	£ 18 7 3½
Ste. Anne.....	32 11 10	56 17 2	24 5 2
St. Joachim.....	28 12 3	81 17 0	53 4 9
St. Féréal.....	23 5 0	21 10 0
Ange-Gardien.....	23 17 8	109 16 3	80 18 7
St. Laurent.....	30 10 6	121 10 0	90 19 6
St. Jean.....	43 3 2	132 10 8	88 7 6
St. François.....	18 3 8	45 5 1½	27 1 5½
Ste. Famille.....	29 12 0	54 0 0	24 8 0
St. Pierre.....	30 7 10	89 7 4	58 9 6
St. Catherine.....	62 4 2	60 0 0
St. Raymond.....	59 3 0	86 0 0	26 17 0
St. Basile.....	24 18 4	28 1 7	3 3 3
Cap-Santé.....	88 7 6	233 2 2½	149 14 8½

	Leg. Grant.	Local contributions	Excess.
Dissent'ont schools.	28 5 7	83 2 6	54 16 11
St. Casimir.	96 6 5	210 7 4½	113 17 0½
Grandines.	51 1 3	145 13 7	94 12 4
Deschambault.	98 6 5	210 7 4½	112 0 11½
Ecureuils.	19 17 0	43 6 7	24 9 7
Pointe-aux-Trembles.	72 4 5½	89 19 5½	17 15 0
St. Augustin.	56 8 4	145 0 0	98 11 8
Cap-Rouge.	16 3 2	57 15 6	41 12 4
Ancienne-Lorette.	93 4 0	175 0 0	81 16 0
Sto Foye.	25 5 8	86 15 11	61 10 3
St. Ambroise.	89 10 0	169 15 7½	80 4 5½
Charlesbourg.	71 14 7	154 14 10	82 0 3½
Beauport.	82 12 6	245 0 0	162 7 6
St. Dunstan.	13 13 0	24 10 0	10 17 0
Stoneham.	16 15 10	171 9 10	36 8 0
St. Colomb.	137 9 8	240 0 0	102 10 4
St. Roch.	135 1 10	171 9 0	36 8 0
Valcartier.	42 12 0

Notices of Books and Publications.

THE CANADIAN NATURALIST AND GEOLOGIST. April, 1863. No. 2, Vol. VIII.—Dawson Brothers, Montreal.

The present number of this ably conducted magazine contains much valuable information. The contents are as follows:—"The Air-Breathers of the Coal Period in Nova Scotia; by J. W. Dawson, LL. D., F. R. S., &c. (Continued.) Notes on Diatomaceæ from the St. John River; by Prof. L. W. Bailey, of the University of New Brunswick. Description of new Trilobite from the Quebec group; by T. Devine, F. R. G. S., C. L. Dept. Quebec. On the Land and Fresh-water Mollusca of Lower Canada; by J. F. Whiteaves, F. G. S., &c. On the Antiquity of Man; a Review of 'Lyell' and 'Wilson.' On the remains of the Fossil Elephant found in Canada; by E. Billings, F. G. S. Remarks on the Genus *Lutra*, and on the species inhabiting North America; by George Barnston, Esq. Addenda to Dr. Dawson's article above mentioned.

The reviewer of Prof. Wilson's *Pre-historic Man* and Lyell's work on the antiquity of the species discants with much ability and learning on a theme advanced to a most prominent place in the eyes of the scientific world by the advent of the *Origin of Species*. We cannot republish this article at length but give the following extract:

"The great question to be noticed in this review is that of the connection of human with geological history. How far back in that almost boundless antiquity disclosed by the geologist has man extended? At what precise point of the geological scale was he introduced on the mundane stage, and what his surroundings and condition in his earlier stages? In answer to these questions, negative geological evidence, and some positive considerations testify, without a dissenting voice, that man is very modern. All the evidences of his existence have until the last few years belonged exclusively to the Recent or latest period of the geological chronology. Certain late observations would, however, indicate that man may have existed in the latter part of the Post-pliocene period, and may have been contemporary with some animals now extinct. Still the evidences of this, as well as its true significance, are involved in much doubt; partly because many of the facts relied on are open to objection, partly because of the constant accession of new items of information, and partly because the age of the animals, whose remains are found with those of man, and the time required by the physical changes involved, are not certain.

"To these questions Sir Charles addresses himself, with all his vast knowledge of facts relating to tertiary geology, and his great power of generalisation; and he has, for the first time, enabled those not in the centre of the discussions which have for a few years been carried on upon this subject, to form a definite judgment on the geological evidence of the antiquity of our species.

"As a necessary preliminary, Sir Charles inquires as to the recent remains of man, including those which are pre-historic in the sense of antedating secular history, but which do not go back to the period of the extinct mammalia. He refers in the first place to the detailed researches of the Danish antiquaries, respecting certain remains in heaps of oyster-shells, found on the Danish coast, (which appear to be precisely similar to those heaps accumu-

lated by the American Indians on our coasts from Prince-Edward Island to Georgia); and respecting similar remains found in peat bogs in that country. These remains show three distinct stages of unrecorded human history in Denmark:—1st. A *stone period*, when the inhabitants were small sized men, brachycephalous or short headed men, like the modern Lappe, using stone implements, and subsisting by hunting. Then the country, or a considerable part of it was covered by forests of Scotch fir (*Pinus Sylvestris*) 2nd. A *bronze period*, in which implements of bronze as well as of stone were used, and the skulls of the people were larger and longer than in the previous period; while the country seems to have been covered with forests of oak (*Quercus robur*). 3rd. An *iron period*, which lasted to the historic times, and in which beech forests replaced those of oak. All of these remains are geologically recent; and except the changes in the forests, and of some indigenous animals in consequence, and probably a slight elevation of some parts of Denmark, no material changes in organic or inorganic nature have occurred.

"The Danish antiquaries have attempted to calculate the age of the oldest of these deposits, by considerations based on the growth of peat, and the succession of trees; but these calculations are obviously unreliable. The first forest of pines would, when it attained maturity, naturally be destroyed, as usually happens in America, by forest conflagrations. It might perish in this way in a single summer. The second growth which succeeded, would in America be birch, poplar, and similar trees, which would form a new and tall forest in half a century; and in two or three centuries would probably be succeeded by a second permanent forest, which in the present case seems to have been of oak. This would be of longer continuance, and would, independently of human agency, only be replaced by beech, if, in the course of ages, the latter tree proved itself more suitable to the soil, climate, and other conditions. Both oak and beech are of slow extension, their seeds not being carried by the winds, and only to a limited degree by birds. On the other hand the rechanges of forests cannot have been absolute or universal. There must have been oak and beech groves even in the pine woods; and the growing and increasing beech woods would be contemporary with the older and decaying oak forest, as this last would probably perish not by fire, but by decay, and by the competition of the beeches. In like manner the growth of peat is very variable even in the same locality. It goes on very rapidly when moisture and other conditions are favourable, and especially when it is aided by wind-falls, drift-wood, or beaver-dams, impeding drainage and contributing to the accumulation of vegetable matter. It is retarded and finally terminated by the rise of the surface above the drainage level, by the clearing of the country, or by the establishment of natural or artificial drainage. On the one hand all the changes observed in Denmark may have taken place within a minimum time of two thousand years. On the other hand no one can affirm that either of the three successive forests may not have flourished for that length of time. A chronology measured by years, and based on such data, is evidently worthless.

"Possibly a more accurate measurement of time might be deduced from the introduction of bronze and iron. If the former was, as many antiquarians suppose, a local discovery, and not introduced from abroad, it can give no measurement of time whatever; since, as the facts so clearly detailed by Dr. Wilson show, while a bronze age existed in Peru, it was the copper age in the Mississippi valley, and the stone age elsewhere; these conditions might have co-existed for any length of time, and could give no indication of relative dates. On the other hand the iron introduced by European commerce spread at once over the continent, and came into use in the most remote tribes, and its introduction into America clearly marks an historical epoch. With regard to bronze in Europe, we must bear in mind that tin was to be procured only in England and Spain, and in the latter in very small quantity: the mines of Saxony do not seem to have been known till the middle ages. We must further consider that tin ore is a substance not metallic in appearance, and little likely to attract the attention of savages; and that, as we gather from a hint of Pliny, it was probably first observed, in the west at least, as stream tin, in the Spanish gold washings. Lastly, when we place in connection with these considerations, the fact that in the earliest times of which we have certain knowledge, the tin trade of Spain and England was monopolized by the Phœnicians, there seems to be a strong probability that the extension of the trade of this nation to the western Mediterranean, really inaugurated the bronze period. The only valid argument against this, is the fact that moulds and other indications of native bronze casting have been found in Switzerland, Denmark, and elsewhere; but

these show nothing more than that the natives could re-cast bronze articles, just as the American Indians can forge fish-hooks and knives out of nails and iron hoops. Other considerations might be adduced in proof of this view, but the limits of our article will not permit us to refer to them. The important questions still remain: when was this trade commenced, and how rapidly did it extend itself from the sea-coast across Europe. The British tin trade must have been in existence in the time of Herodotus, though his notion of the locality was not more definite than that it was in the extremity of the earth. The Phœnician settlements in the western Mediterranean must have existed as early as the time of Solomon, when "Ships of Tarshish" was the general designation of sea-going ships for long voyages. How long previously these colonies existed we do not know; but considering the great scarcity and value of tin in those very ancient times, we may infer that perhaps only the Spanish, and not the British deposits were known thus early; or that the Phœnicians had only indirect access to the latter. Perhaps we may fix the time when these traders were able to supply the nations of Europe with abundance of bronze in exchange for their products; at, say 1000 to 1200 B. C., as the earliest probable period; and probably from one to two centuries would be a sufficient allowance for the complete penetration of the trade throughout Europe; but of course wars or migrations might retard or accelerate the process; and there may have been isolated spots in which a partial stone period extended up to those comparatively modern times, when first the Greek trade, and afterward the entire overthrow of the Carthaginian power by the Romans, terminated forever the age of bronze, and substituted the age of iron. This would leave, according to our ordinary chronologies, at least ten or fifteen centuries for the post-diluvian stone period; a time quite sufficient, in our view, for all that part of it represented by such remains as those of the Danish coast, and the still more remarkable platform habitations, whose remains have been found in the Swiss lakes, and which belong properly to the recent period of geology. In connection with this we would advise the reader to study the many converging lines of evidence derived from history, from monuments, and from language, which Dr. Wilson shows, in his concluding chapter, to point to the comparatively recent origin of at least post-diluvian man. Let it be observed, also, that the attempts of Bunsen and others to deduce an extraordinarily long chronology from Egyptian monuments, and from the diversity of languages, have signally failed; and that the observations made by Mr. Horner in the Nile alluvium are admitted to be open to too many doubts to be relied on.

"Before leaving the recent period, it is deserving of note that Sir C. Lyell shows on the best evidence, that in Scotland, since the building of the Wall of Antoninus, an elevation of from twenty-five to twenty-seven feet has occurred both on the eastern and western coast; and consequently that the raised sea bottoms containing canoes, &c., in the valley of the Clyde, supposed by some to be of extremely ancient date, were actually under water in the time of the Romans; a fact of which, but for their occupation of the country, we should have been ignorant.

"From the Recent period we pass, under the guidance of Sir Charles, to the Post-pliocene, geologically distinguished from the Recent by the fact that its deposits contain the bones of many great extinct quadrupeds; as for instance the mammoth, *Elephas primigenius*, the woolly rhinoceros, *R. tichorhinus*, and others, heretofore, (but it would seem on insufficient evidence,) supposed to have disappeared before the advent of man. The evidence now adduced that primeval man was really contemporary with these creatures is manifold, and apparently conclusive, and in the work before us is carefully sifted and weighed in all its bearings, much being rejected as inapplicable or uncertain."

MORGAN.—*The Canadian Parliamentary Companion*. Desbarats & Derbyshire, Publishers, Quebec; 1863.—16mo, 88 pp.

This is the second year of the publication of Mr. Morgan's little Parliamentary annual. Besides a biographical sketch of each member of the Canadian Legislature, it contains a concise account of the fundamental principles of the British Constitution and the forms and usages observed by both Houses of Parliament.

FRÉCHETTE.—*Mes Loisirs, poésies par L. H. Fréchet*. Léger Brousseau, Publisher, Quebec; 1863.—12mo, 200 pp. Price 50 cents.

The poetry of Mr. Fréchet has already attracted the favorable notice of the French Canadian press. An extract will be found in the *Journal de l'Instruction Publique* for January.

DE COURTENAY.—*The Culture of the Vine and Emigration*; By

J. M. De Courtenay. Joseph Darveau, Publisher, Quebec; 1863.—8vo, 53 pp.

The author is of opinion that as the vine grows spontaneously in Canada, we should endeavor to improve it by culture, with a view to the production of wine for home consumption. He gives an account of his own experiments and those of other amateurs, from which he draws a favorable conclusion.

DE GASPÉ.—*Les Anciens Canadiens*; By Philippe Aubert de Gaspé. Desbarats & Derbyshire, Publishers, Quebec; 1863.—8vo, 411 pp. Sold for \$1.

This is an historical romance in which many old legends and family traditions are wrought into a connected story. The narrative is enriched by many graphic and peculiarly interesting descriptions of the old manners of the country; and the dénouement is, we are assured, founded on fact. Many historical anecdotes and documents are added in the notes that accompany the work.

ALBUM HISTORIQUE.—This album, completing the last number of the *Transactions of the Literary and Historical Society of Quebec*, is just published, and our acknowledgements are due to Mr. Faribault for his attention in placing two copies at the disposition of the Department of Education. It contains a fine portrait of Jacques Cartier; a fac-simile of the roll or list of the names of his companions, bearing also his signature; Jacques Cartier and his vessels ascending the St. Lawrence, from a painting by Gudm; the arrival of Jacques Cartier at Quebec, and his interview with the Indian Chiefs at Stadacona; the manor house of Jacques Cartier at Limoilou (interior view), and the same (exterior view). All these engravings were executed at Paris, and are very fine.

GEO. HODGINS.—*Easy Lessons in General Geography*; By George Hodgins, L.L.B., F.R.G.S. John Lovell, Publisher, Montreal; 1863.—Large 8vo, 80 pp. With maps and illustrations.

This little work though complete in itself, is designed as introductory to Lovell's General Geography. We have no hesitation in recommending it to teachers; the simplicity of the language and conversational freedom in the mode of expression will not fail to please the junior class, for whose special benefit, we need scarcely add, it was written.

DR. SMITH.—*Principia Latina, a first Latin Course*. Comprehending Grammar, Delectus and Exercise-Book; By Wm. Smith, LL.D. Harper & Brothers, New York; 1863.—8vo, 187 pp.

This grammar is the first of a short series of elementary works on Latin by Dr. Smith, author of a Dictionary of Biography and Mythology, of Greek and Roman Antiquities, &c. It has been written expressly for the use of schools and is, we believe, the result of many years' practical teaching. The synthetical method has been strictly adhered to, and all complicated rules, which invariably tend to perplex young students, avoided. Short and concise vocabularies, to be committed to memory, are interspersed throughout the grammar and will no doubt tend greatly to facilitate the work of the learner.

A. WOOD.—*Leaves and Flowers; or Object Lessons in Botany*. With a Flora. Prepared for beginners in academies and public schools. By Alphonso Wood, A. M. Barnes & Burr, Publishers, New York. 1863.—8vo., 1 vol., 322 pp. Sold for \$1.

Radiant with the untold beauty and delicacy of all the flowers of the earth, and enjoying, moreover, the powerful protection of the fair sex, the delightful science of botany can never want votaries. A very instructive account of its wonderful intricacies will be found in the book now before us, which, we may add, forms a complete elementary treatise. The illustrations are executed with much care and elegance.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—A communication from Lennoxville puts us in possession of the gratifying reception given to the Bishop of Quebec elect, upon his return to the site of his former labours. The Rev. J. W. Williams received a welcome, on his return home on Saturday evening, of which he may be justly proud. It was a scene that will long be remembered by those who witnessed it, as a spontaneous outburst of the love and respect he has gained in the position of onerous responsibility he has so long held, with increasing credit to himself and advantage to his pupils. The

boys of the Bishop's College School thronged the platform, where were also assembled the dignitaries and students of the College, the masters of the School, and many friends from the neighbourhood. He was welcomed by an outburst of British cheers. Like the boys at Eton on the occasion of the marriage of the Princess Royal, the boys claimed the honor of dragging home their dearly loved master. The sleigh was soon harnessed by willing hands, and as the procession passed through the village, lighted up with the many torches, and accompanied with cheer after cheer from the boys, gave assurance to all who witnessed it that the Bishop elect had succeeded in gaining the love and respect of his pupils. The same high qualities which have enabled him to thoroughly do his duty at Bishop's College, give promise of equal success in a new and still more responsible position. He threw his whole heart into the work God had given him to do. He was firm but conciliating. His polished manners and kind heart enabled him to differ from others without giving rise to any feeling of bitterness on their part. He combined learning and talents with plain, practical common-sense. All who came in contact with him realized his earnestness in all he undertook, and his boys felt that his interest in them was not limited to their temporal success only, but that their souls' welfare, their advancement in practical daily religion was in his eyes still more important. His Sunday addresses to them on these subjects were only equalled by Arnold's sermons at Rugby, and those who have witnessed the breathless attention with which they were listened to cannot doubt that they have proved, under God's blessing, "the leaven of life unto life" to many who heard them. Those who know Mr. Williams have no doubt that he will do credit to the Episcopal Bench, and that he will prove a blessing and an ornament to the Church of England in this Diocese.—*Quebec Chronicle*.

—The report of the National Education Board shows that 803,364 children were on the school rolls at some time or other in the course of the year 1861; the average number on the rolls was 521,044, and the average daily attendance 284,726. These last two numbers are more by above 20,000 than in 1860, indicating an improvement in regularity of attendance. Nearly a seventh of the entire population of Ireland was therefore on the rolls as pupils in 1861. Nearly five-sixths of these were Roman Catholics, 663,145; the other 140,219 Protestants. The Board consider the proportions from the several religious denominations to be as fair as could be expected under the circumstances, and the proportions are gradually becoming more favorable to the national system. The local emoluments of the schools in 1851 comprised £34,342 from payments by the children, and £9,930 from local subscriptions. The total emoluments from all sources available to the teaching staff of the schools in the year was £239,539, whereof 81.28 per cent. was derived from the State, and only 18.72 per cent. was locally provided—a proportion which the Commissioners declare to be wholly inadequate.—*English Paper*.

—We understand that the children attending the Industrial College of St. Michel de Bellechasse are put through an elementary course of physiology and hygiene, by direction of the Principal, Mr. Dufresne. These are subjects of the greatest importance, and their general introduction in our schools would be the means of dispelling many fatal errors and prejudices now but too often met with. It is not enough that an acquaintance with these important branches is deemed an indispensable element in a liberal education,—that knowledge which teaches us how to make the best use of our faculties, and the proper methods to be employed for their preservation, should not be entirely excluded from the humblest school of the backwoods. The fact that ample means for imparting practical instruction in this department of science have been adopted in our Normal schools proves that the truth of these remarks has been felt and recognised by the public.

—Military exercises are gradually being introduced into our educational establishments. We are informed that at the colleges of St. Hyacinthe, Ste. Thérèse, Terrebonne, Assomption and Nicolet the pupils have been formed into volunteer companies and now undergo a regular course of training. It has also been announced that the pupils of the High School of Montreal were to be formed into a battalion and submitted to the discipline of the drill-sergeant.

—In reply to the interrogatories of Mr. Langevin, who desired to be informed if it were intended to augment the grants in aid of the common schools, poor municipalities and the Superannuated Teachers' Fund, the Hon. Mr. Sicotte stated in the House of Assembly that such was not the intention of the Government. He also declared, in answer to another question, that the Government had in contemplation the building of suitable edifices for the Jacques Cartier and Laval Normal schools whenever the means at its disposal should permit. Mr. Fortier asked the hon. gentleman if the Government intended to abolish the office of Inspector of Schools, and was informed that a correspondence on the subject was then going on between the Executive and the Superintendent of Education. Messrs. Fortier and O'Halloran introduced bills for the abolition of the office of Inspector, and Mr. Kierzkowski a bill to prevent the reduction of teachers' salaries.

—The annual meeting of the McGill Normal School Literary Association took place on Tuesday evening in the hall of the Normal School,

Belmont Street. The room, which was crowded to excess, was tastefully decorated with evergreens and flowers; and over the dais, on a ground formed by the British flag, and written in large characters, was the appropriate motto, "Excelsior." Amongst the class of short essays which were read, we may commend that upon "Books," by Miss Morrison; on "Childhood," by Miss Simpson; on "Happiness," by Miss Merry; and last, though not least, a "Wreath" was composed, in great measure, of such fair flowers of fancy, combined with ripe fruits of judgment, as must have, in her case, resulted rather from the promptings of genius than the lessons of experience. The whole was interspersed with music, instrumental and vocal, and the programme having been gone through, the Hon. P. J. O. Chauveau, Superintendent of Education, rose, and in a neat speech congratulated the members of the Association on their efforts on the occasion. He had attended these meetings now for four or five years, and each time their extracts had been better, the room more tastefully decorated, and never, during his long experience, did he see the place more crowded than at the present time. He reminded the audience of the mental toil which must have been undergone before such a pleasant exhibition could have been made. The office of a teacher in many parts of Lower Canada, owing to the scattered and isolated position of the population, was one needing much to encourage those who should undertake it; and the memory of such scenes as the present, would always be grateful to the thoughts of instructors, and one of their greatest compensation. He found with especial pleasure that French was not forgotten in their studies, and complimented Miss Morrison on her excellent rendering of the French poem "La Jeune Captive." The lady president then thanked the audience for their attention, and after the national anthem had been sung, the meeting separated.—*Montreal Transcript*.

LITERARY INTELLIGENCE.

—Prince de Broglie, successor to the academic honors lately vacated by l'abbé Lacordaire, has just delivered his inaugural address, and was responded to on behalf of the Academy by M. de Saint Marc Girardin. In the course of his remarks the Prince alluded to Poland, and the eloquent words which fell from his lips fully awakening the sympathy of his auditory, were received with loud and repeated rounds of applause.

—M. Octave Feuillet, the novelist recently elected a member of the French Academy in the room of Eugène Scribe, has just been installed with all the customary honors. Foremost among the many distinguished ladies who graced the hall with their presence on that occasion was the Empress, who is said to be a fervent admirer of M. Feuillet's writings, and to have exerted her influence to the utmost to procure his election. Prince Napoleon, and the princesses Clotilde and Mathilde, were also present.

SCIENTIFIC INTELLIGENCE.

—A quarterly meeting of the Numismatic Society of Montreal was held on Tuesday evening last. The minutes of the previous meeting were read and adopted, donations presented, and communications received. Adolard J. Boucher, Esq., F.N.S., President, exhibited several interesting Coins, &c.; Dr. Thomas Sterry Hunt, F.R.S., displayed three magnificent Medals, presented to him by authorities in London and Paris. Dr. Picault, jr., of this city, was then elected a member, and Dr. George D. Gibb, of London, England, and Duncan M. Mitcheson, Esq., of Philadelphia, U. S., were elected Fellows of the Society; after which Stanley C. Bagg, Esq., F.N.S., Vice-President, read an able and interesting Paper on "Coins and Medals as aids to the study and verification of Holy Writ." Having alluded to the antiquity of coined money, he made particular mention of that of the Egyptians, Jews, Greeks and Romans; he then repeated a general summary of the advantages derivable from the study of Numismatics, and concluded with an appropriate poetic quotation. In noticing this Society, we need scarcely say we wish it prosperity, and hope the exertions of the President and Vice-President in its behalf may be crowned with success.—*Montreal Gazette*.

MISCELLANEOUS INTELLIGENCE.

—Mr. Ignace Fortier, a printer employed at the establishment of Messrs. Derbyshire & Desbarats, and noted for his generosity on two former occasions, has just placed a fine gold watch (valued at \$100) into the hands of the Consul-General of France, with instructions to have it sold for the benefit of the distressed operatives of that country.

—Mr. Gabriel Franchère, one of those sent out by Mr. Astor in the famous Astoria expedition, and the last survivor of that party, expired at St. Pauls, Minnesota, on the 12th inst. Mr. Franchère was born in Montreal, Canada, in 1796, which place he left in 1815 to make the overland trip, so beautifully narrated by Washington Irving. It is stated that the whole pages of his own narrative were copied word for word, in Irving's work. Subsequently he became connected with the American Fur Company; afterwards with the firm of P. Chateau, jr., & Co., and at the time of his death was the senior partner of the house of G. Franchère & Co., of New York City.—*N. Y. Tribune*.