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THE
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FOR THE PROVINCE OF QUEBEC.

(PUBLISHED UNDER THE DIRECTION OF THE HON. THE MINISTER OF PUBLIC INSTRUCTION.)

EDITED BY

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upon. The chief work, then, of this period is the preparation of the understanding, and to some extent, but as a secondary task, the acquirement of some fundamental knowledge. Then, from twelve to sixteen, comes a second stage, in which we would have the time chiefly spent in the study of languages, and in beginning history; in addition to this, either music or drawing must have attention, for almost every girl has sufficient talent for one of these arts to justify the pursuit of it, though it is seldom she can excel in both. But let her acquire, by all means, the art of expressing sentiment; let her be proficient in some of those "graces that make the music of the march of life." Daily tasks of memory drawn from those wells of English undefiled, the song of the poets, or, in connection with German and French, gems from their literature, should form a leading feature of this period, for now the fancy is both furnished and guided.

Now, at sixteen, let the young girl so prepared be taken by a teacher who knows and reveres the great minds of all time, and introduce her by daily lessons to the best literature, choosing her reading for at least two more years, reading with her ancient and modern lore, and bringing her mind into close contact with the most vigorous and purest sources of thought. Let a well-selected course of history be read as a part of this literature, and let her pen be constantly exercised in themes drawn from this reading. At eighteen we believe this young lady may be launched upon any society with safety, without danger of self-deterioration; for there can not be reaction when there has been no unhealthy stimulus. She will not cease to read, nor will she be satisfied with frivolous stories. She will not rest without fresh knowledge. Whatever she may need to know of physics, or metaphysics her reading will now supply her. Accustomed to close analysis of language, she is able to appreciate and to relish careful thought, and to enjoy fine style. She will appreciate an essay on Correlation of Forces far better than if she had plodded weary months through chemical nomenclatures. She will accept as much at least of the generalization of the geologist (his technical lore is for him alone to acquire) as she would have done at sixteen with a text-book in geology to commit to memory. She will have had the

Thoughts on the Education of Girls.

Up to twelve years, the little girl is busy getting hold of those rudiments of learning that are indispensable to future study. But the primary school can do a good deal more than teach the "three R's." Ground can be broken in Latin, and much of the drudgery got over; the tongue can be used to French while it learns its English, and with little additional effort.

But far more important than any special acquirements to be sought, the primary school has the facilities for training through the eye and ear; and, if teachers knew well how to open it, nature's book would be found the fittest for the tasks of this stage. Through the world that appeals to the senses, through natural history, the fountain of truest childish delight, the mind gets its best appreciation of truth and reason. The phenomenal and physical, not the speculative or historical, belong to childhood, the age of wonder. Not men's affairs, but nature's handiwork. God's world attracts the child's unflinching interest. The new method of Kindergarten instruction, though its scope is not co-extensive with so many years of early education, has for its aim accuracy of eye, deftness of hand, and nicety of detail, sadly overlooked in the old-fashioned no-system of infant training.

They alone are wise who know how to lead the young eye to see clearly wherever it looks, and not merely to look, but to report truly to the judgment of form and color and substance, to separate fact from fancy, to analyze closely, and to judge fairly of all things that lie three feet above ground, the child's horizon. This is getting ready a judgment that will not be easily imposed

world of the past so opened up through history that she must have an intelligent and lively interest in the world of the present, and so one great end of education, the merging of petty, personal interests into the wide sea of human affairs, will have been gained.

Some such intelligent training for women must, it seems to me, commend itself to a sound judgment. It cannot quite supply good sense and good feeling, but how far it might develop them! how far it might fulfil some of that promise of childhood which is now the fairest and most perishable bud on earth!

Co ordinate with any system of mental training, every girl should receive at the hands of her mother a domestic education, specifically preparing her for her future duties as a wife and mother. Such training should be a stated, systematized, practical drill, carried right through the years of home life, and not the haphazard business it generally is. Habits of order, economy of time, practice in organizing and directing the labor of others, all this requires apprenticeship. But here a chapter opens, too extensive to be more than mentioned in this connection. It is to be observed that the employment of latter years, as detailed in this imperfect sketch of an education, may as well take place at home, under the care of home teachers. No doubt school is most healthy for the little girl whose forbearance and self government, and moral nature in general, need the culture of association and the discipline of organization. But much is to be said against the mental heat, the wearing excitements, the intimacies of unsuitable companions, the corrupting evasions that accompany the attempt to do more than can be done, the sedentary habits of body, and the waste of time consequent upon the working together of unequally graded classes—all unfortunate adjuncts of school life—and above all, the notorious impracticability of proper domestic training with the ordinary demands of schools. But this is a matter for every mother to regulate. Let the mothers of our girls put on their strength, and out of their own wisdom and enlightened judgment decide what daughters need, and then refuse to be coaxed to send them to this or that delightful seminary, turn a deaf ear to the demands of Mrs. Grundy, but do for them what, with the princely resources of this wealthy age at command, it would be easy to accomplish if they dared to do what is best to be done.—*Hearth and Home.*

Brain Work.

One thing I would like to impress upon those who are exceptionally excitable, and that is, that the very slightest stimulants, which others may use with impunity, are bad for them. I have known cases of chronic neuralgia, from which torture had been endured for years, cured by ceasing to drink tea and coffee regularly, or by leaving off smoking. The nerves are such delicate affairs that they often make much trouble for us with seemingly very little cause. Excessive brain work renders them much more susceptible. This susceptibility must be counteracted by the avoidance of those things that tend to excite. What a steady brain worker wants is to replace (not to stimulate) his vitality as fast as he uses it up. To this end he wants everything that is nourishing and soothing. A stimulant crowds out some part of the required nourishment, since the system can only receive a certain portion of matter into it at a time and appropriate it harmoniously. If you set it to work on a stimulant; or set a stimulant to work on it, the action is mutual. It will not assimilate fully the nourishment which may come immediately afterward.

All the diseases to which we are constitutionally liable are aggravated by the use of stimulants. They assist the development of chronic complaints, and make all sickness harder to cure. It is not necessary to speak of their bad effects on ailments of the brain. But most of these, I believe, are to be traced originally to their use. A healthy brain naturally seeks relief in sleep when it is tired. But one that is spurred and driven on by stimulants loses that inclination. From the inability to rest springs the whole train of nervous and cerebral diseases.

I believe that one,—working the brain at proper hours and giving it the proper rest, relaxation, and nourishment, and never stimulating it into unhealthy action,—might go on doing the very hardest mental work from youth to extreme old age and never suffer an atom from it—on the contrary be benefited.—*Howard Glyndon.*

Hints on English Composition.

(Continued from Sept. & Oct. Nos.)

We commence, as we promised in our last lesson, with the structure of sentences. As there stated, every sentence must have a subject and a predicate, and as a general rule, the subject should come first. The cases in which this order may be departed from with advantage will be considered at a suitable time; at present we shall confine ourselves to the simple and ordinary forms. The first law, so to speak, to be observed in the construction of sentences is, that every sentence must contain at least one independent predicate, and every predicate must have its subject distinctly expressed or clearly implied. The first part of this rule may perhaps require some explanation.

We say that a predicate is independent when it is not preceded by any word which implies its dependence upon another statement. For example, take the following: "That he had sprung from the lowest ranks, and that he had given proof of the greatest talents;" here there are two predicates, "had sprung from the lowest ranks," and "had given proof of the greatest talents," yet there is no sentence, because neither of them is independent. Each is connected with some other statement by the conjunction *that*; and until that statement is given, the sentence is not complete. Hence, when we find any awkwardness or deficiency in a sentence, we must, unless the fault is otherwise obvious, look to the predicate to see if it is hampered by any word making it dependent on something not expressed. The best way of avoiding such errors is, to use short sentences. There are many advantages attending the use of short sentences, a few of which will be mentioned. In the first place, the person writing them is likely to think clearly; when what he speaks of, and what he says of it, are comprised in a short compass, he is not apt to have a vague conception of each or both; or should he have a confused notion, the endeavour to express it in a pithy form condenses his floating ideas, and gives them consistence and definite shape. Long sentences are often but contrivances whereby the writer endeavours to delude others, or deludes himself into a belief that what is really haziness may be profundity. When a writer thus thinks clearly and expresses his idea concisely, the reader has no difficulty in apprehending his meaning. We are not to be understood as expressing the belief that a work, or even a page of a work, written in short sentences, must be clear. Perspicuity, as a whole, must have two requisites; each part must be plain, and the facts must be combined so as to maintain the clearness. A number of thoughts each plainly expressed may follow one another without any,

or with but little connection; and in this case obscurity, the opposite of perspicuity, must be produced. Of the two, clearness of connection and sequence in the ideas, are perhaps the more important; a page or a chapter may have passages obscure in themselves, yet the general sense may explain them; but no lucidity in the parts will produce clearness in the whole if they be improperly combined.

While it is true that short sentences conduce to perspicuity, the learner must remember that the truth is not absolute. A continuance of them produces monotony and consequent weariness; and weariness is fatal to perspicuity. This, however, is a fault with which we may defer dealing until a subsequent stage, as it is only when the student has made considerable progress in the art that it will be met with as a difficulty. It may be laid down as an invariable rule for the learner that he is to use short sentences. In order to acquire facility afterwards, the practice of writing such sentences should receive a larger share of attention than is usually awarded to it in works on this subject. We do not give examples, as in the first place they would unnecessarily occupy room; and in the next place, the learner can easily frame suitable exercises for himself. Let him look around him, no matter where he may be, and he will find plenty of materials. Every single fact which he sees may be made the material of a sentence; and so may every idea which the sight of the object viewed awakens in his mind. The only point to which he should direct his attention, when framing these sentences, is clearness. Let him ask himself has he expressed plainly what he means, and can others understand the thought conveyed in the sentence as plainly as he himself conceives it. It might, in the first instance, seem as if this were a waste of time; but the value of the exercises will be apparent further on.

A sentence simply expressed may be compared to a skeleton. It is essential that all the parts should be there, and each in its proper place; but the skeleton itself is not a pleasing object. Nevertheless, the beginner in medicine must analyse it carefully; he must make himself perfectly familiar with its arrangement, and understand the effect of any change in the order of its parts. A single sentence, with its subject, verb, and object, is not so unlovely as the framework of bones to be seen in the dissecting-room; nevertheless, it has in itself but little pretensions to beauty. It must receive flesh and blood, shape and harmony of colouring by suitable additions before it can be considered as approaching perfection in a rhetorical point of view. This leads us to another point in connection with a sentence, the additions which may with propriety be made to its various component parts.

The additions which may be made to a subject are called its attributes, and those to a predicate are called its complements. The verb also is susceptible of additions which are adverbs, or some substitutes for them. There are two forms which these additions may take; the element, subject, predicate, &c., may be *expanded*, or it may be *enlarged*. An element is said to be expanded when it is changed from a word to a phrase, or from a phrase to a clause without introducing any new idea. The following examples will illustrate our meaning; "A wise man provides against future evils." "A man of wisdom provides against future evils." A man *who is wise* provides against future evils." Here the words, &c., in italics are the same in each sentence, and the ideas are precisely similar; the *form* only is changed. At first sight it may seem a waste of time to change the *forms* simply, when no additional idea is introduced; and no doubt too much time should not be given to the practice. But the student will find it, in his after progress, exceedingly useful to be able to change the form of an element

without altering the idea; and he would do well to familiarise himself with the mode of doing this with sentences in their simplest form. We append a few examples for exercise. The words in italics are to be expanded by changing them into phrases or clauses.

"Tacitus tells a fine story *finely*, but he cannot tell a plain story *plainly*. The empire of Philip II, was *undoubtedly* the most powerful and splendid that had ever existed in the world. He was a gentleman of *good extraction* and of *fair fortune*. *Bodily labour* is of two kinds, either that to which a man submits for his livelihood, or that which he undergoes for his own pleasure. The *grateful* mind loves to consider the bounties of Providence. *Error* is human; *forgiveness* divine."

An element of a sentence is said to be *enlarged* when any new word, phrase, or clause is added to it which suggests an additional idea. For example: "A prudent man is respected. A prudent man is *most respected by his fellow men when he is also generous*." Here, the words in italics convey additional ideas, while the structure of the sentence remains the same. The original idea is there still, but with additional circumstances.

We now approach that portion of our subject where particular attention to *punctuation* is necessary; the different phrases and subjects require to be joined, and short sentences must be linked to others; we must therefore make ourselves familiar with the mechanical part of this art before we proceed. Accordingly, we append a paper on

PUNCTUATION.

The object of Punctuation, it is hardly necessary to state, is to make written language more effective, by exhibiting with greater precision and definiteness the ideas, feelings, and emotions of an author, than could be accomplished by a mass of words, however well chosen, if brought together without those peculiar marks which show the many varieties of union, or of separation existing in thought and expression. For what is Punctuation, and what its aim? It is the art of dividing a literary composition into sentences, and parts of sentences, by means of points, for the purpose of exhibiting the various combinations, connections, and dependencies of words. And what is this process but a means of facilitating that analysis and construction which must be made, consciously or unconsciously, before we can penetrate to the very core of an author's thoughts, and appropriate them as food for the life and growth of our own minds.

The points now used in Punctuation were introduced into writing gradually, sometime after the invention of printing. The Greeks had none, and there was no space between their words. The Romans put a kind of division between their words, thus—

Publius. Scipio. Africanus.

It was at the end of the fifteenth century that the period, colon, and comma were introduced. The latter came into use latest, and was only a perpendicular figure or line proportionate to the size of the letter. To Aldus Manutius, an eminent printer, in 1770, we are indebted for the semi-colon, and also for the present form of the comma. He also laid down rules now observed in regard to their use. The note of interrogation and exclamation were not added till some years later, and it is not known by whom.

Inverted commas (") were first used by Monsieur Ailemont, a French printer, and were intended by him to supersede the use of *Italic* letters; and the French printers now call them by that name. But they have been lately used by British and Irish printers to denote quoted matter.

It is not known by whom the apostrophe and dash were invented.

Punctuation is intimately connected with the principles of grammar; subservient to the purposes of syntax; essential to the removal of ambiguities which so often obscure composition; and useful to the more ready understanding of those sentences where construction is not liable to the charge of obscurity. By the omission or the improper insertion of points, not only would the beauties and elegances of literature, but even its advantages, be faintly discerned and enjoyed, except by the most attentive readers, or by men of superior taste and information: the sense of even the more simple and familiar class of productions—such as the narrative, the essay, or the epistle—would be liable to be misapprehended, or at least to be imperfectly understood. Indeed, the perusal of a single page of any work will bear testimony to the comparative value of a just punctuation. Nay, scarcely can a sentence be perused with satisfaction or interest, unless pointed with some degree of accuracy. The well-known speech of Norval, for instance, in the tragedy of "Douglas" may, by an erroneous use of the pauses, be delivered in such a manner as to pervert or destroy the meaning; as,—

"My name is Norval on the Grampian hills,
My father feeds his flock a frugal swain,
Whose constant cares were to increase his store.

* * * * *

We fought and conquered ere a sword was drawn,
An arrow from my bow, had pierced their chief
Who wore that day the arms which now I wear."

But the insertion of the right points will restore the sense of these passages, and render them conformable to the conceptions of the dramatist:—

"My name is Norval. On the Grampian hills,
My father feeds his flock; a frugal swain,
Whose constant cares were to increase his store.

We fought and conquered. Ere a sword was drawn,
An arrow from my bow had pierced their chief,
Who wore, that day, the arms which now I wear."

(To be continued.)

—The Irish Teachers' Assistant.

The Education of Women in England.

(Standard, Nov. 28.)

The National Union for Improving the Education of Women of All Classes has taken in hand a good work, and, considering the brief period of its corporate existence, has already made considerable progress. Only a twelve-month—a fact to which Lord Lyttelton at the general meeting of the society, reported in our columns yesterday, drew attention—has elapsed since the National Union was inaugurated, under the presidency of the Marchioness of Lorne. In that time it has succeeded in establishing two large and important schools—one in St. Pancras, already actively at work, another in the district of Chelsea and Kensington, which is to be opened in January next, though not upon the extensive scale to which it is intended it shall ultimately attain. The Chelsea school is, indeed, to serve as a model for others that may come after, and we think the society has acted wisely in concentrating its efforts for the present upon an establishment of this character. Lord Lyttelton alluded to the participation of women in the educational endowments

of the country, and expressed a confident hope that these funds would be made largely available at no distant period for female instruction. For ourselves, we shall be the first to welcome any equitable realization of such a scheme. It is an undoubted fact that in many instances the admission of girls to their bounty and its benefits was specifically contemplated in the testamentary dispositions of the founders and benefactors of our English schools; that this object was lost sight of by the negligence of posterity, and that in now carrying into effect a policy which may appear visionary and novel, the Endowed Schools Commissioners will be strictly reverting to the original aim and intention of many a pious and beneficent man of old. It is when revenues are diverted wholesale from the class and the neighbourhood for which they were designed, as in the case of Dulwich College, that the Commissioners are guilty of violating the trust with which they have been charged. They cannot do better than diligently to consider how far and in what instances the furtherance of the objects which the society that held its annual meeting on Monday last has in view comes legitimately within their sphere.

Two points impress us favourably in the programme of the National Union for the Improvement of Female Instruction. In the first place, its labours are confined to no one class of society. It is anxious, by securing for them a better education, to place within the reach of young women in the lowliest station an opportunity of earning such a livelihood as they are at present practically debarred from—of assisting, for instance, girls who can find no occupation but that of toilsome and often unhealthy manual labour, in qualifying themselves for positions which demand knowledge and intelligence, whether of a directly educational character or not. In the second place, the teaching on which the members of the union most insist is to be eminently practical—teaching of such a kind as will give us good governesses and good household managers, good wives, good mothers. If we understand the scheme correctly, it is proposed, in the case of boarding-schools, to habituate girls to the performance of domestic duties *pari passu* with the progress of their literary and intellectual training. For all this good teachers are necessary, and, as Miss Emily Davies said, there is reason to fear that really good schoolmistresses are scarce. "A demand," continued this lady, is likely to arise for a higher class of teachers, and thus an outlet may be found for the services of many highly-educated women, and those who do not employ themselves exclusively in this way may render themselves useful in *quasi* public works without foregoing the fulfilment of their domestic duties, in which so many also must be employed." Here is an excellent opportunity offered to those highly-educated ladies who enjoy so much elegant leisure that they do not know what to do with it. We hope that Miss Emily Davies' hint may be adopted.

(Daily Telegraph, Nov. 28.)

Wiser and more practical than Tennyson's "Lady Ida," but sharing the same enlightenment and generous aspirations, her Royal Highness the Princess Louise has accepted the presidency of the National Union for the Improvement of the Education of Women. This office is well worthy of its occupant, and the supporters of the society at the annual meeting, which was held on Tuesday under the chairmanship of Lord Lyttelton, had good reason to be proud that the movement could be inaugurated so well. We regard that movement with sympathy and hope; for it is no wild, theoretic enterprise, seeking to reverse the laws of Nature, and to place woman "out of her place." The "Union for Improving

the Education of the Sex " aims at delivering it from that dull, conventional round of the piano—the globes—the black-board—and questionable French—which form the curriculum of too many " Ladies' Schools " and the present ideal of feminine education. Women have a right to be educated upon the best and not the worst mental food ; they ought to be trained for their share of life upon the highest and not the lowest principle ; true knowledge cannot hurt their character, nor good teaching spoil their charms ; and it is to reform the existing methods of instruction, and to give them a fair and fitting place in the coming generation, that the new Union strives. So little revolutionary and so largely reasonable is its plan, that at Windsor—where the Association has one of its centres, and a branch committee under the presidency of the Princess Christian—the teaching staff consists almost entirely of the Eton College Masters, who have generously given their time and valuable experience to the task. Similar things are being done at Huddersfield, Southampton, Plymouth, Guernsey, Cambridge, Rugby, and Clifton. At each and all of these places, good and cheap education of the genuine and rational kind is provided, under the auspices of the Union, for that rank of girls and young women which is above the lowest and below the middle classes. There is no section of the community standing more in need of help in this respect ; and we wish success to the Association with all the sympathy which is deserved by a kind and patriotic cause, and a galaxy of good and noble names.

The Old Year's Blessing.

BY ADELAIDE ANNE PROCTOR.

I am fading from you,
But one draweth near,
Called the Angel-Guardian
Of the coming year.

If my gifts and graces
Coldly you forget,
Let the New-Year's Angel
Bless and crown them yet.

For we work together ;
He and I are one :
Let him end and perfect
All that I have done.

I brought Good Desires,
Though as yet but seeds ;
Let the New-Year make them
Blossom into Deeds.

I brought Joy to brighten
Many happy days ;
Let the New-Year's Angel
Turn it into Praise.

If I gave you Sickness,
If I brought you Care,
Let him make one Patience,
And the other Prayer.

Where I brought you Sorrow,
Through his care, at length,
It may rise triumphant
Into future Strength.

If I brought you Plenty,
All wealth's bounteous charms,
Shall not the New Angel
Turn them into Alms ?

I gave Health and Leisure,
Skill to dream and plan ;
Let him make them nobler ;—
Work for God and Man.

If I broke your Idols,
Showed you they were dust,
Let him turn the Knowledge
Into heavenly Trust.

If I brought Temptation,
Let sin die away
Into boundless Pity
For all hearts that stray.

If your list of Errors
Dark and long appears,
Let this new-born Monarch
Melt them into Tears.

May you hold this Angel
Dearer than the last,—
So I bless his future,
While he crowns my Past.

The International Exhibition at Vienna, 1873.

The Exhibition is intended to be opened on the 1st of May, 1873, and to close on the 3rd of October.

The entire arrangements have been entrusted to the Austrian Consul-General at Paris, Privy-Councillor Baron de Schwarzenborn, who has been appointed Director-General of the Exhibition. Local Commissions have been formed in the various countries, to place themselves in communication with the Director-General on all matters relating to the Exhibition. For Great Britain a Royal Commission has been appointed, under the presidency of the Prince of Wales, and this Commission will form a central agency for all intending exhibitors in England. The fullest information may be obtained by all such persons on application to Mr. P. C. Owen, Secretary to the Royal British Commission, 41, Parliament Street, London.

A new feature of the Exhibition will be an arrangement by which the treasured collections of the various museums of London, Paris, Berlin, Moscow, Lyons, Munich, Stuttgart, Nuremberg, Weimar, &c., will appear in simultaneous position ; and it is further intended to represent a History of Inventions, a History of Industry, a History of Natural Productions, and a History of Prices, so that the world's progress in arts, science, industry, and natural products will be brought into contrast.

The objects to be exhibited will be classified in the following twenty-six groups :

- First Group.—Mining and Metallurgy.
- Second Group.—Agriculture and Forestry.
- Third Group.—Chemical Industry.
- Fourth Group.—Articles of Food as Industrial Products.
- Fifth Group.—Textile Industry and Clothing.
- Sixth Group.—Leather and India rubber Industry.
- Seventh Group.—Metal Industry.
- Eighth Group.—Wood Industry.
- Ninth Group.—Stone, Earthenware, and Glass-Industry.
- Tenth Group.—Hardware Industry.
- Eleventh Group.—Paper Industry.
- Twelfth Group.—Graphical Arts and Industrial Drawing.
- Thirteenth Group.—Machinery and Means of Transport.
- Fourteenth Group.—Musical Instruments.

Sixteenth Group.—Military Accoutrements.—This group will embrace all objects and contrivances for the equipment of the army and the attendance to the sick and wounded.

Seventeenth Group.—Maritime Objects.—This group will consist of objects applicable to sea and river navigation, ship-building, the fitting out of ships, construction of harbours and coast-lights, also safety appliances, &c.

Eighteenth Group.—Architectural and Engineering Objects.—In this group will be represented executed and projected works for the construction of roads and railways, aqueducts drainage works, works for the regulation of streams, canals, construction of dwelling-houses and public buildings (as houses of parliament, theatres, hospitals, prisons, bathing establish-

ments, public wash-houses, &c.), and also contrivances for ventilation, firing, &c.

Nineteenth Group.—Cottage Houses, their interior arrangements and decorations.

Twentieth Group.—Peasants' Houses, with their furniture, utensils, and arrangements.—In these two groups it is intended to exhibit, by completely furnished dwelling-rooms, the manner in which the various peoples regard the object of habitation.

Twenty-first Group.—National Domestic Industry.—This department is designed to illustrate the abundance of valuable resources of which the productions of national domestic industry, such as objects of ornament, fineries, vessels, textures, &c., are the result.

Twenty-second Group.—Representation of the Operation of Museums for Art and Industry.—The object of this department is to bring into view the means by the aid of which the museums of art and industry of our time endeavour to influence the improvement of artistic taste and artistic culture in general.

Twenty-third Group.—Ecclesiastical Art.—In this group will be combined all that is produced by art and industry for religious purposes.

Twenty-fourth Group.—Objects of Art and Industry of Former Times, exhibited by amateurs and collectors (Exposition des Amateurs.—An attempt will be made by arranging this group to bring together the treasures of private collections of works of art, which are usually accessible only to a limited few, thus giving students and others engaged in artistic and industrial pursuits an opportunity to enrich the domain of artistic industry by new ideas.

Twenty-fifth Group.—Plastic Art of the Present Time.—In this group only such objects of art will be admitted as have been produced since the first great International Exhibition in London, in 1851.

Twenty-sixth Group.—Objects of Education, Training, and Mental Cultivation.—This group will contain:—(a) A representation of all such objects as are used for the support and rearing of the child in its infancy—its physical and psychical development from the first days of its life up to the time of its being placed in a school. (b) Educational and school matters, from the elementary school up to technical colleges and universities. (c) The entire system of instruction and culture, so far as it can be brought into view by the productions of literature, the public press, societies, libraries, and statistical records.

It is also in contemplation to combine with the Exhibition courses of lectures in connection with the objects exhibited, and to arrange international congresses of learned men, artists, gentlemen of the scholastic and medical professions, of representatives of museums of art and industry, &c., to discuss questions of international import.

There will be no liability on the part of the exhibitors for ceilings, boarded floors, or the laying out of the gardens; the cost of these will be defrayed by the Imperial Commission. The motive power for machinery will be supplied gratis. The Austrian regulations state that the price to be charged to each foreign country for the entire area of space demanded will be—in the Industrial Palace at the rate of ten florins (equal to £1) per square metre (a square metre contains about 10½ square feet), and in the Machinery Hall at the rate of four florins (equal to 8s.) per square metre. In the other parts of the Exhibition and grounds, the rent per square metre will be—in the courtyards of the Industrial Palace, 8s.; in the park, open air, 2s.; in spaces covered at the expense of the exhibitor, 6s. Exhibitors of fine arts are exempted from any charges for space.

Exhibitors or their agents are responsible for the packing, forwarding, receiving, and unpacking of their goods, both for the opening and close of the Exhibition, and the owner, agent, or consignee must be present. The objects will be submitted to the judgment of an international jury. Special regulations will be issued for the fine arts, machinery, and the temporary exhibitions. The usual prohibitions and limitations respecting the exhibition of explosive substances are notified.

Objects for exhibition will be received at Vienna from the 1st of February until the 15th of April, 1873. Special regulations will be published respecting constructions and very large objects; also for those requiring foundations. All preparations for exhibition of such objects must be completed by the 15th of February, 1873. The chief manager reserves to himself the right to dispose of such places as shall not be properly occupied on the 25th of April, 1873.

The objects exhibited will be protected against piracy of

inventions or designs. Reproductions, photographs, &c., will only be allowed with the joint consent of the exhibitor and the chief manager. Insurances against fire, &c., when considered necessary by the exhibitor, to be effected by him at his own expense. Exhibitors and their agents will receive tickets entitling them to free admission to the Exhibition.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

The Lieutenant-Governor,—by an Order in Council, dated the 14th December, 1872,—was pleased to appoint the following

SCHOOL COMMISSIONERS.

St. Damian, Co. of Berthier:—M. Jean-Marie Boucher to replace M. Isidore Bruno;
St. Germain de Grantham, Co. of Drummond:—M. Louis Adolphe Bernard, to replace M. Jean-Baptiste Cowan;
St. Adolphe, Co. of Montmorency:—Messrs. François-Xavier Lafond, Louis Racine, Joseph Brindamour, Flavien Clavet, and Jacques Lepire;
St. Félix du Cap Rouge, Co. of Quebec:—The Rev. M. Pierre Drolet, to replace M. John Durkin;
St. Ulric, Co. of Rimouski:—The Rev. M. Joseph Octave Drapeau, to replace the Rev. M. Cyprien Lebel;
St. Charles, Co. of St. Hyacinthe:—The Rev. M. Joseph Z. Dumontier, to replace the Rev. M. Augustin Lemay;
St. Michel (No. 4), Co. of Yamaska:—Messrs. Joseph Labonté, Joseph Salva, Louis Parent, junr., Pierre Hébert, and Joseph Hébert.

The Lieutenant-Governor,—by an Order in Council, dated the 26th December, 1872,—was pleased to appoint the following

SCHOOL COMMISSIONERS.

Hochelaga, Co. of Hochelaga:—M. Damien Rolland, to replace M. Adolphe Durand;
Ste. Rose du Dégely, Co. of Témiscouata:—Messrs. Antoine Paradis, William Malenfant, Jules Saucy, Théodore Jalbert, and Louis St. Auges.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

BONAVENTURE.

Session of November 5th, 1872.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):—Misses Elizabeth McCoubery, Victoire Martin (E. & F.) and Fanny S. Gadd.

L. P. LEBEL, Sec'y.

KAMOURASKA.

Session of November 5th, 1873.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):—Misses Lea Beaubien, Marie Alphonsine Larouche, and Césaire Lajoie.
2nd Class: Misses Aglaé Pellerin and Victoria Pellerin.

P. DUMAIS, Sec'y.

QUEBEC (CATHOLIC).

Session of August 6th, 1872.

MODEL SCHOOL DIPLOMA, 1st Class:—Misses Mary Ann Félicité O'Reilly (F. & E.), M. Elizabeth Charland, Joséphine Desrochers, and M. Thérèse Joséphine Goudreau (F.).

ELEMENTARY SCHOOL DIPLOMA 1st Class:—Misses M. Delvina

Bernier, M. Henriette Augustine Lebourdais, M. Marguerite Athanaïse Normand, M. Ann Rousseau (F.), and Rebecca Moore (E).

2nd Class : Misses Esther Auger, M. Isabelle Bergeron, M. Césarine Bernard, M. Léontine Bérubé, M. Delphine Honorine Boisvert, M. Emma Blais, M. Eloïse Bureau, M. Louise Anna Chalifoux, M. Agnès Anastasie Ferland, M. Odile Elizabeth Gingras, M. Anne Philomène Godbout, M. Vitaline Goulet, Perpétue Félicité Grégoire, M. Arthémise Lambert, M. Catherine Lebourdais, M. Elise Lemay, M. Clorinde Elmiere Migner dite Lagacé, Rosalie Prévost, M. Emélie Roy, M. Sédulie Roy, M. Henriette St. Pierre, Elmiere Vaillancourt, (F.), Ellen Dwyer (E.), and M. François-Xavier Tessier dit Laplante (F.).

N. LACASSE, Sec'y.

Session of November 5th, 1872.

MODEL SCHOOL DIPLOMA, *1st Class* (E) :—Mr. William Tuohy

ELEMENTARY SCHOOL DIPLOMA, *1st Class* (F) :—M. Jean Dury.

2nd Class (F) :—Misses Marguerite Baquet dite Lamontagne, M. Emma Blais, M. Césarine Boulanger, M. Anastasie Boulé, M. Elmiere Bussière, M. Séraphine Coulombe, Emélie Angelina DeGuise, M. Philomène Zenaï Delisle, M. Louise Duclos, M. Elmiere Hallée, Julie Anna Mercier, Marie Rouleau, M. Mathilde Josephine Simard, Philomène Tessier, Mesdames Hercule Arcand, Isaïe Lajeunesse, and Joseph Perrault.

N. LACASSE, Sec'y.

ERECTORIES OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor,—by an Order in Council, dated the 14th December, 1872,—was pleased

To erect, into a School Municipality to be known under the name of "St. Adolphe", Co. of Montmorency, the lands bounded as follows:—On the North by the Concessions Sts. Victor and Barthélèmi, in the Parish of Ste. Brigitte; on the North-West, by the Concession St. Jean, in the same Parish, and on the South-West, by the division line between the Seigniories of Beauport and Beaupré;

To erect, into a School Municipality, to be known under the name of "St. Michel No. 4.", Co. of Yamaska, the lands situated to the North of the River St. Michel d'Yamaska, with a frontage on the River of seventy-four arpents, from the land of Pierre Salva inclusive to the boundary line of the Parish of St. Aimé, with a depth of about forty arpents.

JOURNAL OF EDUCATION.

QUEBEC, JANUARY, 1873.

Contents of This Number of the Journal.

It may be said in relation to this Journal, that there is seldom, if ever, any lack of abundance of material to furnish what is congenial to its character and objects, and suitable for admission into its columns. But occasionally, and we must confess that such has been the case with respect to the preparation of the present number, we find it a difficult task to make selections from our customary sources, in view of our limited space and the crowd of topics, equally interesting and important in an educational point of view, pressing for notice.

Our readers will find in this number much that will, as we think, be considered worthy of a careful perusal and at the same time seasonable. We ask their particular attention to the articles on female education, entitled "Some Thoughts on the Education of Girls" and "The Education of Women in England." The "Hints on

English Composition" are continued. The article on our Normal Schools is especially called for at the present time, and we should wish all the friends of education in this Province and particularly our Teachers to take note of its contents with a view to their forming just conclusions concerning the work done in these important national institutions.

In the Article on the coming International Exhibition at Vienna, it will be seen that a great degree of prominence is accorded to Educational interests and objects, and that some novel features are introduced of a nature calculated to gratify the friends of education.

The accounts which we republish of the Governor-General's visits to Educational Institutions and the reports of His Excellency's answers will be read with much interest. Our next will furnish the remainder of those reports, some of which came to hand too late for insertion in this number. When we have given them all we shall take occasion to refer to them in a summary notice.

In the mean time we shall only say here that His Excellency's replies to educational addresses are calculated to diffuse throughout the country he has come to govern, more of encouragement and hope for the future than anything that has occurred, affecting education, during many years past. It will be observed that, for the reasons alluded to in the first part of this article, we have assigned the space usually allotted to miscellaneous intelligence to other matter—deferring also the insertion of several obituaries and notices of books until our next.

Our Normal Schools.

During the last session of the Legislature of Quebec an address was moved, praying for information on the subject of our Normal Schools. The return to this address has recently been received, and embraces a considerable amount of information on the subject, including a statement of the number of young persons who have studied as pupil-teachers from the time of their foundation; the number actually engaged in teaching at the present time; total cost of the schools; cost for each year, and cost of each pupil to the Province. The total amount paid for the Normal Schools, since their establishment in 1856, has been \$525,873.15, and has increased from \$10,000 in that year to \$41,724 in 1872, the average yearly cost for the seventeen years being about thirty thousand dollars. Before Confederation, the receipts of each school remained at the disposal of the principal, who used them to meet expenses and gave an account of them to the department, together with the amounts received, but since confederation the amounts received for board of students and fees of pupils, amounting to \$33,664.07, have been deposited in the hands of the Provincial Treasurer.

The total number of pupils who have attended the schools since their establishment is stated as follows:—1857, 70; 1858, 192; 1859, 219; 1860, 228; 1861, 207; 1862, 200; 1863, 228; 1864, 213; 1865, 219; 1866, 214; 1867, 208; 1868, 219; 1869, 247; 1870, 284; 1871, 252; 1872, 247. Taking the schools separately, we find that the Laval Normal School admitted 860 pupils, 353 of

whom were male students and 507 female students. It granted 136 diplomas to the former, and the Boards of Examiners 25, making the total number of diplomas given to young men 161. The female department obtained from the school 297 diplomas, and from the Board of Examiners 45; making a total of 503 diplomas granted to the pupil-teacher students of Laval Normal School. The Jacques Cartier Normal School admitted 305 pupils, all males, and the diplomas granted were as follows:— For Academies 34, for Model Schools 133, and for Elementary Schools 112; total 279. The McGill Normal School admitted 831 pupils, 105 of whom were males and 726 females. Out of this number 523 obtained diplomas, of which 33 were for academies, 209 for model schools, and 281 for elementary schools.

It is represented that since the establishment of Normal schools the system of teaching in the different schools is much improved, and the various boards of examiners, established to grant teachers' diplomas, concur in opinion that the candidates presenting themselves before them have been better qualified than formerly. It must be remembered, too, that to each Normal school is attached a model school, taught by the professors of the former and used by the pupils as a school of practice. The average attendance at these model schools has been large: at the McGill model school about 150 per annum; at the Laval School nearly four hundred; and at the Jacques Cartier School about 124. According to this official statement, therefore, it appears that for the 16 years the Normal Schools have been in operation, they admitted 3,447 pupil-teachers (male and female) together with 12,937 pupils admitted to the Model Schools attached, making a total of 16,834. The total number of students who received diplomas during this period was 1,305, and as the total expenditure was \$525,873.15, it makes the cost for each pupil who received a diploma about \$400, apparently a high figure. But, to vary the calculation, if we count all who have attended or passed through the schools, we find that the Normal Schools have afforded education to 1,996 students, and the Model Schools attached, to 7,021, making a total of 9,017, and an average cost of \$51.81 for each pupil's entire course of study. A third calculation would give the annual cost of each pupil as follows:— Total outlay \$525,873.15, less amount reimbursed, and cost of furniture, library, museum, &c., leaving a net cost of \$467,209.08, for 16,384 total attendance; equal to \$28.51 for each; or, taking the pupils of the Normal Schools alone, \$135.53 for each pupil.

Some interesting information is also given in the return as to the number of Normal schools in operation in other countries. The United States had 114 Normal Schools in operation at the close of 1871; New York had 11; Illinois, 10; Massachusetts and Pennsylvania, 7 each; Alabama, 6; Wisconsin 4; and Vermont 3. As near as it is possible to compute, each student costs the state from \$100 to \$200 per annum. England and Scotland had, in 1866, 48 Normal Schools, to which, as in this Province, model schools were annexed. The Church of England had under its control, 15 Male Normal schools, attended by 635 male students, and 13 Female Normal Schools attended by 770 female students. The annual Government grant is \$219,733, and the total annual cost \$349,420. Each scholar thus costs the Government annually \$150, or \$450 for the complete course, which is usually three years in duration. The sum of \$154,610 is annually expended for other denominations, thus making the total yearly cost to the Government \$374,345, and the expense of each pupil in the various schools from \$140 to \$200. It is to be observed that the schools, where the yearly expense is merely \$140, are reserved exclusively for girls. The average number of students for each school is 48, and they cost each \$162.

In 1870-71, the total expense incurred by the Government was \$473,102, although the number of schools had diminished by 3, being only 45. In Ireland, the Central Normal School had, in 1870, 284 students, costing \$55,247, or \$198.50 annually for each student. Besides a school establishment called the Superior Normal School, and intended to train teachers for superior education, France possessed 182 primary Normal Schools, where male and female teachers, to the number of 1,500 yearly, were educated to teach primary schools. These schools cost the State \$580,251, or \$387.50 for each pupil.

The expense, therefore, attending the maintenance of our Provincial schools, appears to be smaller than that abroad. We shall only add that the Principals' reports which are appended to the return, afford internal evidence of earnest and faithful labour on the part of those connected with the schools, and show that those institutions are filling a most important function in the great work of education.—*Gazette.*

Lord and Lady Dufferin's Visit to McGill University and Normal School, Montreal.

Yesterday (21st inst.) afternoon, the Governor-General and the Countess of Dufferin, accompanied by Captain Hamilton, A. D. C., visited our chief seat of learning, the Oxford of Canada. Nowhere, as he himself testified, in the beautiful discourse given below, was he received with more enthusiasm. When his sleigh reached the College gates, a band of Arts students made a rush at the horses, slipped off the traces in the twinkling of an eye, attached ropes to the vehicle, and started off in a canter up the slope. Cheer upon cheer arose, and when their Excellencies reached the entrance to the right wing of the edifice the excitement was at its height. On alighting his Lordship and her Ladyship were received by the Chancellor Hon. C. D. Day, Vice-Chancellor and Principal Dawson, LL. D., F. G. S., the Registrar, W. C. Baynes, Esq., and the Rt. Rev. the Metropolitan, and immediately escorted up the broad flight of stairs to the platform, under the large picture of the venerable patron. The following address was then read to them by the Chancellor:

ADDRESS.

To His Excellency the Earl of Dufferin, K. P., K. C. B., Governor-General of Canada, &c., and to Her Excellency the Countess of Dufferin.

May it Please Your Excellencies:

The Governors, Principal and Fellows of McGill University desire to offer to your Excellency a cordial welcome, and their sincere thanks for the honour of your presence among them.

The gratification they feel in rendering this tribute of dutiful respect to the representative of our gracious Queen is enhanced by the consideration that in approaching your Excellency they have at the same time the advantage of welcoming also the Official Visitor of this Institution.

Your Excellency's predecessors have regarded with favour the efforts of McGill University in the promotion of the higher education in this country, and some among them have taken a warm and active interest in its struggles and progress toward a large and increasing usefulness.

Founded more than sixty years ago by the munificence of a merchant of Montreal, its endowment has been augmented from time to time by an equally wise liberality on the part of some of our best and most distinguished

citizens; and from very small beginnings it is now educating in its several Faculties of Law, Medicine and Arts, including a school of Applied Science, about 300 students annually. Nearly 1,000 young men have graduated from it within the past few years; and in addition to its direct work, it holds the position of a central educational institution, with which several colleges and valuable theological schools are connected by affiliation.

To a nobleman who unites hereditary and political rank with an acknowledged place in the republic of letters, this great cause of education will not appeal in vain for sympathy, and the University, regarding with lively satisfaction the relation in which, under its Royal Charter, it stands towards your Excellency, confidently solicits your friendly countenance and encouragement in its important work.

The Governors, Principal and Fellows beg your Excellency to accept the assurance of their earnest hope and expectation that you may find among all classes of the people those kindly sentiments of confidence and esteem which strengthens the wise in council and lightens the perplexities and anxiety inseparable from responsible and exalted stations; and that you may be enabled, by the blessing of God, to discharge the functions appertaining to your great office in a manner which shall secure the prosperity and well-being of this Dominion, and afford a just source of satisfaction to yourself.

And, with sentiments of profound respect, they tender their wishes for the personal welfare of your Excellency, and of Lady Dufferin and your family.

Signed, on behalf of the Corporation,

CHARLES DEWEY DAY,
Chancellor.

Lord Dufferin, rising amid rounds of cheers, spoke extemporaneously as follows:

Mr Chancellor, Ladies and Gentlemen,—I can assure you that I am deeply sensible of the warm and flattering welcome which you have given me, a welcome not only conveyed in the words of the address which you, Mr. Chancellor, have just read, but which has been still further exemplified and accentuated by the ceremony which preceded my admission to your halls. Only upon one other occasion, and that the most important in the lives each of us, have Lady Dufferin and myself been treated to similar honour, and that was upon our marriage day. I can only say that if the "coaches" of this college are as good as the "horses"—(applause and laughter)—the students cannot fail to take very high and creditable degrees. Ladies and gentlemen, I do not propose to trouble you upon the present occasion with anything more than a very brief but very warm expression of my thanks, not only for the welcome which you have addressed personally to myself and to the Countess of Dufferin, but still more for that exhibition of loyalty with which you have gratified me as the representative of Her Most Gracious Majesty. In return, I can assure you, with the most perfect truth, that there is no University in any part of Her Majesty's dominions which the Queen does not regard with interest and solicitude (Applause.) At the same time I think it right to mention that I feel I should not be treating this great institution with respect if I did not promise to myself on some future occasion, when I shall have had more leisure than has been possible to me during my present visit to Montreal, carefully to weigh such observations as I may feel it my duty to submit,—to take advantage of the privilege which belongs to me as visitor to address the students. (Applause.) And I am less inclined at the present moment to trespass upon your time because within the last few weeks the whole subject of University Education has been most exhaus-

tively considered and discussed by three of the principal statesmen of England. If any of the Professors, if any of the students should happen to have read the speech of Mr. Gladstone at Liverpool, of my relative, the Duke of Somerset, at Plymouth, and of Mr. Bruce when addressing his constituents, I am sure they will feel it would be impossible for any one to add anything to the combined treatment by those gentlemen of this subject. Of course, we are all aware that in England and else where a very violent contest is raging between those who regard the Arts courses as amply sufficient for all the real purposes for which educational establishments are founded, while upon the other hand, a school equally respectable, and supported by equal authority, is inclined to denounce a system of classical education as a prejudice or superstition of the past, and to set up the material and applied sciences as their only curriculum. Mr. Gladstone on the one hand, with a very natural affection for his own Alma Mater, went so far as to say that he considered even the unimproved course which prevailed at Oxford when he himself was a student, was quite sufficient to furnish as well educated a set of young men as the necessities of the age required, and that by the occasional training which was there given, the mind was more fitly prepared than it could have been by any other means for the various difficulties, struggles and contests of life. On the other hand, the Duke of Somerset took an opposite view, and referring with something approaching disdain to the assertion made by Mr. Gladstone, that the construction of a violin had exhibited as much ingenuity and intellectual power as the invention of the steam engine, called upon his audience to compare the respective achievements of material and political science. Now, I confess, as far as I myself am individually concerned, my own training naturally leads me to regard perhaps with undue favor a classical education as the back bone of a liberal education, but, be that as it may, and, without venturing for a moment to pronounce a dogmatic opinion upon so debateable a topic, I cannot help remembering that in this country, at all events, the almost overwhelming reasons which, on the one hand, may be urged in favor of paramount attention being given to the physical and practical sciences, are confronted with arguments of corresponding force in favor of the arts and classical learning; for while on the one hand the prosperity of the Dominion almost entirely depends upon every one of its inhabitants using every exertion and straining every nerve to develop its material resources; on the other, the fact of the whole population being engaged in these necessary occupations, and in the accumulation of wealth, renders it all the more a matter of vital importance that the purely intellectual life of the community should be ennobled, embellished, disciplined, and refined by the wisdom, the poetry, the wit, the experience, and the philosophy of the classic ages. Leaving, however, this part of the subject, I will conclude by addressing a very few words to those young men who have shown in so gratifying a manner with what indulgence they will probably listen to anything which falls from their well-wisher and their friend. I would ask them, then, to remember that the generation which has preceded them has succeeded in bringing to a successful issue one of the most difficult and one of the most beneficial achievements which statesmen have ever undertaken. The generation which now lives and superintends the affairs of this great country, has been able in spite of no ordinary difficulties and impediments to weld into an united Dominion, the whole of those magnificent provinces of Canadian America which are contained between the Atlantic and the Pacific. It is to the guardianship and the improvement of that inheritance which in due time those I address now will

be called, and a heavy burden and responsibility will lie upon them to take the best advantage of that glorious birth-right to which they are destined to fall heirs, and in no degree to be behind those, who have preceded them in their devotion to their native country. I would further remind them that happily they live in a country, whose inhabitants are as free as the air they breathe, that there is not a single prize which the ambition of man can desire to which they may not aspire, and which they may not be certain of making theirs, if only they will apply those faculties with which Providence has endowed them with industry, intelligence, and perseverance. There is not one of you here who may not rise to the highest offices of the state, who may not render your names illustrious for all time to come, who may not engrave for yourselves on the annals of your country an imperishable record. Finally, ladies and gentlemen, I must congratulate this university, this town, this Province and the Dominion at large, upon the fact that an establishment so well conducted, founded upon so wide a basis, endowed with such a healthy vitality, should be daily pouring forth into the world a band of young men, who each sets out upon his separate career, endowed with all the advantages which a university education can give, and amongst those advantages you must reckon not merely the learning, not merely that intellectual training which is the end of all education, but of that more subtle and even more important quality which will enable the most casual acquaintance to distinguish between a university man and one who is not. I cannot conclude these few and important words, which I regret not having had the opportunity to study before I ventured to address you, without commenting upon the fact that it is to a citizen of Montreal that we are indebted for this great establishment, and that it is to the continued and repeated munificence of other citizens of Montreal, who have imitated his liberality that the usefulness of the University has been continuously expanded. In this country hereditary distinctions do not take such root, or become so completely a part of the social system, as in Europe, but I will venture to say that the very fact of any man having connected his name in so honourable a manner with an Institution of this kind will ever prove to his descendants as legitimate a source of ancestral pride as any that ever originated in the Letters Patent of a Sovereign. I thank you again, Mr Chancellor and gentlemen, for the sentiments of kindness contained in your address to Lady Dufferin and myself. I trust that during our residence in this country we may have many opportunities of renewing our acquaintance and of improving our intimacy with you, and I consider it a matter of no small advantage that whenever we come to Montreal it will be possible for us to recur to the intimacy of a body of men that represent so ably every branch and description of human learning.

The following members of convocation were then presented to their Excellencies :—

GOVERNORS.

Hon. James Ferrier ; Hon. Justice Torrance ; G Moffat, Esq. ; and C J Brydges, Esq.

FACULTY OF LAW.

Mr Rodolphe Laflamme, Q.C., M.P., Professor of Civil Code, Faculty of Law, McGill University ; Mr J S C Wurtele, B.C.L., Professor of Commercial Law ; Mr Edward Carter, Q.C., D.C.L., Professor of Criminal Law ; Mr W H Kerr, Professor of International Law ; P R La Frenaye, B.C.L., Professor of Legal History, Faculty of Law ; Mr Gonzalve Doutre, B.C.L., Professor of Civil Procedure and of Medical Jurisprudence, Faculty of Law.

FACULTY OF MEDICINE.

Dr Scott, Professor of Anatomy ; J M Drake, M.D., Professor of Institutes of Medicine ; G E Fenwick, M.D., Professor of Clinical Surgery ; George Ross, A.M., M.D., Professor Clinical Medicine. G P Girdwood, M.D., Professor of Practical Chemistry ; Dr Fuller, Demonstrator of Anatomy, Curator of Museum ; Dr R P Howard, Professor of Medicine ; Dr Smallwood, Professor of Meteorology ; Bernard J Harrington, B.A., Ph.D., Lecturer in Chemistry and Mining ; Dr Duncan C MacCallum, Professor of Obstetrics.

FACULTY OF ARTS.

Rev J Clark Murray, Prof. of Mental and Moral Philosophy ; Rev Dr Cornish, Prof. of Classical Literature ; Rev Dr de Sola, Professor of Hebrew and Oriental Literature ; George Frederick Armstrong, M.A., F.G.S., C.E., Assis. Inst. C. E., Professor of Civil Engineering and Applied Mechanics ; P J Darey, M.A., B.C.L., Professor of French Language and Literature ; C F A Markgraf, M.A., Professor of German, and Librarian ; Robt. Bell, C.E. F.C.S., F.C.S., (of the Geological Survey of Canada) ; The Dean of Montreal ; Rev. John Jenkins, D.D., Fellow of the University, Chairman of the Protestant Board of School Commissioners ; Rev D H MacVicar, LL.D., Principal of the Presbyterian College, Montreal ; Rev Dr Wilkes, Principal of the Congregational College, affiliated with McGill University.

FELLOWS AND GRADUATES.

John Bell, A.M., M.D. ; Doctor Reddy ; Rev A Doudiet, Church of Scotland ; Mr Lewis A Hart, M.A., B.C.L. Mr J Fraser Torrance, B.A. ; Dr L O Thayer ; Rev Duncan McGreegor, B.A. ; W de M. Marler, B.A., B.C.L. ; Dr William H. Mondelet ; Mr Frederick S Lyman, B.A., McGill and St. John's College, Cambridge ; Mr L H Davidson, M.A., B.C.L. ; Geo J Bull, M.D., C.M. ; George W Stephens, B.C.L. ; Dr Bessey, Dr William B Burland, Mr Charles Cushing, B.C.L. ; Dr Leed, Mr Meredith B Bethune, M.A., B.C.L. ; Revd. Charles Chapman, M.A. ; Rev D Cordner, Dr G A Baynes, Dr. Clarence J H Chipman, B.A., M.D. ; Mr John J Maclaren, M.A., B.C.L. ; Mr J Redpath Dougall, M.A. ; Mr W D Drummond, B.C.L. ; Dr Wolfred Nelson, Dr Thomas A Rodger, Mr Alexander Robertson, B.A. ; George Thomas Kennedy, M.A. ; C P Davidson, M.A., B.C.L. ; Mr R A Ramsay, B.C.L. ; Dr S B Schmidt ; Rev Octave Fortin, B.A., of Trinity Church ; Mr Louis Armstrong, B.C.L.

After this ceremonial, their Excellencies passed through the hall, among the ringing cheers of the students. They visited the Library, Museum, Laboratory, and other parts of the building, with all of which they declared themselves highly pleased.

Their Excellencies then drove down to the

McGill Normal School,

Where they were received by Chancellor Day, Principal Dawson, Hon. Jas. Ferrier, Mr Secretary Baynes, Dr Baynes, and others. On arriving here the Countess of Dufferin, being somewhat fatigued, was entertained by a party of ladies, while the following address was read to his Lordship by Miss Henderson :—

My Lord : It is with much pleasure, Your Excellency, that we receive a visit from you which confers so much honour upon the McGill Normal School. We had heard already of the interest you feel in education, and of the kind manner in which you had, by your presence, favoured many schools and educational institutions in this and the sister Province, and we had to some extent anticipated that we should be similarly honoured. Permit us, then to welcome you most sincerely to our school. Aware of

the high position occupied by Your Excellency, and that every day important public considerations engage your attention, we are convinced that everything which may tend to the benefit of our country must command your notice. The objects then contemplated by those who inaugurated this institution, we feel assured, will not be indifferently passed over. Established sixteen years ago, our school has sent forth into all parts of the Province a large number of trained teachers, and we who have now taken their places here trust that after due preparation we may be enabled in the future to train our pupils in loyalty to the Queen, respect for the institutions of their country, and a patriotism which will lead them to do all things for the benefit of their beloved Canada. [Miss Henderson then explained that the remaining paragraph had been prepared in the expectation that Lady Dufferin would have accompanied His Excellency.] Allow us to express the gratification we feel that Her Excellency the Countess of Dufferin has accompanied you on your visit, and also the sense we feel of the favor she has conferred upon us by so doing, and we earnestly pray that both you and Her Excellency may enjoy health and happiness during your sojourn amongst us. Of this you may be assured, that the honor you do us will not soon be forgotten by the pupils of the McGill Normal School.

His Excellency replied in the following

DISCOURSE :

Ladies and Gentlemen,—I can assure you it gives me the greatest pleasure to have had an opportunity of paying you this visit and of showing you by my presence here to-day not only what an interest I take in the general subject of education, but how much importance I attach to those particular functions which you will be shortly called upon to perform. In fact it would be almost impossible to exaggerate the responsibility which rests upon you, because after all it is upon you the teachers who are spread abroad in every village and district from one end of the country to the other, that must depend the due education of the great mass of the people. I am happy to think from what I have seen in Toronto and what I now see here that every precaution has been taken and every means has been furnished which man's ingenuity can contrive to fit you for the successful performance of your important task. It is indeed a matter of equal satisfaction to us all, that a number of young men and women, whose intelligence is printed on every lineament of their countenances, should year after year be sent forth from each of these parent establishments, spreading abroad in all directions sound teaching and everything that is necessary to develop the intellectual vigour and activity of the country. I do not know that there is any practical suggestion which it would be incumbent upon me on the present occasion to make to you, and yet there is one observation which I am almost compelled to submit, and that is, I would venture to remind you that in your future relations with your young pupils you will be careful to remember that your functions must not be confined merely to the development of their intelligence and the imparting of information, but that there is also another duty as important as either of these, and that is that you should endeavour to refine, discipline, and elevate their general behaviour, rendering them polite, well bred, deferential, respectful to their parents, to their elders and their superiors. Perhaps in a new country, where on every side we are surrounded by the evidences of prosperity, where a spirit of independence is an essential element of success, where at a very early age young persons are called upon to fight their own battle and to undertake their own responsibilities, it is very natural that there should be developed an

exuberant spirit of self confidence. Now what I would venture to ask you from time to time to impress upon your pupils is this, that although upon the one hand there is no quality more creditable than self respect, yet on the other hand the very idea of self respect excludes self assertion, and I say this the more readily because I confess if there is any criticism which I have to pass upon the youth of this new country,—I do not say of Canada especially, but of the continent of America,—it is that I have been struck by the absence of that deference and respect for those who are older than themselves, to which we still cling in Europe. Now, to use a casual illustration: I have observed in travelling on board the steamboats on the St. Lawrence, children running about from one end of the vessel to the other, whom more than once I have been tempted to take up and give a good whipping. I have seen them thrust aside two gentlemen in conversation, trample on ladies' dresses, shoulder their way about, without a thought of the inconvenience they were occasioning, and what was more remarkable, these little thoughtless indiscretions did not seem to attract the attention of their parents; when I ventured to make an observation on this to the people with whom I have been travelling, I was always told that these little peccant individuals came from the other side of the line. Well, I only hope that this may be so; at all events without inquiring too strictly how that may be, I trust that the teachers of the schools of Canada will do their very best to inculcate into their pupils the duties of politeness, of refined behaviour, of respect for the old and of reverence for their parents, that they will remember that a great deal may be done by kindly and wholesome advice in this particular, and that if they only take a little trouble they will contribute greatly to render Canada not only one of the best educated, most prosperous, most successful and richest, but one of the most polite, best bred, and well-mannered countries of the American continent.

The Governor General, being joined by the Countess, both took their departure a little after five o'clock.

—Gazette.

Lord and Lady Dufferin's Visit to the Catholic Commercial Academy, Montreal.

Yesterday (16th inst.) afternoon, at three o'clock, His Excellency, the Governor General and the Countess of Dufferin, drove up the Plateau, off St. Catherine street, to visit the Catholic Commercial Academy. Their arrival was preceded by that of the Mayor, Madame and Mlle Coursol. Several of the Catholic School Commissioners—the Board of which consists of Abbé Rousselot, Canon Leblanc, Mr. Belanger, Messrs. P. S. Murphy, S. Rivard, Judge Coursol and M. C. Desnoyers—were also present to receive him. As their Excellencies entered the vestibule, the Orchestra, in an adjoining room, struck up "God Save the Queen." The distinguished parties proceeded to the parlor where they divested themselves of their cloaks and mantles, and then visited the different classrooms of the first and second stories. They soon reached the third story, a splendid hall, beautifully wainscotted and ceiled with white pine, varnished to the mellow vinous color of old oak, and tastefully decorated for the occasion with flags and other appropriate emblems.

A raised platform, surmounted by a dais, was placed at one end of the hall, and to this the Governor and party were conducted, when the programme of exercises was immediately opened. A *pot pourri* of Irish melodies, quaintly enough labelled "Clandeboye," was finely rendered by the orchestra. This orchestra is a little wonder in its way. It consists of five or six violins;

double bass and harmonium and its members are all small boys of the Academy. They play not only accurately, but with a certain bold roundness and resonance.

Then followed the address of the Principal and Professors, read by Mr. Archambault, the Principal, from the engrossed sheet. This address was in French.

Lord Dufferin read the following reply in French. His accent is remarkably pure and his phrase that of a master of the language. We give a translation hurriedly made.

To the Principal and Professors of the Catholic Commercial Academy of Montreal :—

Gentlemen,—I thank you cordially on behalf of the Countess of Dufferin and of myself for the welcome which you have extended to us, and the kind words contained in the address which you have just presented to us. I feel, nevertheless, that the terms which you have used in relation to myself personally are more flattering than I deserve.

I rejoice, however, in my capacity of traveller, to have had occasion to visit this great continent of the new world. I had cherished for many years, a keen desire to cross the Atlantic and to admire with my own eyes that great and beautiful scenery, so widely known all over the world, and now that my wish is accomplished, I find that my anticipations have been more than realized.

I need not add it is for me as much a pleasure as a duty to study the institutions of the Canadian people, and I am happy to be able, at present, to visit and examine those schools which constitute so important a part of the Educational System of the Dominion.

I trust that the success which has hitherto crowned your efforts will still be maintained and ever go on increasing more and more, encouraging you to redouble your zeal in the well-being of that numerous class of the inhabitants of this city, whose education has been more particularly confided to you.

The Academy Glee Club then gave "*Le Jeune Concert*," by Kücken, with remarkable power and beauty, after which the address of the students was read in English by one of the senior boys.

ADDRESS.

To His Excellency the Right Honourable the Earl of Dufferin, Baron Clandeboye K. P., K. C. B., Governor General of the Dominion of Canada, &c., &c., &c. :—

May it please Your Excellency,—

We, the pupils of the Catholic Commercial Academy of Montreal, in union with our Professors, most cordially welcome your Excellency and the Countess of Dufferin to this establishment, which the wisdom of our Commissioners has provided for us. Without undervaluing, in the slightest degree, the classical and mathematical training given in the Colleges of our Province, they felt that those, who were intended not for professions but for commerce, needed a special training. Many were seeking this in private institutions which teach a few branches well, but make no provision for æsthetic and moral culture. Therefore, to meet an evident want, and to meet it effectually, the Catholic Commissioners have founded this institution, which is intended to give a thorough commercial education, so far as it can be given in any institution of the kind; and, at the same time to devote a fair share of attention to those subjects which will be useful in our relations to society and to God. Accordingly they have provided, that in addition to the more ordinary branches of instruction, we shall learn drawing and music; while, not to violate the good old maxim "a sound mind in a sound body," they have given us an instructor in calisthenics. Did their kindness end here,

we should have much to be thankful for; but, thank God! we live in a country which is decidedly Christian, and, as pupils under Commissioners who consider it of paramount importance to provide religious instruction for their schools. But, although we take pleasure in expressing to your Excellency and to the Countess of Dufferin our grateful sense of the privileges with which we are favoured, we do not forget that vast and important interests have been intrusted to your care, as the representative of her most gracious Majesty, Queen Victoria.

That amid the pressing duties of your exalted station you should honour us with a visit, gives us cause to thank you heartily, and to pray that your governorship may be advantageous to the Dominion and a source of lasting happiness to yourself and to the Countess of Dufferin.

The Governor delivered the following impromptu discourse :

My Young Friends,—I beg to thank you most cordially for the address which you have presented me, and for the kind welcome with which you have greeted my arrival amongst you. I can assure you it is a very great pleasure for me to find myself in an institution which seems to be established upon so firm and flourishing a basis and to be conducted upon such excellent and practical principles. I can well understand that in a city like Montreal—a city which, in all probability, is destined to become one of the largest and most influential of all the cities of this continent, that an establishment of this kind, where a purely commercial education is dispensed, should be one of the greatest utility; but at the same time I must express my gratification that while this is the main object which the patrons and founders of this institution have at heart, they have thought it wise not to neglect those more refined and less utilitarian arts and sciences which do so much to ennoble and idealize our earthly existence.

From the clever specimen of instrumentation we have had the pleasure of listening to, it seems well understood that few things give such solace to the mind in the intervals of severer occupations as the art of music. From the drawings I have inspected below, it is evident that due attention is paid to decoration and the fine arts, and I am perfectly satisfied that in after life, when you are called upon to encounter its serious labours, when you are required to spend the greater portion of each day in the routine of your business life, and in a close and frequently ungrateful application to commercial avocations, it will be a great source of enjoyment to you to be able to fall back upon the delights developed by the fine arts. I am also glad to think that in this establishment, as in all the establishments I have had the pleasure of visiting in Canada, all manly exercises are provided for. From the peculiarities of your climate, it is necessary that a proper amount of care should be bestowed upon these objects, because it is only by hardening the body that you will be able to overcome those disadvantages which accrue from the severity of your winter temperature.

In conclusion, I would remind you that if you duly appreciate, as I trust you do, the advantages which have been provided for you in this establishment, the best return you can make to those who are set in authority over you, to those who, with great labour, and at the expense of much self-sacrifice, devote themselves to your instruction, is to pay attention to your studies, to labour to make the best possible use of the opportunities placed within your reach, so that in after life the careers you are severally destined to pursue may reflect honour and lustre on the establishment in which you have received your education.

He concluded by asking a whole holiday for the Aca-

demy, which was of course readily granted. The announcement was received with a storm of applause. The "Men of Harlech" was set down as the last exercise on the programme, but such was not to be the case, for a little titbit of delicate French compliment was in store. A diminutive boy arose from the ranks, came forward to the foot of the throne, and read this address to Lady Dufferin.

While offering your Ladyship our heartfelt welcome, let us thank you for the pleasure your visit gives, and the honor it bestows upon us. Coming from lands of high culture you may find us deficient, but to none do we yield in admiration for your Ladyship and loving loyalty to Her, whose representative you are, and Her whose name and whose virtues are alike held sacred in every Canadian home.

May you long wear that mantle of genius which your Ladyship will not suffer to diminish nor lose lustre in your possession.

We ask your Ladyship to give us a holiday, when free as air, we will shout, and echo answer echo, "Long live Lord and Lady Dufferin."

All the cheers which had been given to the Governor, were here renewed for Her Ladyship. She smiled sweetly, accepted the parchment and having looked over it, passed it to His Excellency, who rose, with a beaming countenance and said:—"Among the arts taught in this Academy, not the least is that of diplomacy. I feel that I must resign my presidency over this meeting and make it over to Her Excellency. I have just obtained the favor of one holiday and must now petition for a second." He concluded by thanking the boys in the name of the Countess for the beautiful address, and, of course, the second whole holiday was granted. The meeting then closed with the singing of "God Save the Queen." After leaving the Academy, the Vice-Regal party went down to the neighboring Asile Nazareth, but as the afternoon was already well on, a visit to that interesting establishment was postponed to another day.

The Catholic Commercial Academy is in all its interior fittings and appointments, a superior house of education. In answer to our enquiries as to its management, we were assured that Mr. U. E. Archambault, the Principal, was in every way equal to the great responsibilities resting upon him. He is not only thoroughly versed in the technicalities of commercial instruction, but is also a model disciplinarian.—*Montreal Gazette.*

The Vice-Regal Visit to Ann Street School, Montreal.

Yesterday (4th inst.) afternoon, His Excellency the Governor-General and Countess Dufferin accompanied by His Worship the Mayor, and Mr. Hamilton, A. D. C., in course of their travels through the city paid a visit to the Ann street Protestant School. Here they were received by the Chairman of the Protestant Board, Rev. Dr. Jenkins, Mr. W. Lunn, Alderman Alexander, Councillor Kay and Professor Robins, and after the children had sung a hymn

Rev. Dr. Jenkins presented to the Governor the following

ADDRESS :

To His Excellency the Right Honorable Frederick Temple, Earl of Dufferin, Baron Clandeboye, &c., K. P., K. C. B., Governor-General of Canada, &c.

May it please Your Excellency,—

We, the Protestant Board of School Commissioners for the city of Montreal, beg leave to join with our fellow-citizens of all classes and creeds in extending to Your

Excellency and to the Countess Dufferin our most grateful welcome on the occasion of Your Excellency's visit to this city.

We desire, first of all, to assure Your Excellency of our profound veneration for the person, character, family, and Government, of Her Most Gracious Majesty the Queen.

In common with all Her Majesty's Canadian subjects, we feel that we have cause to congratulate ourselves and the country at large on the appointment of Your Excellency as Her Majesty's representative in this Dominion.

Commissioned by the joint appointment of the Provincial Government and of the Corporation of Montreal to protect and promote the interests of Protestant public school education in this city, we are glad to be able to state for Your Excellency's information that the schools under our control are prosperous; that within the last four years the Protestant common schools' provision for Montreal has been more than doubled, and that the High School of Montreal and its common schools have been so far incorporated under one system, as that the sons of the humblest of our Protestant citizens may obtain by competition, and without charge, both in the High School and in the University, the best education which the city offers.

We also take leave to state for Your Excellency's further information, that by recent Provincial legislation the revenues of the Board will in a short time be so augmented as that within the coming three years the Commissioners will be in a position to make adequate school provision for all Protestant children within the limits of the city.

The Board, representing the principal Protestant denominations of Christians, take leave to assure Your Excellency that so far from being distracted by sectarian rivalries, the administration of affairs is carried on with the utmost unanimity and good feeling.

On behalf of the Board,

JOHN JENKINS, D. D.
Chairman.

At Montreal, this 14th day of January, eighteen hundred and seventy-three.

His Excellency said:—

To the Protestant Board of School Commissioners for the City of Montreal.

GENTLEMEN,—I beg to thank you heartily for the cordial address of welcome which you have just presented to me. It is especially gratifying to me to receive such assurances of the loyalty and devotion of Her Majesty's subjects in this most important portion of the British Empire. There is no subject connected with the welfare of this great colony in which I take a deeper interest than in the development of those educational advantages which have already been so judiciously placed within the reach of all classes of its inhabitants, and it is with great pleasure, therefore, that I learn of the prosperity of the schools in our Dominion, and the success which has heretofore attended your efforts and the bright prospects of increasing means; and consequently increasing usefulness now opening up before us. I cannot but feel that much of the progress you are able to report is due to that unanimity which has characterized your proceedings, and I must sincerely congratulate you on the good feeling which has enabled so many Gentlemen of various Protestant denominations to unite together with such cordiality and harmony in promoting so important a means towards the advancement of this country and the happiness of its people. I trust that your anticipations may be fully realized, and that before long it may be impossible to say that any class in this city is unable to obtain for its children a sound liberal education.

Master Andrew Reid, one of the pupils, then read the following

ADDRESS.

Will your Excellency permit us, the pupils of the Ann Street Schools to express for ourselves and our teachers the very great pleasure with which we welcome your Excellency's visit to-day. We should have been glad had we been able to make more ample preparation for your reception, but though a longer notice might have enabled us to have received your Excellency more worthily, it would have been impossible to welcome you with greater heartiness or to feel more deeply the honour that you confer upon us. May the Giver of Good grant that your sojourn in this Dominion may be an era of prosperity for this our people and of true happiness to your Excellency, and that we, in preparing for the future, may be quickened by the recollection of your kind interest in our welfare to store our minds with knowledge, and to instil our hearts with wisdom, learning to fear God and honour the Queen.

His Excellency replied as follows :—

MY YOUNG FRIENDS—I beg to express my best thanks for the address which you have presented to me, and I can assure you that it gives me the greatest pleasure to find myself in the presence of a collection of young boys and girls, who are evidently so well aware of the advantages which have been placed within their reach by those who have interested themselves in their education, I am glad that you appreciate these advantages and that you fully understand that upon your good conduct, upon the attention which you pay to your studies, upon the efforts which you now make to fit yourselves for those struggles in after life which every one of you will be called upon to encounter, your future happiness will depend.

I trust that before I leave the Dominion many of those who are now pupils in this establishment will have already engaged in the more serious duties of life and that hereafter I may encounter some of them started already on a prosperous career.

In conclusion, I trust that you will remember that, notwithstanding all these advantages which, thanks to the progress which society is making, you are enabled to reap, you must not consider yourselves released from paying respect and deference to those who are older and probably wiser, though perhaps less educated than yourselves, and that you will remember that it is by paying respect to others, that you will best evince that you have that which is the greatest of all qualities—self respect—which is the true sign of an independent mind, but which is best shown, not by self-assertion, rudeness, want of consideration, but by readiness to acknowledge superiority in others wherever we may find it.

I beg to thank the teachers of this establishment for having associated themselves with the pupils in the welcome which they have accorded me, and although it would be presumptuous of me to pass any eulogium upon an establishment with which I have only a superficial acquaintance, I may be permitted to say that from what I have seen, there appears to me to be in this school all the signs and indications which point to a thoroughly good, well-regulated, and successful establishment.

The scholars were then put through a variety of intellectual exercises, all of which served to show the careful and zealous manner in which Principal Rowell and his assistants had performed their arduous duties, and the intelligence and attention which must have been characteristic of the children.

At the conclusion of the proceedings the "National Anthem" was sung, after which Lord Dufferin begged a

whole holiday for the school, a request which was acceded to amid the cheers of the children.—(*Montreal Herald.*)

The Late Emperor of the French.

The ex-Emperor of the French died at Chiselhurst on Thursday, the 9th inst. He had been suffering for some time past from a dangerous disease, and had already undergone two operations which were successfully performed. Little doubt was entertained of his recovery until the morning of the very day on which he died, when, the telegraph informed us, about nine o'clock his vital forces seemed to leave him, and he sank with alarming rapidity. In two hours he was dead, before his son or his spiritual adviser could reach his bedside. Thus passed away a man whose life exhibits a most unusual and astonishing chapter of vicissitudes—a man to whom Fortune was more changeable than is her wont, who was in turn acquainted with poverty and regal splendour, with obscurity and with fame, and who just before his final fall occupied the first place among the monarchs of the earth.

Charles Louis Napoleon Bonaparte, Emperor of the French was the third son of Louis Bonaparte, ex-king of Holland, his mother being Hortense, the daughter of the Empress Josephine by her first marriage. He was born at the Tuileries, on the 20th August, 1808, and was baptized by Cardinal Fesch, November 4, 1810, the Emperor and the Empress Marie Louise being his sponsors. After Napoleon's return from Elba, his young nephew accompanied him to the Champ de Mai, and was there presented to the deputies of the people. He was only seven years old at the time, and the scene created a vivid impression upon his mind. When he saw his uncle for the last time at Malmaison he was deeply agitated, and was with difficulty dissuaded by his mother from following the fortunes of the family. Then followed the banishment of the family. Louis and his mother retired to Augsburg, and afterwards to Switzerland, where the young exile was admitted to citizenship and served in the army of the small republic. At the time of Louis Philippe's accession he and his mother made application to be allowed to return to France. This was refused, and a second application from the young man, begging to be allowed to enter the French army as private, and with no better success. In the beginning of 1831, Louis and his brother left Switzerland and settled in Tuscany. After the death of his elder brother in 1831, Louis escaped to England, where he remained a short time and then retired to the castle of Ahrenberg, in Thurgau, devoting a part of his leisure to the preparation of several books. In the first of these which appeared, the *Revue Politiques*, he declared his belief that France could only be regenerated by one of Napoleon's descendants, as they alone could reconcile republican principles with the military aspirations of the nation. A year or two afterwards he issued two others: *Considérations Politiques et Militaires sur la Suisse*, and a "Manual of Artillery." In 1831-2, when the throne of Louis Philippe was not firmly established, a party in France had fixed their eyes on the Duke of Reichstadt; and the Duke dying shortly afterwards, Louis Napoléon became the legal heir of the Imperial family. His designs upon the throne of France became evident in the early part of 1835, and in 1836 his plans were so far matured as to induce him to make an attempt to seize the fortress of Strasbourg; his intention being, should the attempt prove successful, to march upon Paris before the Government could take any active measures. The attempt, however, proved a miserable failure. The Prince himself was captured and confined in Strasbourg until the close of the year, when he was conducted to Paris. His mother, in the meantime, had repaired to the French capital to try to obtain his pardon and save his life. His life was spared, on condition that he should be sent to the United States. He protested against this, but in vain, and was accordingly conveyed to that country. There, however, he did not long remain, but returned to Switzerland, where he found his mother on her death-bed. French animosity followed him even here, and he was compelled to leave Switzerland and again take refuge in England. At the end of 1838 he took up his residence in London, and in 1839 published his celebrated work, entitled, "Des Idées Napoléoniennes." In 1840 he determined to make another attempt to secure the French Crown. He hired in London a steamer called the *City of Edinburg*, and embarking with Count Montholon,

Gen. Voisin, and 53 associates, landed with this party near Boulogne on Thursday, August 6, and summoned the troops to surrender or join them. The attempt again proved a failure, and the Prince was captured while attempting to retire to the steamboat. In company with Count Montholon and Gen. Voisin, he was sent to Paris, to stand his trial on the charge of high treason. The trial took place at the beginning of October, before upwards of 160 peers of France, many of whom owed their elevation to the prisoner's uncle. M. Berryer appeared as counsel for the Prince and Count Montholon, and made a skilful defence, but in vain. The former was sentenced to perpetual imprisonment in a fortress in France; the latter, with three subordinates, to twenty years' confinement. He was conveyed as a prisoner to the citadel of Ham; and, after having been confined there six years, made his escape, May 25, 1846, having effected his exit from the castle by assuming as a disguise the dress of a workman, thereby deceiving the vigilance of the guards. He crossed the frontier into Belgium, and for the third time took refuge in England, where he resided until the revolution of 1848.

This event he watched from across the Channel with the keenest interest, but he gave proof even at that time of his opposition to rabble government and his respect for law and order, by turning out to be sworn in as a special constable for the preservation of the peace on the occasion of the great Chartist demonstration, by which the late Fergus O'Connor and some of his madcap associates hoped to overturn the Queen's Government. Soon after the Revolution, Louis-Napoléon was elected to the National Assembly, and in the following year to the Presidency of the Republic. Shortly after his election to the latter office he made a pilgrimage to Ham, and there expressed his contrition for his rash attempts at Strasbourg and Boulogne. Encouraged by the secret councils of some enthusiastic Imperialists, Napoleon craftily set himself to work to prepare for the establishment of the second Empire. Early in the morning of December 2nd, 1851, he had the most distinguished Generals upon whose assistance he could not rely, and all the public men opposed to him, cast into prison, and proclaimed himself Dictator. His military arrangements being ample for the maintenance of authority at the Capital, he was now thoroughly master of the situation, and shortly afterwards had himself elected by universal suffrage as President for ten years. Opposition to him at this time was utterly paralysed. The leaders were in prison, and their supporters too few to make an effective show of resistance. Promulgating a constitution which placed the Government entirely in his own hands, Napoleon next laid his plans for realizing his object. Letting it be understood that the salutation "Vive l'Empereur," would neither be deemed treasonable nor offensive he made a tour of the departments, and was frequently greeted with this shout by excited crowds of people. On his return to Paris these cries were represented to him by his adherents in the Senate as unmistakably expressing the will of France, and it was proposed that the question of the restoration of the Empire should be submitted to a formal vote of the nation. This was done, and by a majority of five or six millions the Empire was voted and proclaimed accordingly on the 2nd Dec., 1852. He took the style and title of "Napoleon III., Emperor of the French, by the Grace of God and the will of the People." The Empire was first recognized by England, and afterwards by other States. In 1853 the Emperor married Eugénie-Marie de Guzman, Countess de Teba, the only issue of the marriage being the Prince Imperial, born March 16, 1856. In April, 1856, the Emperor and Empress visited England, on which occasion the Queen invested his Imperial Majesty with the insignia of a Knight of the Garter. In 1858 the celebrated Orsini conspiracy to murder the Emperor was discovered in time to frustrate the designs of the conspirators.

The following year Napoleon marched to the assistance of Victor Emmanuel against the Austrians, whom he defeated at Magenta and Solferino, and to whom he subsequently dictated the Peace of Villafranca, by which Lombardy and the Duchies were ceded to Sardinia, and Savoy and some neutral Swiss territory annexed to France. In 1860 an Anglo-French expedition sailed for China for the purpose of punishing the Government for repeated acts of treachery to Europeans. This expedition resulted in the capture of Peking, after which the Chinese made reparation. In 1861 another expedition was organized by France, England and Spain with the avowed intention of demanding redress from the Mexican Government for injuries inflicted on subjects of the respective countries,

and for the payment of a debt obstinately resisted by Mexico. As it appeared that he had other objects in view, Great Britain and Spain seceded from joint action with the French, in April, 1862. The Emperor prosecuted the war alone, and after some sanguinary battles, succeeded in establishing an imperial form of government in the country, the crown of which was accepted by the Archduke Maximilian of Austria. The French soon after withdrew from Mexico, and the unfortunate prince met with a tragic end at the hands of his subjects. With the Mexican campaign the star of Napoleon began to wane. In 1864 the Emperor concluded with the Cabinet of Turin a treaty having for its object the withdrawal from Rome of the French troops—which was fully carried out in 1866. For some time the Emperor devoted himself to the work of developing the resources and of raising the prosperity of France. Finally, in 1870, came the grand crash. A difficulty arose between the French and German Governments with respect to the candidature of Prince Leopold of Hohenzollern for the Crown of Spain. War was declared. One action followed another, all terminating alike in favour of Germany. Finally, cooped up at Sedan, the Emperor was compelled to surrender. Then came the captivity at Wilhelmshöhe and the exile at Chiselhurst, to which latter Death put an end.—*Canadian Illustrated News.*

Meteorological Observations.—From the Records of the Montreal Observatory, Lat 45° 31' N.; Long. 4h. 54m. 11 sec. West of Greenwich; height above the level of the sea, 182 feet; for the month of Nov., 1872. By CHARLES SMALLWOOD M. D., LL. D., D. C. L.

DAYS.	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	7 a m	2pm	9pm	
1	29.850	29.821	29.851	44.0	45.1	43.0	E	N E	N E	61.11
2	.916	.918	.952	41.1	42.5	43.0	N E	N E	N E	74.00
3	.900	.920	30.001	36.9	40.8	39.5	N E	N E	N	80.13
4	30.174	30.248	.276	42.0	48.2	39.6	N E	N	N	80.04
5	.352	.321	.297	33.5	51.3	42.0	W	WSW	SW	40.06
6	.150	29.976	29.899	41.3	47.5	46.1	S	S	S	61.02
7	29.712	.668	.325	41.0	46.2	41.7	W	N E	N E	171.14
8	.276	.349	.476	35.2	44.3	40.0	W	WSW	W	291.13
9	.681	.870	.971	36.3	50.7	38.0	W	W	S	261.18
10	30.125	30.160	30.180	33.5	51.6	37.2	N	W	W	87.12
11	.181	.101	.014	33.1	44.2	38.5	E	N E	N E	91.11
12	29.882	29.767	29.751	44.5	47.0	39.5	S	N N E	N	101.10
13	30.025	30.120	30.125	32.0	44.1	38.2	W	W	W	74.12
14	29.900	.682	29.591	33.1	36.0	39.3	S E	S	S	101.29
15	.502	.643	.774	28.2	35.5	31.0	W	W	bs	111.17
16	.934	.951	80.000	30.4	33.6	29.0	W	W	W	287.14
17	30.108	.274	.368	24.5	33.0	36.2	W	W	W	87.12
18	.186	.141	.001	29.3	33.8	30.8	S	WSW	W	104.16
19	29.871	29.849	29.822	27.1	31.0	29.0	W	WSW	W	97.10
20	.724	.817	.965	24.5	26.9	35.5	W	W	W	104.17
21	30.030	.961	.950	18.1	31.0	28.7	W	WSW	W	86.12
22	.943	.864	.850	29.5	36.1	32.0	W	S W	S W	91.17
23	.900	.911	.910	29.5	38.1	34.5	N E	WSW	W	84.62
24	30.070	30.149	30.127	32.5	39.0	35.0	W	W	W	61.17
25	29.667	29.460	29.801	37.0	46.8	35.5	S	W	bs	84.10
26	30.072	30.064	30.000	28.1	32.4	30.1	W	W	W	60.04
27	.050	29.931	29.986	96.0	32.1	29.2	N E	W	W	111.16
28	.200	30.127	30.147	18.5	26.2	25.1	W	W	W	92.14
29	29.847	29.721	29.482	26.2	27.5	23.0	S E	N E	W	164.42
30	.176	.270	.424	11.0	16.1	13.5	W	W	W	114.14
31										

REMARKS.—The highest reading of the Barometer was at 8.5 a. m. on the 5th day, and was 30.360 inches; the lowest reading occurred at 9 a. m. of the 30th day, 29.175 in., giving a monthly range of 1.185 in.

The highest Temperature was on the 5th day, and indicated 52° 4'; the lowest was on the 21st day, and was 11° 1'. The monthly mean was 34° 42', and the monthly range or climatic difference 41° 3'.

Rain fell on 6 days, amounting to 2.912 inch. Snow fell on 9 days, amounting to 10.68 inches on the surface.

The Aurora Borealis was visible on one night.

The symmetrical Atmospheric wave of November was very well defined.

Meteorological Observations.—From the Records of the Montreal Observatory, Lat. 45° 31 North; Long. 4h, 54m. 11 sec. West of Greenwich. Height above the level of the sea, 182 feet; for the month of December, 1872. By CHARLES SMALLWOOD, M. D. LL. D., D. C. L.

The highest Temperature was on the 1st day, and indicated 35° 8'; the lowest was on the 25th day, and was 17° 8' (below zero.) The monthly mean was 13° 84, and the monthly range or climatic difference 55° 6.

Rain inappreciable in quantity. Snow fell on 20 days, amounting to 43.33 inches on the surface.

Days.	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	
1	29.630	29.725	29.800	16.5	35.0	29.0	W	W	W	87.10
2	.690	.600	.501	25.5	30.9	32.5	S E	N E	N E	64.14
3	.476	.582	.744	30.0	34.1	32.0	W	W	W	88.10
4	.976	30.090	30.121	21.6	29.7	22.5	W	W	W	67.17
5	30.125	29.998	29.900	21.0	24.0	25.3	W	E	N E	50.21
6	29.998	30.062	30.201	21.8	38.5	17.6	W	W	W	31.46
7	30.200	.060	29.971	13.2	21.0	18.6	S W	S E	S E	141.11
8	29.571	29.474	.476	29.1	34.0	32.5	S	S	W	201.06
9	.424	.428	.561	32.5	17.2	7.6	S	S	W	179.44
10	.700	.811	.951	5.2	12.6	9.2	W	W	W	186.18
11	30.147	30.162	30.301	1.3	7.9	4.1	W	W	W	242.16
12	.800	.224	.137	3.5	8.2	6.1	W	W	W	76.20
13	29.947	29.800	29.772	8.5	17.5	22.3	S	S	S	95.12
14	.809	.981	.961	24.5	35.3	20.1	W	W	S W	81.14
15	.516	.860	30.080	28.6	30.9	13.0	S W	W	W	104.13
16	30.078	.972	29.877	16.2	26.4	24.1	W S W	S W	W	64.10
17	.050	30.120	30.200	20.5	30.5	21.3	W	W	W	81.10
18	.200	29.970	29.849	18.7	25.0	20.3	W	S W	W	74.17
19	.250	30.360	30.398	15.0	27.5	17.1	W	W	W	91.10
20	29.846	29.448	29.700	18.4	24.8	23.8	N E	S	W	121.19
21	.974	30.026	.912	12.5	23.0	19.0	W	W	W	66.15
22	30.000	.162	30.150	6.9	16.0	2.0	W	W	W	168.12
23	29.961	29.588	29.896	4.5	12.8	8.4	S W	S W	W	198.12
24	30.282	30.426	30.511	-14.8	-0.8	-9.5	W	W	W	174.46
25	.540	.512	.451	-17.2	-0.5	-7.5	W	W	W	162.14
26	.232	29.996	29.900	-13.1	-3.5	-2.9	N E	N E	N E	94.13
27	27.701	.700	.870	0.0	6.1	-2.0	W	W	W	124.00
28	.870	.984	30.151	-6.0	6.6	-1.5	W	W	W	158.10
29	30.276	30.324	.401	-12.3	2.5	-0.8	cal.	N E	N E	74.67
30	.502	.489	.461	-12.9	6.0	-7.5	cal.	W	W	109.24
31	.186	.106	.181	-7.4	4.9	2.5	N E	N	N	97.61

REMARKS.—The highest reading of the Barometer was at 11 a. m. on 25th day, and was 30.542 inches; the lowest reading occurred at 7.49 a. m. on the 10th day, 29.424 inches, giving a monthly range of 1.118 inches. The atmospheric pressure for the month was 29.987 inches.

—Observations taken at Halifax, N. S. during the month of Dec., 1872; Lat. 44° 39' North; Long: 63° 36' West; height above the Sea 125 feet, by Sergt. John Thurling, A. H. Corps.

Barometer, highest reading on the 20th.....	30.267 inches.
“ lowest “ “ 10th.....	28.953
“ range of pressure.....	1.314
“ mean for month (reduced to 32°).....	29.724
Thermometer, highest in shade on the 2nd.....	48.0 degrees.
“ lowest “ “ 25th.....	-6.6
“ range in month.....	54.6
“ mean of all highest.....	31.1
“ mean of all lowest.....	13.1
“ mean daily range.....	18.0
“ mean for month.....	22.1
“ highest reading in sun's rays.....	80.8
“ lowest on the grass.....	Covered with snow.
Hygrometer, mean of dry bulb.....	23.8
“ mean of wet bulb.....	22.2
“ mean dew point.....	12.0
“ elastic force of vapour.....	0.74
“ weight of vapour in a cubic foot of air.....	0.9 grains.
“ weight required to saturate do.....	0.6
“ the figure of humidity (Sat. 100).....	61
“ average weight of a cubic foot of air.....	571.5 grains.
Wind, mean direction of North.....	9.0 days.
“ “ East.....	5.25
“ “ South.....	5.25
“ “ West.....	9.50
“ “ Calm.....	2.0
“ daily force.....	2.6
“ daily horizontal movement.....	Anemometer broken.
Cloud, mean amount of (0-10).....	6.9
Ozone, mean amount of (0-10).....	3.9
Rain, number of days it fell.....	19
Snow, number of days it fell.....	9
Amount collected on ground.....	6.98 inches.
Fog, number of days.....	2

SYNOPSIS of Temperature, Cloud and Precipitation for November, 1872, compiled at the Toronto Observatory, from observations in the several Provinces of the Dominion of Canada :

PROVINCE.	ONTARIO.			QUEBEC.		N. SCOTIA.	NEW BRUNSWICK.		MANITOBA.
	TORONTO. 6 & 8 A. M. 2,4,10 & Mid't	LONDON. 8 A. M. 2 & 9 P. M.	OTTAWA. 7 A. M. 2 & 9 P. M.	MONTREAL. 7 A. M. 2 & 9 P. M.	QUEBEC. Highest and Lowest.	HALIFAX. Tri-Hourly	ST. JOHN. 6 A. M. 2 & 10 P. M.	FREDERIC- TON. 7 A. M. 2 & 9 P. M.	WINNIPEG. 7 A. M. 2 & 9 P. M.
Mean temperature uncorrected for diurnal variation.....	32.91	29.52	31.27	34.42	29.15	37.71	35.64	32.73	18.22
Warmest day.....	11	11	2	6	1	1	7	7	2
Temperature.....	47.6	47.0	43.9	44.9	42.5	49.7	46.3	46.8	37.6
Coldest day.....	29	29	20	30	21	21	21	21	27
Temperature.....	14.9	11.7	13.7	13.5	15.5	26.4	25.3	19.4	20.80
Mean of Daily Maxima.....	40.6	37.3	38.0	39.3	34.1	44.4	41.9	39.7	24.9
Mean of Daily Minima.....	26.1	22.2	25.7	29.3	24.2	30.1	29.5	27.1	11.3
Highest Temperature.....	52.0	54.3	49.7	52.4	46.0	58.3	53.0	53.0	42.5
Date.....	11	11	4.6	5	1	15	7	8	4
Lowest Temperature.....	8.2	5.5	6.6	10.1	3.0	19.8	15.0	12.0	29.0
Date.....	29	29	21	30	21	18	21	21	27
Percentage of Cloud.....	68	71	93	58	66	66	73	60	71
Depth of Rain in inches.....	0.42	0.65	0.97	2.91	0.80	5.71	6.66	5.82	inapp.
No. of days on which rain fell.....	7	6	6	7	2	16	7	9	1
Depth of snow in inches.....	1.3	8.5	8.4	10.7	26.0	4.4	9.6	4.2	9.0
No. of days on which snow fell.....	9	10	11	10	7	9	11	7	16
Total depth of Rain and melted snow.....	0.550	1.400	1.810	3.980	3.400	6.652	7.610	6.240	0.900
No. of Fair days.....	14	15	15	14	21	9	15	18	13