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SUMMARY.—**LITERATURE.**—Poetry: British Canadian Poets. Lecture by the Revd. Ed. McD. Dawson (continued).—**CANADIAN HISTORY:** Memoirs of the Richelieu, No. 5. Chambly.—**EDUCATION:** Pickings from Blue-Books (concluded from last).—What to Read, and How to Read it.—A Professional Education for Teachers.—The Nazareth Infant School, Montreal.—Hamilton City Schools, by A. Doyle.—**SCIENCE:** Treatment of Diphtheria.—**OFFICIAL NOTICES.**—Ministry of Public Instruction.—Appointments: School Commissioners.—School Trustees.—Separations, Annexations, Erections, &c., of School Municipalities.—Diplomas Granted by Boards of Examiners.—**EDITORIAL:** Farewell Visit of Lady Monk to the Ursulines, Quebec.—McGill University.—Roman Catholic Charities of Montreal.—**MONTHLY SUMMARY:** Educational Intelligence.—Literary Intelligence.—Scientific Intelligence.—Arts Intelligence.—Meteorological Intelligence.

You will not fail to appreciate as it deserves, the exquisite feeling so finely expressed in the following Ode.

THE HIGHLAND EMIGRANT'S LAST FAREWELL.

Adieu my native land '—adieu
The banks of fair Lochfyne,
Where the first breath of life I drew,
And would my last resign!

Swift sails the bark that wafteth me
This night from thy loved strand;—
O must it be my last of thee,
My dear, dear Father land!

O Scotland! o'er the Atlantic roar,
Though fated to depart,
Nor time nor space can e'er efface
Thine image from my heart.

Come weal, come woe—till life's last throe,
My Highland Home shall seem
An Eden bright in Fancy's light,
A Heaven in memory's dream!

Land of the maids of matchless grace,
The bards of matchless song,
Land of the bold heroic race
That never brook'd a wrong!

Long in the front of nations free
May Scotland proudly stand;
Farewell to thee,—farewell to thee,
My dear, dear Father land!

As you listen with evident pleasure to Mr. McColl, I shall venture to give you one of his Gaelic poems; not in the original language, however, which to most of you here is an unknown tongue, but as elegantly translated by the late Dr. Buchanan of Methven, Scotland.

THE CHILD OF PROMISE.

She died—as die the roses
On the ruddy clouds of dawn,
When the envious sun discloses
His flame, and morning's gone.

She died—like waves of sun glow
Fast by the shadows chased,
She died like Heaven's rainbow
By gushing showers effaced.

She died—like flakes appearing
On the shore beside the sea;
Thy snow as bright! but nearing
The ground swell broke on thee.

LITERATURE.

British Canadian Poets. (1)

LECTURE BY THE REV. E. McDONNELL DAWSON.

(Continued from our last.)

THE LAKE OF THE THOUSAND ISLES

Though Missouri's tide majestic may glide
There's a curse on the soil it laves;
The Ohio too, may be fair, but who
Would sojourn in a land of slaves?
Be my prouder lot a Canadian cot,
And the bread of a freeman's toil;
Then hurrah for the land of the forests grand,
And the Lake of the Thousand Isles!

I would seek no wealth at the cost of health,
'Mid the City's din and strife;
More I love the grace of fair nature's face,
And the calm of a woodland life:
I would shun the road by ambition trod,
And the love which the heart defiles;—
Then hurrah for the land of the forests grand,
And the Lake of the Thousand Isles!

O away, away, I would gladly stray
Where the freedom I love is found;
Where the Pine and Oak by the woodman's stroke
Are disturbed in their ancient bound;
Where the gladsome swain reaps the golden grain,
And the trout from the stream beguiles;
Then hurrah for the land of the forests grand,
And the Lake of the Thousand Isles!

(1) ERRATA.—In third paragraph of Note on p. 141 (October No.)—fourth line from the bottom,—instead of "they were delivered"—read—*it (Lecture) was delivered.* Same page second column, 11th line from the bottom,—leave out "such." On page 143, third stanza from the top, for "ghostly"—read *ghastly.*

She died—as dies the glory
Of music's sweetest swell;
She died as dies the story
When the best is still to tell

She died—as dies moon-beaming
When scowls the rayless wave;
She died—like sweetest dreaming,
That hastens to its grave.

She died—and died she early:
Heaven wearied for its own;—
As the dipping sun, my Mary,
Thy morning ray went down

This reminds one of the magnificent imagery of Ossian. But I must now take leave, although reluctantly, of Mr. McColl.

I come now to tell you something about a gentleman of quite a different cast of mind—of an author who is not only a Poet but a prose writer whose style is remarkably peculiar and original. I am far from saying that I endorse all his ideas and opinions. Nor do I admit that satire is laudable or of any use at all, except when employed to lash the vices and follies of mankind. Even when so employed, it is seldom profitable. If you really wish to correct any evil, you must set about doing so in a serious, sober, earnest and kindly spirit. Mr. JAMES MCCARROLL, of whom it behooves me now to speak, is perhaps more a wit and humorist, than a writer of satire. He is unquestionably a man of many accomplishments. He excels in music, can write beautiful verses, and discourses fluently. I am perhaps too fastidious to call him an orator, although he has delivered with applause in many places, a Lecture called, "The House that Jack Built." An orator at all worthy of the title would disdain to repeat the self-same oration in all the cities of any country. He would fear lest by so doing, he should be likened to certain "metre-ballad mongers" (*Shakspeare*) of certain times, who not unlike the strolling play-actors of a more recent date, set up to auction, their literary merchandise, in every available market place. I do not by any means wish to insinuate that Mr. McCarroll is a literary pedlar. So far from my thoughts is any such intention, that I rather consider this witty and versatile writer as one who has done essential service to the cause of literature here in Canada. In this new country where things material so completely engross the minds of our people, it is of very little use to write books and compose learned lectures and elegant orations. Such things must be brought to the doors of all who have any claim to be intelligent. Without some such process, the greatest thoughts, will pass unheeded, and the most erudite and most pleasing authors will only have dissatisfaction for their pains. Mr. McCarroll is deserving of all praise as a valiant pioneer in the cause of our nascent literature. His success, there is but too much reason to fear, has not been commensurate with his zeal and powerful efforts, for he has left Canada (temporarily, may we hope?) and taken up his abode in the neighboring Republic. We must nevertheless, lay claim to him as a British American Poet. Since 1831 when he came with his family to Canada, he has been resident until quite recently, in this country. Although he was liberally and classically educated at Lanesborough, the place of his birth, in Ireland, it may be said that his taste for literary pursuits was acquired in Canada. Here, at any rate, he wrote all his works, and here it is not unreasonable to suppose, he will publish the volume of poems which his Biographers tell us that we may soon expect. Some of his poetical pieces have elicited much praise, his "Madeline" among the rest. His ode in honor of the "Royal Progress" by the Prince of Wales in Canada, was highly complimented by the able men who surrounded, on that occasion, their apparent to the British throne. To give you an idea of his style, allow me to quote that amusing little piece,

THE GREY LIXNET.

There's a little grey friar in yonder green bush,
Clothed in sack cloth—a little grey friar
Like a druid of old in his temple—but, hush
He's at vespers; you must not go nigher.

Yet, the rogue! can those strains be addressed to the skies,
And around us so wantonly float,
Till the glowing refrain like a shining thread flies
From the silvery reel of his throat?

When he roves, though he stains not his path through the air
With the splendor of tropical wings,
All the lustre denied to his russet plumes there,
Flashes forth through his lay when he sings.

For the little grey friar's so wondrous wise,
Though in such a plain garb he appears,
That on finding he can't reach your soul through your eyes,
He steals in through the gates of your ears.

But the cheat! 'tis not heaven he's warbling about—
Other passions, less holy, betide—
For, behold! there's a little grey nun peeping out
From a bunch of green leaves at his side.

"Now, do try to shorten your notices." Certainly. The sittings of this Institute are never long. And besides, I am already quite tired talking in French all this while. Brevity will be a new soul to me as it is said to be the soul of wit. Many thanks for your timely hint. If I should so far forget myself as to require another, do not fail to give me, and yourselves more particularly, the benefit of it. Meanwhile, many distinguished Poets must be sacrificed to your convenience and mine.

* Only a passing notice can be now bestowed on that very able and learned writer, orator, and Poet, the late very Rev. WILLIAM McDONNELL. Although he was born in Scotland, Canadian literature is entitled to lay claim to him. He spent the greater part of his life and wrote his elegant and classic poems in Canada. His great abilities, more perhaps than his sacred office gave him a high social status. He enjoyed the consideration and friendship of the Royal family. But here it behooves me to speak of him only as a Poet, and I will say that it is very much to be regretted that his very beautiful and highly finished poetical compositions have not yet been collected so as to be made to appear in a permanent form. He exercised the office of the Christian Priesthood for a length of time at Ottawa, and departed this life at Hamilton in the Province of Ontario.

MR. JOHN F. McDONNELL is eminently Canadian, having been born at Quebec. (1) Critics speak of his versification as correct and musical. Why should he confine himself to the prosaic labour of editing a newspaper? It is a great thing, no doubt, in this country, to be editor of such a newspaper as the "Quebec Morning Chronicle." I, with my old country notions, would rather see such abilities as Mr. McD. is known to possess, employed in a wider and more congenial field.

MR. CHARLES MAIR is a native Canadian Poet and prose writer. As a Poet only, can be noticed here. He has written some very fine descriptive pieces. Mr. Mair is a very young man as yet, and I have no doubt that by the next time I give a lecture on Canadian Poets, I shall have to expatiate on the beauties of many more poetical compositions from his pen. (2)

THE REV. J. READE of the Church of England, a native of Canada, writes elegantly both Latin and English verse. He possesses the poetic mind. We can only wish that he may continue to cultivate the muses.

MISS PAMELIA S. VINING to whose genius Canada has an undoubted claim, has enriched numerous periodicals of both Canada and the United States with her exquisite poetical compositions. The Rev. Mr. Dewart who has shewn himself an admirable judge of poetry, assigns to her a place in the highest ranks of the favored few who cultivate the divine art. Many, of her pieces, (may it not be said all?) breathe the true spirit of poetry. Her versification is correct and perfectly musical. Mr. Dewart is in raptures as he extols her "beautiful imagery," her "sound and elevated philosophy of suffering," her "great depth and tenderness of feeling," the "rich exquisite rhythmic music," of her poetry that lingers in "the chambers of the brain," like "the memory of a speechless joy." Her poem, "Under the Snow," is eminently illustrative of all this: and I would now read it to you, if I did not dread so completely engrossing your attention as to render you incapable of listening any more to my prosaic lecture. It is a work for private perusal, and will amply repay the

(1) Mr. McDonnell died at the same place on the 30th April, 1868.

(2) Since this notice was written, Mr Mair's promised volume has appeared. It has not disappointed the admirers of his Muse. The press especially has given it a warm reception. The *Ottawa Citizen* having bestowed the highest praise on some of his finer compositions, concludes with the following words: "The poems of Charles Mair are indeed a gift, and a right Royal one, to the New Dominion. As regards correct, flowing, elegant, melodious versification: true, chastened, original, elevated thought; the most exquisite pathos, and philosophy, at the same time, of a high standard;—nothing superior, if indeed, anything equal to the compositions of our Bard, has as yet appeared in Canada. Well might this votary of the Muses say with Rome's immortal Poet:

Faveto lingua; carmina non prius
Audita, Musarum Sacerdos,
Virginibus puerisque canto."

pains of every thoughtful reader. If you wish for a new sensation, seek it otherwise (always consistent with moral duty) than in your reading. Read such things only as appeal to your nobler sentiments, and tend to awaken the better feelings of your nature. No gloating over improbabilities and exaggerations. Leave all such things to weak and shallow minds. With such only can you be classed if you derive no pleasure from such feeling and musical compositions as those of Miss Vining. "Shallow and thoughtless hearts," says Mr. Dewart, "blinded by the glare of frothy pleasures and sordid pursuits, may see no special beauty in such poetry; but readers of more delicate sensibility, whose by-gone years are shaded by the memory of deep sorrow, will feel the influence of its uncommon beauty, tenderness and truth." But Miss Vining's compositions are by no means, all of a melancholy cast. When she chooses to assume the heroic style, she can rise to the dignity and grandeur of our greatest poets. There are few now-a-days who will consent to be shackled by the laws of verse. Miss Vining respects these laws, and at the same time wings her flight with a freedom which cannot fail to astonish those who despise them. The following Poem which when you have heard it, you will pardon me for quoting (I plead no excuse before-hand) reminds one of the correct, elegant and flowing lines of Pope.

CANADA.

Fair land of peace! to Britain's rule and throne
Adherent still, yet happier than alone,
And free as happy, and as brave as free.
Proud are thy children,—justly proud of thee:—
Thou hast no streams renowned in classic lore,
No vales where fabled heroes moved of yore,
No hills where Poetry enraptured stood,
No mythic fountains, no enchanted wood;
But unadorned, rough, cold and often stern,
The careless eye to other lands might turn
And seek, where nature's bloom is more intense,
Softer delights to charm the eye of sense.

But we who know thee proudly point the hand
Where thy broad rivers roll serenely grand—
Where in still beauty 'neath our northern sky,
Thy lordly lakes in solemn grandeur lie—
Where old Niagara's awful voice has given
The flood's deep anthem to the ear of Heaven,—
Through the long ages of the vanished past,
Through Summer's bloom and Winter's angry blast,—
Nature's proud utterance of unwearied song,
Now as at first, majestic, solemn, strong,
And ne'er to fail till the Archangel's cry
Shall still the million tones of earth and sky,
And send the shout to Ocean's farthest shore:—
'Be hushed ye voices! time shall be no more!'

Few are the years that have sufficed to change
This whole broad land by transformation strange,
Once far and wide the unbroken forests spread
Their lonely wastes, mysterious and dread—
Forests, whose echoes never had been stirred
By the sweet music of an English word,
There only rang the red-browed hunter's yell,
And the wolf's howl through the dark sunless dell.
Now fruitful fields and waving orchard trees
Spread their rich treasures to the summer breeze;
Yonder in queenly pride a City stands,
Whence stately vessels speed to distant lands;
Here smiles a hamlet through embowering green,
And there the statelier village spires are seen;
Here by the brook-side clacks the noisy mill,
There the white homestead nestles to the hill;
The modest school-house here flings wide its door
To smiling crowds that seek its simple store;
There learning's statelier fame of massive walls
Woos the young aspirant to classic halls;
And bids him, in her hoarded treasures, find
The gathered wealth of all earth's gifted minds.

Here too we see in primal freshness still,
The cool, calm, forests nodding on the hill,
And o'er the quiet valley clustering green,
The tall trees linked in brotherhood serene,
Feeding from year to year the soil below,
Which shall in time with golden harvests glow,
And yield more wealth to Labor's sturdy hands
Than fabled Eldorado's yellow sands.

There once with thund'ring din, in years by gone,
The heavy waggon labored slowly on,
Through dreary swamps by rudest causeway spanned,
With shaggy cedars dark on either hand—
Where wolves oft howled in nightly chorus drear,
And boding owls mocked the lone traveller's fear—

Now, o'er the stable rail, the Iron-horse
Sweeps proudly on, in his exultant course,
Bearing in his impetuous flight along,
The freighted car with all its living throng,
At speed which rivals in its onward flight
The bird's free wing through azure fields of light.

Wealth of the forest, treasures of the hills—
Majestic rivers, fertilizing rills;—
Expansive Lakes, rich vales and sunny plains,
Vast fields where yet primeval nature reigns,
Exhaustless treasures of the teeming soil—
These loudly call to enterprising toil.

Nor vainly call. From lands beyond the sea,
Strong men have turned O Canada! to thee,—
Turned from their fathers' graves, their native shore,
Smiling to scorn the floods' tempestuous roar,
Gladly to find where broader, ampler room
Allured their steps,—a happy western home.

The toil-worn peasant looked with eager eyes
O'er the blue waters to those distant skies;
Where no one groaned 'neath unrequited toil:
Where the strong laborer might own the soil
On which he stood; and in his manhood's strength,
Smile to behold his growing fields at length;—
Where his brave sons might easily obtain
The lore for which their father sighed in vain,
And in a few short seasons take their stand
Among the learned and gifted of the land.

Could ocean barriers avail to keep
That yearning heart in lands beyond the deep?
No!—the sweet vision of a home—his own,
Haunted his days of toil, his midnight lone;
Till gathering up his little earthly store;
In a few years to realize far more
Than in his wildest dreams he hoped before.

We cannot boast those skies of milder ray,
'Neath which the orange mellows day by day;
Where the magnolia spreads her snowy flowers,
And nature revels in perennial bowers;—
Here, Winter holds his long and solemn reign,
And madly sweeps the desolated plain;—
But health and vigor hail the wintry strife,
With all the buoyant glow of happy life;
And by the blazing chimney's cheerful hearth,
Smile at the blast 'mid songs and household mirth.

Here Freedom looks o'er all these broad domains,
And hears no heavy clank of servile chains;
Here man, no matter what his skin may be,
Can stand erect, and proudly say, 'I'M FREE!'
No crouching slaves cower in our busy marts,
With straining eyes and anguish-riven hearts.

The beam that gilds alike the palace walls
And lowly hut, with genial radiance falls
On peer and peasant,—but the humblest here
Walks in the sun-shine, free as is the Peer.
Proudly he stands with muscle strong and free,
The serf—the slave of no man doomed to be.
His own the arm the heavy axe that wields;
His own, the hands that till the summer fields;
His own, the babes that prattle in the door;
His own, the wife that treads the cottage floor;
All the sweet ties of life to him are sure;
All the proud rights of manhood are secure.

Fair land of peace!—O may'st thou ever be
Even as now the land of LIBERTY!
Treading serenely thy bright upward road,
Honored of nations and approved of God!
On thy fair front emblazoned clear and bright—
FREEDOM, FRATERNITY and EQUAL RIGHT!

Yet another Poem if you please, it is a very beautiful one, before taking leave of this charming Poetess.

THE EARTH'S COMPLAINT.

I plucked a fair flower that grew
In the shadow of summer's green trees—
A rose-petalled flower,
Of all in the bower,
Best beloved of the bee and the breeze
I plucked it and kissed it and called it my own—
This beautiful, beautiful flower,
That alone in the cool tender shadow had grown,
Fairest and first in the bower.

Then a murmur I heard at my feet—
A pensive and sorrowful sound ;
And I stooped me to hear,
While tear after tear
Rained down my eyes to the ground,
As I, listening, heard
This sorrowful word,
So breathing of anguish profound :

" I have gathered 'the fairest and best,
I have gathered the rarest and sweetest ;—
My life-blood I've given
As an offering to Heaven
In this flower of all flowers the completest.
Through the long quiet night
With the pale stars in sight—
Through the sun-lighted day
(Of the balm-breathing May
I have toiled on in silence to bring
To perfection this beautiful flower—
The pride of the blossoming bower—
The queenliest blossom of spring.

" But I am forgotten—none heed
Me—the brown soil where it grew ;
That drank in by day
The sun's blessed ray
And gathered at twilight the dew ;—
That fed it by day and by night
With nectar drops slowly distilled
In the secret alembic of earth,
And diffused through each delicate vein,
Till the sun-beams, were charmed to remain,
Entranced in a dream of delight—
Stealing in with their arrows of light,
Through the calyx of delicate green—
The close folded petals between
Down into its warm hidden heart,
Wide opened the beautiful eyes ;
And lo ! with a sudden surprise,
Caught the glance of the glorious sun—
The ardent and worshipful one—
Looking down from his heavenly place :
And the blush of delighted surprise
Remained in its warm glowing dyes,
Evermore on that radiant face.

" Then mortals in worshipful mood
Bent over my wonderful flower,
And called it " the fairest,
The richest, the rarest,
The pride of the blossoming bower."
But I am forgotten. Ah me !
I the brown soil where it grew ;
That cherished and nourished
The stem where it flourished ;
And fed it with sun-shine and dew !

" O man ! will it always be thus,
Will you take the rich gifts which are given
By the tireless workers of earth,
By the bountiful Father in Heaven ;
And intent on the worth of the gift,
Never think of the Maker, the Giver ?—
Of the long patient efforts—the thought
That secretly grew in the brain
Of the Poet to measure and strain,
Till it burst on your ear richly fraught
With the wonderful sweetness of song ?—

" What availeth it, then, that ye toil—
You, thought's patient producers—to be
Unloved and unprized,
Trodden down and despised,
By those whom you toil for like me—
Forgotten and trampled like me ?"

Then my heart made indignant reply,
In spite of my fast falling tears—
In spite of the wearisome years
Of toil unrequited that lay
In the track of the past, and the way
Thorn-girded I'd trod in those years :—

" So be it, if so it must be !—
May I know that the thing
I so patiently bring
From the depths of the heart and the brain,
A creature of beauty goes forth,
'Midst the hideous phantoms that press
And crowd the lone paths of this work-weary life,
'Mid the labor and care, the temptation and strife,
To gladden and comfort and bless.

" So be it, if so it must be !—
May I know that the thing
I so patiently bring
From the depths of the heart and the brain,
Goes forth with a Conqueror's might,
Through the gloom of this turbulent world ;
Potent for truth and for right,
Where truth has so often been hurled
'Neath the feet of the throng,
The hurrying, passionate throng !

" What matter though I be forgot,
Since toil is itself a delight ?
Since the power to do,
To the soul that is true,
Is the uttered command of the Lord
To labour and faint not, but still
Pursue and achieve,
And ever believe
THAT ACHIEVEMENT ALONE IS REWARD !"

" Very fine ! But why did you not give us those grave thoughts in the more stately measure of the former piece ? You do not surely pretend that those longer and shorter lines—that sort of up hill and down dale verse—that gayer, lighter Poetry which is all very well on the floor of a dancing-room, is suitable for a serious subject and calculated to convey an important moral."

You will be pleased to observe, my Lord Fadladeen, (I believe it was your Lordship who spoke) that Miss Vining had no intention of preaching a sermon or delivering a moral essay on the subject of her poem. No doubt, the ingratitude to which it alludes, might very properly be thundered at from the pulpit. But it is not the Poet's Province to wield the thunders of the Church. A very solemn moral essay might be written on the text "*Achievement Alone is Reward.*" But, we have no assurance that our Poetess, is an essayist also. And, if she were, there are none, I am sure, with the exception of that venerable critic, my Lord Fadladeen who would not be sorely disappointed if it came into her mind to substitute grave and ponderous essays for such flowing, musical and graceful lines as you have just heard. No more criticism, I insist upon it. It not only interrupts the lecture and consumes our precious time without profit to any body, and without pleasure too ; except perhaps to its authors, it also tends to alter that cheerful frame of mind which is quite essential when discoursing on Poetry and Poets. Now, but not without regret, I bid adieu to Miss Vining for a season. When her promised volume appears, it will I trust, be the occasion of such a conversation as that which is now brought to a close, and which but for the ungenerous remarks obtruded upon us by that critical old Lord, who, I am happy to observe, has just left the room, would have afforded to us all only unmingled delight.

Canada justly claims Mr. WILLIAM KIRBY of Niagara who has resided in this country since 1832 when he was 15 years of age, and whose principal Poem, U. E. L. in 12 Cantos, is peculiarly Canadian, the design of it being to celebrate and perpetuate the memory of those brave men, the United Empire Loyalists, who may well be looked upon as the founders of the Province of Ontario.

MR. ADAM KIDD of Quebec who died there in 1831, published at Montreal in 1830, a volume of 216 pages 8mo, entitled: "*The Huron Chief and other Poems.*"

MR. GEORGE F. LANIGAN, a native of Canada, is better known among the *litterati*, as a prose writer than as a Poet. He has, however, contributed to the periodical press of the Dominion in verse as well as prose, and his published version of some very curious old Canadian Ballads shows not only that he is well skilled in the art of versification, but also that he possesses a mind capable of producing

as well as of appreciating beautiful Poetry. He is at present, the Editor of a sporting magazine at Montreal. This is by far too prosaic an occupation for one who is so highly gifted. May we hope that he will yet exchange the *literature of sportsmen* if, indeed, there be such a thing, for the more congenial society of the Muses.

Who has not heard of Mrs. Moodie, so celebrated by her writings both in England and America? You may not all be aware, however, that she is a Poetess. Mrs. Moodie has published a volume of Poems. Some of her pieces which I have seen, are correctly and elegantly written and distinguished by much poetical beauty. She is a sister of the eminent historian, Miss Agnes Strickland, and came with her husband to take up her abode in Canada, so long ago as 1832.

Mr. JOHN J. PROCTOR, a native of Liverpool, England, has established his home in Canada. His poetical compositions—"Voices of the Night and other Poems," are characterised by a deep and unrelieved melancholy which renders the perusal of them painful notwithstanding great originality of thought and elegance of expression. No doubt "man was made to mourn." But, what forbids that he should lighten his load of sorrow and of toil by a cheerful ditty or a soul stirring Lyric? Some think that Mr. Proctor affects to follow the style of Tennyson. But, is he not too original to be imitative?

(To be continued in our next.)

CANADIAN HISTORY.

Memoirs of the Richelieu.

NO. 5—CHAMBLY.

Chambly is one of the most picturesque villages on the Richelieu. Its foaming rapids, its expansive circular basin, its fine view of Rouville mountain render it an object of interest to the tourist.

Its military history is no less remarkable; in that particular, it rivals St. Johns, with which it has always been associated in the leading campaigns of Canada.

The town itself is very ancient. It owes its name to a Frenchman called Chambly who built a small wooden fort near the site now occupied by the garrison. As the place was at the head of the navigation of the Richelieu from the direction of the St. Lawrence, this fragile work was replaced by a fine structure of solid masonry destined to command the river. It was this fort that witnessed all the events which we are about to relate in the following paper. It is dismantled and untenanted now, being replaced by roomier barracks, but even as a ruin it is interesting and should not be allowed to go to utter decay. As it stands to-day, it is one of the most important relics of Canadian history.

In 1775, while the Americans were besieging the Fort at St. Johns, Montgomery sent a strong detachment under Colonel Bedell to attempt the capture of Chambly. Gov. Carleton, by some unaccountable oversight, had left that fort with only a feeble garrison, little suspecting that the Americans would attack it before reducing the first fort. Artillery was floated on the river on boats as far as the head of the rapids, then mounted on wheels and drawn in face of the works. The feeble garrison finding itself thus suddenly enveloped, did not make a vigorous resistance and soon surrendered. The spoils of victory were abundant; 6 tons of powder, 300 swivel shot, 6364 cartridges [muskets], 150 stands of arms, 3 mortars, 61 shells, 500 hand grenades, 83 Royal Fusileer's muskets and accoutrements, the rigging of three vessels, 80 barrels of pork and large quantities of rice, peas and butter. The number of prisoners was nearly 100 exclusive of many women and children who were allowed, however to accompany the former when they were sent with their luggage to Connecticut. It may be worthy of remark, that among the spoils, there were also the colors of the seventh regiment of the line, so celebrated in British annals. These were sent to Congress as trophies, and are said to have been the first received by that body during the revolutionary contest.

Near the old fort are still seen the remains of the earthworks

and the battery which Bedell and his Green Mountain boys had erected.

The capture of Chambly was a very decisive event in the campaign. In military phrase, it turned Fort St. Johns. Carleton felt all the importance of the loss and the consequent isolation of St. Johns, and hence his attempt, recorded in a previous paper, to strike the rear of the American position by a flank movement from Montreal. He was repulsed as we have seen and the consequence was that the garrison at St. Johns capitulated. Thus the fall of Chambly may be regarded as the cause why the whole campaign against the Americans was a disastrous failure.

It was the gravest mistake that Governor Carleton made. This officer had hitherto conducted the war with consummate ability and the Americans regarded his talents as the greatest obstacle they had to contend with. He repaired his error, however, by his able defence of Quebec, during the ensuing spring, but the Chambly failure was used against him by the home authorities and he was ultimately superseded by Burgoyne.

It is to be remarked, in this connection, that native Canadians aided the Americans in the capture of Chambly. It was they who piloted the artillery down the Richelieu from St. Johns, and they likewise assisted in the siege.

A garrison was kept at Chambly all through the remainder of the American Revolution, but after that war, it was not regularly continued till the outbreak of hostilities, in 1812.

During that campaign, it was made the extreme left wing of the frontier army. In 1814 a force of 14,000 men, most of whom had fought in the Peninsula under Wellington, rendezvoused on the plateau between Chambly and Laprairie, preparatory to an invasion of the United States, by way of Lake Champlain. They were commanded by Sir George Prevost. Early in the autumn they broke up camp, crossed the frontier at Odelltown and advanced without much opposition as far as Plattsburgh. The fleet which accompanied them was confronted at the very outset, and after some skirmishing, was completely defeated by the American commodore McDonough. This was a stunning blow for Prevost. With his fine army, however, he might have pushed on with success, but he feared the fate of Burgoyne, and retreated into Canada. We need not remind our readers how bitterly his character has been aspersed for the failure of this expedition, nor shall we stop to enquire how far he was responsible for the excesses committed by his soldiers in their disorderly retreat.

Chambly has ever since been retained as one of the regular garrisons of the country. It offers great advantages as a military station, and its present barracks possess superior accommodations. It is the chosen ground for the rifle practice of the regular army.—*St. Johns News.*

EDUCATION.

Pickings from Blue-Books. (1)

(Concluded from last.)

What punishment, if any, can be inflicted by the master only? Immorality.

What causes are usually alleged for occasional absence? Foolish indulgence.

(1) We should have remarked, in our last issue, in which we published the first part of this article from the *English Journal of Education*, that the object we had in view was twofold:

1st.—That Teachers might have an opportunity, in propounding the same questions (so far as general) or similar ones to their pupils, of testing the comparative standing of their own schools, and see the results of their labours as others would see them.

2nd.—That those who are in the habit of carping at the inferiority of our Schools and the low standard of qualification of our Teachers, might see how they stand compared with older countries.

From what distance do the scholars come? From Norfolk on the one side and the borders of Sussex on the other.

The terms in which the name and description of the masters are given in answer to a question intended to elicit their *legal* description are sometimes quaint, viz,—

A. B., a God fearing man, &c.

C. D., aged forty-one years, middle stature, moderate attainments, member of a dissenting Christian Church.

E. F., fifty years of age; five feet ten inches high, dark eyes and hair.

The gentleman of moderate attainments states that his chief difficulty is "the *vis inertia*, which is to be overcome by setting forth the advantages of knowledge."

Here are some letters from teachers,—

(1.) "Sir,—Relative to your intended visit, and, I think it right to inform you, that in consequence of very bad health, my school will be in other hands, or closed by me very shortly, indeed, my health is such, I cannot go into any detail.—I am, &c."

(2.) "Sir,—'s Private School,—The Boys' School.—The course of instruction embraces all the usual branches of a first-class education; terms writing and cyphering 6d. a week. The above, with writing in books, tables and grammar, and geography and book-keeping, 9d. a week; the principles of the Church of E., no boarders, the No. of pupils 36, very poor school. Dear sir, my health being so bad it has a great hurt to me I have teach 38 years.—I remain,—,

WILLIAM —."

(3.) "Sir,—As my school is only a day-school of so little importance and quite an infant school, therefore I did not think it worth while to return the schedules, as they are only commencing their education.—I remain, &c."

(4.) "Mrs—, Which was Mrs—beg leave to say her school was discontinued in the year 62, and the room is now turned into a cottage."

(4.) "Sir,—I have filled up the enclosed papers with as much precision as I felt the inquiry warranted, as I do not approve of any examination for private schools, more especially for Ladies, but.....I have returned the forms, otherwise it was not my intention to do so, and I now fear you will find them incorrect, as I do not profess to understand why all these questions are put, and answers required, and if wrong you will please excuse it—I am, &c.,

(6.) "Sir,—Not seeing I can in any way aid you by answering the many questions sent to me, I therefore have sent the *schedules* back, mine being a preparatory school, and entirely under my own control; one thing I do, is to endeavour to make it as much like home as I possibly can, and have therefore no stated regulations or rules in the school, teaching them according to their years, and feeding them on a change of diet suitable to the age or appetite. Trusting the above will be satisfactory, I am, &c."

Our concluding extract will shew how the public are gulled.—

"There is only one other title to which I will now refer. It is that of Ph. D., a title granted on payment of certain fixed fees by several foreign universities. The title of "Doctor" is popular with the middle classes; they like to speak of their children being under the care of Doctor—. It is a title which wins the confidence and respect of shopkeepers, and particularly of their wives, more than any other. It is a term to which many reverend associations are attached. It is a handle which cleaves kindly and naturally to a man's name; and coming always before it, introduces the name and its wearer with a certain air and dignity into any company or conversation. It is contrary to ordinary social usage to employ the title M. A., or B. C. L., or L. C. P., when introducing a gentleman or when mentioning his name, and besides, not one person in ten would recognise the latter of these titles as a distinction; but there is a vague and undefined majesty in the title of Doctor which is all the more useful from its very vagueness. Consequently the title is much in request with the principals of these schools, and is much regarded by parents of the middle class. Yet it is in many cases absolutely

worthless as a guarantee of any fitness for the post of teacher; because it is granted by foreign universities on the sole condition of payment of a certain moderate fee. There are, moreover, agents of these foreign universities resident in London, who advertise these degrees in the scholastic and other newspapers, and actually retail them to schoolmasters in as regular and business-like a manner as if they were so much cloth, or silk, or any other ordinary article produced in the market. A certain principal of one of these second grade schools informs me that he saw an advertisement in a scholastic newspaper offering to sell "doctor's degrees." He applied, and received in answer a letter, of which the following is an exact copy made by me from the original, which was put into my possession. It tells its own tale:—

—"—Office,
—Street, Strand, W. C.
Aug. 17. 1865.

Dear Sir,

You can proceed to a foreign degree through the German university, for which I am a delegate, on performance of an exercise or essay, to be determined by the degree selected, and it had better be written in *Latin* or *French*, though the option of other languages may be given. The degrees are Ph.D., LL.D.; or, in the case of a clergyman, D.D. For medical and musical degrees special instructions are required.

"The inclusive fees amount to £22 1s., of which one guinea has to be paid in the first instance for correspondence, postage, &c., and the balance, 20 guineas, on the diploma being ready to be granted.

"There will be no difficulty about the matter; and, on hearing your choice, I shall be happy to furnish all further particulars.

"Yours very faithfully,

"M. A., Manager."

My informant adds, "The price used to be £30, but now I find the fees are only £22 1s., so that either they find it worth while to do it for less, or, as this is a new agent, the price is different, as it mainly depends on their caprice. For I am informed the actual university fee is about £5, and some aspirants to the title elect to take a pleasant trip to Germany with the other £15 or £20, as the case may be, and then procure it personally for the £5 above stated." I have thought it right to bring this matter under the notice of the Commissioners, because it causes a real injury to the cause of education, creates a false security, and encourages delusion in the minds of parents of the middle class, and is a very sore subject with all teachers who possess a *bonâ fide* degree honourably won by resident study examination.—*Museum*.

What to Read, and How to Read it.

The last lecture of the Normal course was delivered upon the above mentioned subject by Dr. J. M. Gregory, Regent of the Illinois Industrial University. We select for our readers some of the facts and statements of the learned lecturer.

The Astor Library in New York contained in 1860, 100,000 volumes. If one were able to read one volume a day it would take him 273 years to finish the library. The Imperial Library of Paris contains 1,084,000 volumes. Germany alone produces 10,000 books annually. In 1864, 3,553 books were issued in Great Britain, and 2,128, in America, exclusive of pamphlets. Only 301 of these American books were reprints. Probably 30,000 new books are annually produced in the whole world.

There are in the United States some 3,000 newspapers, of which 250 are dailies. So vast is the world of literature, and so vain the attempt for one individual to endeavor to read the merest fraction of it.

The variety of books is as remarkable as their number. There are the same types of books as of men. Many of the second class books contain only the drippings of other men's minds—"calf-skin without, and calf unskinned within." There are books which

teach and books which move; belligerent books, books, oft vainly seeking to explode some venerable truth; books like the Bible, the eternal source of light, or as transitory as the meteor: scolding books, like those of Gail Hamilton, etc.

Amid this multitude of new books the young reader stands perplexed, and needs some help in the selection of reading matter.

What are the essential qualities of a good book? 1. *A good style*, clear and easily understood. Emerson and Carlyle were censured for their unnecessary obscurity of style, and Tupper's *Proverbial Philosophy* was characterized as a literary "old clothes' shop." Gilfillan, Headley, and the slovenly humorists of the present day, with their fantastic false spelling, were severely commented upon. What is needed in books is vitality, vigor. There are words which are half battles. There are books which are freighted steamships on the ocean of mind.

2. *Truthfulness*, not only in facts, but in their grouping. A book may contain a thousand truths, and be false in its general drift. Two authors may make the same events teach entirely different lessons. Witness Alison and Lamartine. The popular humorists, particularly Dickens, were criticised for making simple things grotesque, and for what the lecturer called their "cheap humor."

3. *Wholesome and genial spirit*. Some books are like foul dens or caves peopled by spectres. Others like a spring walk in the meadows. Shelley's poetry leaves the reader's mind like the author's, beclouded and unhappy. The poetry of Cowper, on the other hand, is sweet and pure, and leaves the reader better and healthier for the reading.

The lecturer thought that the daily papers should be but little read, since their crude and hasty conclusions result in a kind of mental dissipation—they fritter away the mind.

To answer the question, How to read it is necessary to inquire, *What do we read for?*

Readers may be divided into three classes.

1. Professional readers, like the clergyman and lawyer. For such no rule is required, as necessity will devise methods suited to individual cases.

2. Those who read for improvement.

3. Those who read for amusement.

There is a class of readers which remind one of a railroad car, skimming swiftly over many subjects, but whom a pebble can throw off the track. They read with no concentration of mind, and carry nothing away but dust.

Next in folly are the conscientious readers, who assign themselves a definite task and plod wearily on—the eye reading—the mind sleeping. As sensible would it be to sit down to read Webster's Unabridged through by course.

Mr. Gregory concluded his instructive lecture by giving two rules for the guidance of the reader:

1. Read the thing that you already know most about. The process may be illustrated by the rolling of snow balls. If one continues to roll a single ball it will constantly increase in bulk until it grows to a great size, and even takes up no small portion of the solid earth. This is reading with a purpose. Too many readers are like those who are constantly rolling little snow balls and then throwing them away.

2. Read as you would paint a picture. Sketch an outline first, and never read at random.

—*The Schoolmaster, (Normal, Ill.)*

A Professional Education for Teachers. (1)

Six hundred thousand dollars in cash, and four hundred thousand acres of good land, all amounting in value to one and a half million dollars, set apart exclusively for the support of normal schools, is the testimony which Wisconsin bears to the importance of a professional education for teachers. To the

eloquence of money, let us add that of the Hon. John J. McMynn, the strong man of Wisconsin in educational matters: "To furnish school houses, and to pay persons as teachers who are unfitted for the business, is a prodigality toward which no sane man can remain indifferent. We cannot have good teachers unless we educate them. If we are to have state schools for the education of our children, we must also provide state schools for the education of their teachers. I would use one half of the income of our common school fund to educate teachers, if it were necessary, feeling sure that the other half paid to qualified teachers would produce better results than the whole would if paid to those unfitted for the business of teaching. There is, in my opinion, no expense that can be incurred for the support of good normal schools, that is not justified by the requirements of the public good in those Western states."

Wisconsin as a state is twenty years old. This is her record: five normal schools already located, each having buildings and grounds valued at \$50,000, a million and a half as a perpetual fund, and a favorable public sentiment, all on a single feature of her educational system.

But what says Illinois? Is it worth while for the state to undertake the education of its teachers? Eleven years ago the commonwealth responded *yes*, and commenced making bricks upon the open prairie two miles north of Bloomington, and teaching "South America" and "Phonics" to a school of forty pupils in a dingy room over a grocery in the city. The "yes" which Illinois there pronounced culminated in this central institution of which the whole West is justly proud, and to which you and I, brothers and sisters of the Alumni Association, turn with pleasant memories of the past, and bright anticipations for the future. Seen from Kansas, the great University echoing to the tread of hundreds of students, stretching out its lines of influence to the remotest corners of the state, receiving the most honored representatives of the nation's learning, adding, of its own members, to the National Congress, to the daily press, city and country superintendency, and, more than all else, adding its host to the great army of common-school teachers, possesses a grandeur that well nigh forbids the use of words to express its degree.

Two hundred and fifty thousand dollars is the money value of the building and grounds belonging to the Normal University of Illinois, and \$17,000 is the annual expense of its maintenance. But who shall estimate its real value to the state? And who shall declare what the returns are for each year's expenditure?

Wisconsin and Illinois are but representatives of the West at large in their advocacy of Normal schools as efficient agencies in the educational enterprise. Minnesota, Iowa, Missouri, Kansas, Nebraska, California—each points to its normal school in successful operation, and all join in the statement that one prominent feature of education in the West is its lively faith in normal schools.

The opinion of our honored President, Richard Edwards, respecting the usefulness of teachers' colleges shall close the testimony of Illinois: "The Normal school is pre-eminently a domestic institution. The good it does is diffused throughout the common schools taught by its graduates and pupils to the remotest nooks of the State. From it every man, high or low, rich or poor, may reasonably expect some direct personal benefit. Give it a fair opportunity, and it will improve the instruction imparted to every child in the commonwealth. I believe, that in this particular, the normal school excels every other institution of learning. All learning has in it a strong element of popular usefulness; but the culture imparted here goes direct to the common people, without loss, leakage, or waste. Of every student here it is required that he become a teacher. He is, as it were, under bonds to impart at once what he has learned. I therefore know of no more legitimate expenditure that a state can make in the interest of the masses of the people." —*Ibid.*

(1) Portion of a paper read at the meeting of the Alumni of the Illinois Normal University, by L. B. Kellogg, Principal of State Normal School of Kansas.

The Nazareth Infant School, Montreal. (1)

Montreal, October 7.—I have just returned from visiting the Nazareth Infant School in St. Catherine Street—an exceedingly interesting Catholic Institution, said to be an unique thing of the kind on this continent. I had heard mention made of some place in town where a number of orphans and children of the poor were taught and trained by the Nuns, and where some poor Catholics were accustomed to leave their children in the morning as they went to work, and return for them in the afternoon.

Dr. Hingston, an eminent surgeon in the city, and himself a Catholic, told me it was the Nazareth Infant School, and kindly furnished me with a note of introduction to the preceptress (the "Rev. Sœur Gaudry,") to whose devotion, he says, the success of the institution is due.

I found my way to the place this afternoon, rang the bell at the outer gate, and on presenting the note was at once admitted. I had not been many minutes in the waiting room, where a kind motherly woman, who had been darning stockings, took my overcoat from me, the day being wet, hung it up to dry, when the nun of whom I had heard so much made her appearance. Sister Gaudry is a little, spare woman, quiet and yet earnest in her manner, and with a face so full of gentleness and love, that her influence over the children became intelligible in a moment. She received me very cordially, told me the children were just going to begin their afternoon exercises, and led me into a large hall, which she called the recreation room, where about a hundred little boys were ranged on one side and about the same number of little girls on the other. At the tinkle of a signal bell they all rose and saluted us. At another signal they faced round, and at a third the foremost boy and the foremost girl moved forward, the rest following, and thus the whole school filed past with military precision across the hall and into the opposite room. This was the school. Here they arranged themselves on long seats that rose like a gallery to the wall behind. A low rail running up the middle separated the girls from the boys.

Two little beds stood side by side upon the floor in front.

I asked Sister Gaudry what these were for?

"These," she said, "are for any of the children who may fall asleep during the exercises."

Happy children, thought I, their lines have fallen in pleasant places. We had a very different programme prepared for us in the old school at home.

At a signal from Sister Gaudry, made with a little pair of wooden clappers, the children rose. At a second signal they all went down upon their knees, and folding their hands reverently, repeated a little prayer in French. The lessons now began.

Sister Gaudry took a long pointer and turned to the wall behind, on which hung a large illustrated chart of the alphabet. Beside the letter, "A," for example, there was the picture of a cat; and when this letter was pointed the whole two hundred voices sang together a couplet, to this effect—

"This is the vowel a,
Which we sound in *chat*."

The whole alphabet was sung through in this way—singing being found very useful in sustaining the attention and helping the memory. After a lesson in arithmetic, Sister Gaudry took her place behind a stand with its face sloping towards the children, and crossed with bars to keep anything placed on it from slipping off. On this she began to arrange letters printed on cards—all the children, in concert, naming the letters as they were exhibited, and the words into which they were arranged. One of the little girls was then called by name. The child came down the steps like a little lady, bowed to one side, then to the other, with exquisite politeness, and looked up at Sister Gaudry. The nun laid a card upon the desk.

"What is that?"

"V" said the child.

"And that?"

"That is 'I'."

She went on thus till the word "Vivent" was formed and finally a sentence referring to some ladies who were present, and to myself.

"Read that now," said the nun.

The child read in a clear voice, "Vivent ce monsieur et ces dames."

The nun looked up at the school.

"Vivent ce monsieur et ces dames," shouted the one hundred and ninety-nine voices behind.

A still more interesting exercise followed. Sister Gaudry exhibited a picture on the stand, and said,

"What is this?"

Two hundred little voices answered, "That is David killing Goliath."

"Tell the story," said the nun.

Thereupon the whole school, with eyes kindling and faces gradually becoming more excited, began to recite the story in concert, in some such style as this:—

Goliath was the giant of Gath. He came down into the valley and defied the armies of the living God. Young David went down to meet him, with only a sling and five smooth pebbles from the brook. He took one of the pebbles, he put it in his sling (here the two hundred children imitated the gesture), he swung it round (the two hundred little arms were now whirling in the air), he threw it and struck the giant on the forehead (the two hundred hands slapped the two hundred little foreheads). The giant fell; David ran up, drew the giant's sword (arms all up) and cut off the giant's head, (and in a moment the forest of little arms came down with a cut).

The eagerness and excitement with which this performance was gone through it would be difficult to describe.

Next came lessons in geography, grammar, and geometry. There was one exceedingly small boy, looking all the smaller from being dressed in knickerbockers, who came hopping down from a back bench on being called, made his little bow, folded his arms like a minute Napoleon, and looked up at Sister Gaudry as if ready for anything that might be asked of him, from the first axiom to the differential calculus. He was asked to point out the pyramids, the cone and the square, and to name the parallelogram and the equilateral triangle, which he did promptly, his little French tongue getting round the "long nebbit words" with wonderful glibness. He then bowed to the company with the air of one who had been long accustomed to this sort of thing, and thinks nothing of it, and clambered back to his seat.

Gymnastic exercises followed, one of these consisted of amusing imitations of various trades. First, the boys sang a verse about carpenter work, sawing imaginary pieces of wood as they sang. Then the girls took up the song, and sang about dress-making, all of them sewing nimbly with imaginary needles and thread, keeping time to the music.

DINNER.

The exercises over, all the children, at a given signal, rose, formed promptly into line, and filed out as they had entered. I remained behind to have some conversation with the nuns.

When we returned to the Recreation Room, I found a great stir there—long low tables, about the height of ordinary school forms, having been spread for dinner, and the children being engaged in finding their places. "They bring their own food in baskets every day," said Sister Gaudry, "for we are too poor to feed any but the destitute. You see the bustle. Shall I tell you the reason? We arrange their things differently every day to teach them to look about for themselves. We try to make every little thing a part of education." "Some of them," she said "are very poor and bring no food with them, or not enough. But there are others whose parents are not so poor. These are often sent with more in their baskets than they need, to teach them charity."

(1) A paper on Education in the Ontario *Journal of Education*, for September last.

By this time, the children were all seated, but touching nothing before them, waiting till the signal should be given.

"In this way," said Sister Gaudry, "we teach them not to act like wolves, but to control themselves."

She made a signal, at which the children all rose and sang a little French prayer, beginning "O Father, bless the bread of Thy children!" Then they sat down and began to eat with French relish.

I asked what the children paid for their education.

"We charge twenty-five cents a month, but few pay it. In winter, we have five hundred on the roll, with less than one hundred paying anything."

"How then is the institution supported?"

"By charity," she added. "We could not get on without that. We have not only the expense of the house, but we give the children a little warm soup at the first meal. That is at eleven o'clock. Some bring a copper to pay for this, but not many. But the Lord provides," she added meekly.

She then introduced me to the Lady Superior, and we went together to another part of the building, which is reserved for the blind. Here, one poor child—an orphan she turned out to be—whose sightless eyeballs rolled wearily as if in hopeless quest of light, sat reading to herself, her long bony fingers travelling nimbly over the raised letters of the book before her. Another girl, with a rich head of curly hair, sat opposite. Hearing from the Lady Superior that this second girl's father was Scotch and her mother Irish, I asked her whether she would rather be called Scotch or Irish?

She said at once, "Irish."

"This gentleman is from Scotland," said the Lady Superior with a smile, "and would like you to say Scotch."

The girl laughed and shook her head.

The Lady Superior gave her a piece of paper and told her to write my name upon it, which she did with the aid of a writing instrument prepared for the blind. This was passed across to the poor girl on the other side, whom I had first noticed, and who was asked to read it. She took the paper, passed her fingers over it—her sightless eyeballs rolling wearily upwards—and read the name slowly with a strange foreign accent, for she knew no English. There was a sadness in the poor orphan's look that touched my heart. Sister Gaudry stood with her arm passed tenderly round her neck, as though she loved her; and I seemed to hear a voice saying from afar, "Inasmuch as ye did it to the least of these, you did it unto me."—*David Macrae.*

Hamilton City Schools. (1)

A correspondent (A. Doyle) of the *Canadian Freeman*, Toronto, thus writes in regard to the Hamilton Schools:—The city authorities of Hamilton with praiseworthy munificence, have established a uniform and progressive system of public instruction which gives great satisfaction to the lovers of intellectual improvement, and to those who desire a practical knowledge of the branches of education that qualify the youthful citizen for the useful pursuits of life. There are seven primary schools conducted by twenty female teachers, and a Central School which is justly considered to be the Superior Common School of Ontario. In the Primary Schools, the course of instruction comprises reading, spelling, writing on slates, rudiments of arithmetic, geography, and object lessons. These schools being only preparatory for the Central, are limited to the above subjects, and the teachers labor zealously to promote the little aspirants from one division to another, until their requirements fit them to commence their studies in the Central. Being sent on a special mission, in 1857, from Quebec to Toronto, I visited the Hamilton Central School, in which I found the organization and order in a very pleasing condition under Dr. Sangster, assisted by thirteen other teachers. The present Principal, Mr. A. Macal-

(1) It is with pleasure we copy Mr. A. Doyle's paper on the Hamilton City Schools.

lum, is an excellent disciplinarian and meritorious teacher, whose labours combined with those of twenty-two other duly qualified teachers under his control in the same institution, yield very satisfactory results. The interior and exterior appearance of the building with its suitable recreation and pleasure grounds are now improved at great expense; imparting agreeable sensations of pleasure to both visitors and pupils. The course of study from the alphabet to the first or highest division of the Central School, is divided into twelve grades. The subjects of study in each successive grade or subsequent division being a little in advance of the preceding one. The pupils zealously emulate one another for promotion, and for the prizes held out as rewards for their efforts. In each division, the attainments of the pupils are so nearly equal, that all can be taught together without hinderance to any, and the entire division can continually receive the direct instruction of the teacher. Under the wise but expensive plan of qualified teachers, instead of monitors, every teacher is limited to a certain amount of work which he can perform from one public examination to another without difficulty or confusion; and he is supposed to promote sixty or seventy per cent of his pupils at the expiration of every school term, until they reach the highest division, in which they are carefully instructed in the higher branches of a common school education.

According to such organisation, uniformity and harmony necessarily reign throughout the entire system and satisfactory progress becomes the natural result. When we contrast this mode of school organization with the random system exhibited throughout the Dominion we become irresistibly impressed with its claims to public consideration. Picture gentle readers the state of the generality of our public schools, in which every teacher is supposed to teach everything and to receive dismissal as his final reward, unless he can give general satisfaction. Then let us imagine the children of an entire city attending one school—arranged according to their attainments, with the necessary number of departments and teachers for a perfect division of labour, and we have a clear idea of the working of the Common Schools in the City of Hamilton. But such a system could not be advantageously adopted, except in large towns or cities, supported by the combined influence of wealth and united opinion, as the salaries and other necessary costs in one of the Primary Schools would be considered quite sufficient to pay the general expenses of four or five schools in some townships. The Primary School children pay 12½ cents per month and those of the Central pay 25 cents. All books, stationery, &c., are provided by the Board and given gratis. In 1867 the whole school fees amounted to \$5,286.37, and the book and stationery accounts amounted to \$1037.37. The combined totals on the registers were 3,800 pupils, and the yearly average 2,552. The total yearly cost per pupil on average attendance and current expenditure was \$9.93. The teachers' salaries in the Primary Schools range from \$200.00 to \$250.00. In the Central, the salaries of the female teachers range from \$260.00 to \$320.00, the male teachers receive from \$500.00 to \$1320.00: adding the cost of the Grammar School to those already mentioned, the total expense for the past year amounted to \$26,159.30, or \$1.19 per head on the entire city population; and the average expense per teacher (including three Grammar School Professors) was \$568.68. It is worthy of remark that the average attendance from year to year is overtaking or approximating to the number on the roll. In 1864, the average was 52 per cent; in 1865, it was 58; in 1866, it was 59; and in 1867, it advanced to 66 on the whole.

In the Grammar School there are 80 students taught by three teachers, whose yearly salaries are respectively \$600, \$800, and \$1,000.

In the Wesleyan Female College there are 100 boarders and 50 day scholars. This institution has one gentleman and nine lady professors, whose salaries vary from 350 to 750 dollars per annum. It is a large brick building six stories high, which had been built for a monster hotel. It has a very imposing outward appearance, and possesses, in a high degree, all the departments

necessary for the various lecture rooms of a college and the personal accommodation and comfort of its fair students.

I must say the Loretto Convent, Mount St. Mary, stands unrivalled in Hamilton and its vicinity as a Seminary for young ladies. The happy pupils of this flourishing institution are instructed according to the laws of reason and religion; its title, under the superintendence of the Ladies of Loretto, is sufficient to inspire parents with the conviction that the children intrusted to their care, receive superior mental training, founded on purity and virtue; their unerring rule being to unite religious with secular instruction in training those who look to them for guidance and control. The great success resulting from their strict yet tender discipline, and untiring efforts in the cause of moral and intellectual education of young ladies, together with their refined art of communicating knowledge, universally prove them to be the true guides to female perfection. They draw out the purest, the brightest attributes of the soul, and eradicate the evil propensities that retard the growth of virtue in the heart. The personal comfort and general care that boarders enjoy in this institution are sufficient to satisfy every necessary desire. It is situated on a healthy elevation, commanding a fine view of the city and its delightful scenery, from which the eye can always draw beauty and pleasure to the mind, and where the heart can find a pure asylum for the development of its virtues, and safety from the stain of error. Its gardens and extensive recreation grounds are really attractive and beautifully decorated by improvements that add many charms to its pleasing aspect.

The ladies of this religious community have about 140 boarders and day scholars under their charge. The course of instruction comprises every branch suitable to the education of young ladies. They receive tuition according to the wishes of their parents or guardians, in reading, writing, arithmetic, grammar, geography, history (ancient and modern), elements of astronomy, botany, natural history, rhetoric and logic; English, French, Italian and German languages; harp, piano, melodeon and guitar, singing; oil-painting, Grecian oil-painting, painting in water colors; pencil, pastile, and monocromatic drawing; embroidery, plain and ornamental needle-work, &c.

There are three Separate Schools in a flourishing state, comprising ten divisions, with an equal number of well-trained competent teachers, carrying out a well organized distribution of labour, similar to that of the Common Schools already described. Six of these divisions are under the charge of the good Sisters of St. Joseph, whose devoted and zealous labours in the cultivation of the heart as well as the intellect are truly admirable. They carefully instruct their pupils in the branches of a Common School education, together with moral and religious training, which must be admitted to be the true basis of solid and useful instruction. It is painful to contemplate the evil tendencies of children, whose instructors only make them proficient in the arts, and adepts in purely temporal pursuits,—as if these were the sole designs for which they were created,—while they are kept in ignorance of their true and eternal destiny. The moral condition of society becomes inevitably rotten when religious instruction is unnaturally denied its part in public education.

Like the refined and gifted Ladies of Loretto and other religious orders, the Sisters of St. Joseph teach according to virtuous motives and the dictates of a pure conscience, while the majority of the worldings teach according to their salaries or the personal applause for which they sigh. The lives of these Sisters being dedicated to the Almighty and to the instruction of youth, they aim at the true destiny of education, for which God has made this world a preparatory school. There is also an orphan asylum under the care of these good nuns, containing one hundred poor little abandoned orphans, who are well fed, clad, and educated by them, assisted by the charity of generous benefactors. The good example and moral culture imparted by these successful instructors, compared with the empty pomp of education void of religion, are similar to the fruits of a rich, fertile, but humble valley, smiling beneath the frowns of the proud barren mountains

that surround it. Last year the registers of the ten Separate School divisions, showed a total number of 1080 children. Religion being an essential part of education, no person should dare profess to be educated without it. The celebrated, but dangerous, French philosopher, Jean Jacques Rousseau, says, "I once thought it possible to give our children a good education without religion, and be wise and virtuous without it; but I have abandoned long ago this most fatal error."

SCIENCE.

Treatment of Diphtheria.

In the *Journal des Connaissances Médicales*, we find an interesting paper, by Dr. Ozenam, on the treatment of diphtheria, attended with the formation of adventitious membranes. The specific he uses is bromine, which has an elective action on the pharynx, the *velum pendulum*, and the larynx; so also has bromide of potassium. Three German experimentalists—Frantz, Schmidt, and Toube—were the first to prove that bromide, introduced into the respiratory organs, caused false membranes to be formed in the larynx of pigeons. From this they concluded, according to homœopathic principles, *similia similibus curantur*, that this element would cure croup and membranous diphtheria. Dr. Ozenam took up the matter allopathically, and by experiment found that bromine first hardened the adventitious membrane and then reduced it to dust. This led him to conclude that both the homœopathic and allopathic principles of medicine coincide in certain cases; but, letting this question alone, his researches have gone further, and show that bromine destroys contagion as well as chlorine, and the spreading of epidemics. This fact of course became a stepping stone to using bromine as a curative medicine and nearly all the cases treated with it have been successful. As a preservative from epidemic diphtheria, Dr. Ozenam administers from 10 to 12 drops of bromine in the course of the day in sugar and water, in the proportion of from 25 to 50 gms. of the latter per drop. This liquid solution must be kept in the dark, since light would cause the formation of hydrobromic acid.

The phial must be kept well stopped, and its contents must be changed as soon as the light amber color has disappeared. To the patient the solution is administered in drops, hourly, in a tablespoonfull of sugar and water, so as to give from one to two grammes of the former in the course of twenty four hours. In cases of croup Dr. Ozenam prescribes fumigation of bromine. A basin with hot water is placed before the patient; a large pinch of bromine of potassium or else common kitchen salt is thrown in, and then in the course of five minutes, three tablespoonfulls of the above bromined solution are added. The patient inhales the vapor of bromine thus evolved through a glass funnel. By this means our author has cured upwards of one hundred and fifty cases of croup or diphtheria with only five failures.—*Galignani*.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

The Lieutenant-Governor of the Province of Quebec, by an Order in Council dated 20th ult., was pleased to approve of the following nominations:

SCHOOL COMMISSIONERS.

The following Gentlemen to be School Commissioners for the under-mentioned Municipalities :

Morin (Township), County of Argenteuil : Messrs. William Kerr, Cornelius Browne, Lawson Kennedy, Charles Seale, and John Newton,—the elections of the preceding years having been irregular.

Mille Iles No. 1, County of Argenteuil : Mr. Patrick Elliot, in the room and stead of himself, and Mr. John Strong in place of Mr. John Maxwell whose term of office had expired,—the elections being irregular.

Mille Iles No. 2, County of Argenteuil : Mr. Charles Moore, in the room and stead of himself, and Mr. Robert Pollick in place of Mr. Richard McCormick whose term of office had expired,—the elections being irregular.

Mille Iles No. 3, County of Argenteuil : Messrs. James Hammond, John Hammond, John Riddle, Thomas Patterson, Sen., and Thomas Patterson, Jun.,—the elections of preceding years having been irregular.

Ste. Hélène, County of Bagot : Messrs. François Dupuis, Bénoni Lapierre, Jean Baptiste Pariseault, François Trotier, and Denis Fafare,—the elections of the preceding years having been irregular.

Aubert-Galion, County of Beauce : Mr. Edouard B'gin in place of Mr. Gaspard Poulin whose term of office had expired,—the election having been irregular.

Paspébiac, County of Bonaventure : Mr. Placide Aspirot in place of Mr. Adam Brotherton, who has finally quitted the Municipality,—the election not having been held within the proper time.

Anse St. Jean, County of Chicoutimi : Messrs. Vital Boudreault, Léandre Houle, François Xavier Dalaire, Venant Gagnier, and Faustin Boivin,—the elections of the preceding years having been irregular.

Anse-à-Grisfonds, County of Gaspé : Messrs. Eugène Jalbert and Charles Lemieux in place of Messrs. Joseph Synotte and André Synotte, whose terms of office had expired,—notice of the election not having been given in proper time.

Claridorme, County of Gaspé : Régis Roy in place of Mr. Pierre Pruneau, whose term of office had expired,—the election having been irregular.

Roseville, County of Gaspé : Messrs. John Rose, William Mosher, Philippe Marchand, Célestin Fournier, and Félix Adam, Jun.—New Municipality.

St. Pierre de l'Etang du Nord, County of Gaspé : Messrs. Richard Delaney, Daniel Arsenau, Simon Richard, Alexandre Boudreault and Alexandre Terriau.—New Municipality.

Notre-Dame du Mont-Carmel, County of Kamouraska : The Revd. Ludger Blais, in the room and stead of himself, and Mr. Edouard Michaud in place of Mr. François Laplante,—the elections having been irregular.

St. Jean-Chrysostôme, County of Lévis : Mr. Paul Bélanger, in the room and stead of himself,—the election being irregular.

Ste. Agathe No. 1, County of Lotbinière : Messrs. Francis McGuire, James McGinley, Hugh Keenan, John Eagan, and Francis Donovan,—the elections of the preceding years having been irregular.

St. Sylvestre (Sud), County of Lotbinière : Messrs. William Mitchell and James Woodside in place of Messrs. Joseph Osborne and John Shield, whose terms of office had expired,—the elections not having been held within the legal time.

West Farnham, County of Missisquoi : Mr. Alfred Déland in place of the Revd. E. Springer, who has finally left the Municipality,—the election not having been held within the legal time.

St. Tite des Caps, County of Montmorency : Mr. Etienne Cauchon in place of Mr. Eleuthère Roberge, whose term of office had expired,—the election not having been held at the required time.

Thorne, County of Pontiac : Mr. William Hodgins, in the room and stead of himself, Mr. John Hodgins, in place of Mr. James Smith whose term of office had expired, and Mr. John Wilkinson in place of Mr. Wm Johnston who has finally quitted the Municipality,—the elections not having been held within the legal time.

St. Raymond, County of Portneuf : Mr. Pierre Plamondon, Jun., in the room and stead of himself,—the election not having been held within the prescribed time.

Ste. Marie de Monroir, County of Rouville : Mr. Etienne Poulin, in the room and stead of himself,—his term of office having expired and his election not having taken place within the legal time.

Pointe-du-Lac, County of St. Maurice : Messrs. Rémi Minville and Jean Baptiste Biron in place of Messrs. Benjamin Dupont and Joseph Biron, whose terms of office had expired,—the election not having taken place on the day required by law.

Notre-Dame du Lac Témiscouata, County of Témiscouata : Messrs. Louis Fortin, Alexis Grenier, Gabriel Michaud, Isaïe Bérubé, and Abraham Dubé.—This Municipality is newly organized.

SCHOOL TRUSTEES.

The following Gentlemen to be Trustees of the Dissident Schools of the undermentioned Municipalities :

Percé, County of Gaspé : Messrs. Philippe Vibert, Abraham Lenfesty, and François Lebrun,—the elections of the preceding years having been irregular.

Masham, County of Ottawa : Mr. Louis Giroux, in the room and stead of himself,—there being no election within the legal time.

Cleveland, County of Richmond : Mr. Edward Griffith in place of Mr. Charles Bédard whose term of office had expired,—the election not having been held within the legal time.

St. Paul d'Abbotsford, County of Rouville : Mr. Enoch Buzell in place of Mr. Hiram Rollins whose term of office had expired,—the election not having been held within the legal time.

Ste. Cécile de Milton, County of Shefford : Messrs. Henry Dixon Hungerford, Thomas Wallace and William Bullock,—the elections of the preceding years having been irregular.

St. Jean, County of St. Jean : Messrs. James McPherson, Charles St. Pierre and Samuel Vaughan,—the elections of preceding years having been irregular.

St. Valentin, County of St. Jean : Mr. Thomas Scott, in place of Mr. Joseph C. Bowman whose term of office had expired,—the election not having been held within the legal time.

SEPARATIONS, ANNEXATIONS, ERECTIONS, &c., OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor of the Province of Quebec, was pleased, by an Order in Council dated the 20th ult., to approve of the following changes :

To detach, from the School Municipality of *Baie Nord*, County of Gaspé, all that certain tract of land, commencing at the property of Messrs. Robert and Nathaniel Mosher and running towards the North-West as far as the unceded lands of the Crown, a distance of about six miles, and to erect it into a New Municipality, to be known under the name of the "School Municipality of Roseville."

To detach, from the School Municipality of *Iles de la Magdeleine*, the School districts of *Cap aux Meules* and *l'Etang*, and to erect them into a School Municipality under the name of "St. Pierre de l'Etang."

To detach, from the School Municipality of *Laprairie*, the district constituting the Rural Municipality of the Village of *Laprairie, la Côte St. Jean ou La Borgnesse*, and *St. Joseph ou Grande Coulée*, and to erect it into a separate School Municipality, under the name of the "School Municipality of the Village of *Laprairie*,"—the above to take effect on and after the 1st July next.

To alter the limits of the School Municipalities of *Hull* and *Notre-Dame de Hull*, County of *Ottawa*, and constitute them as follows : commencing at the *Ottawa River* in the Township of *Hull* between lots 4 and 5 and running towards the North between said lots as far as the boundary line on the South side of the Municipality of *St. Etienne*.

To detach, from the Municipality of *Masham*, County of *Pontiac*, the tract of land described as follows : the 43 last lots of the 1st, 2nd and 3rd ranges ; the 16, 17, 18, 19 and 20 ; the 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, and 58, lots of the 4th range ; the 15 last lots of the 5th and 6th ranges ; the 8 last lots of the 7th range, and the three last lots of the 8th range of said Township and to erect it into a separate School Municipality under the name of "Ste. Cécile de *Masham*,"—the above to take effect on and after the 1st July next.

To detach, from the Municipality of the Parish of *St. François-du-Lac*, County of *Yamaska*, that certain tract of land, commencing at the North-West of the School Municipality of the Village, thence running as far as the boundary line between the 1st and 2nd ranges of *Petit Chenal* in the same Parish, known under the name of "Route du Bois de *Maska*," and to annex it to the School Municipality of the Village of the same name.

DIPLOMAS GRANTED BY THE BOARDS OF EXAMINERS.

QUEBEC PROTESTANT BOARD.

Session of August 4th 1868.

Elementary School Diploma, (Eng.) 1st Class :—Messrs. John Allan, Sen. ; John Allan, Jun. ; Samuel Sturton, and Miss Marion Neil.
2nd Class :—Misses Isabella Kinnear and Isabella Oliver.

D. WILKIE,
Secretary.

Session of November 3rd 1868.

Model School Diploma, (Eng.) 2nd Class :—Miss Julia Ahern.
Elementary School Diploma, (Eng.) 1st Class :—Mr. Ronald McKillup and Miss Frances Haskett.

2nd Class.—Mr. William MacNab Gillis, Misses Jane Hall, Christina C. Sutherland, and Janet Thomson.

D. WILKIN,
Secretary.

QUEBEC CATHOLIC BOARD

Session of May 5th 1868.

Elementary School Diploma, (Fr.) 1st Class.—Miss Angèle Larochelle. (Omitted in list published in June '68)

N. LACASSE,
Secretary.

Session of August 4th 1868.

Academy Diploma, (F. & E.) 1st Class.—Mr. Firmin Pantaléon Hudon. Elementary School Diploma, (Fr.) 1st Class.—Misses M. Clémentine Bernier, Geneviève Boissonnault, M. Anne Bougie, M. Anne Marcotte, and M. Emilie Turgeon.

2nd Class.—Misses Marie Baillargeon, M. Malvina Bélanger, M. Sophronie Emond, M. Ezilda Gosselin, M. Catherine Céline Guilmet, Catherine Philomène Paré (Vve. Langlois), M. Virginie Pelletier, M. Obéline Roy, Flore Talbot, M. Paméla Toussaint, Emma Elvina Trudel, Philomène Willott, and Margaret Nevill.

Miss Nevill already held an Elementary School Diploma (E.)

N. LACASSE,
Secretary.

MONTREAL PROTESTANT BOARD.

Session of August 4th 1868.

Model School Diploma, (Eng.) 1st Class.—Miss Mary Somerville. Elementary School Diploma, (Eng.) 1st Class.—Miss Maggie Little and Mr. D. R. McCready.

2nd Class.—Mr. Thomas Holiday and Miss Elizabeth Mathews.

T. A. GIBSON,
Secretary.

MONTREAL CATHOLIC BOARD.

Session of August 4th and 5th 1868.

Elementary School Diploma, (Fr.) 1st Class.—Misses Marie Véronique Archambault, Olivine Beauchamp, Malvina Boisjoli, Amélie Credjeur, Céline Cornuier dit Grandchamp, Thirza Cyr dit Vincent, Louise Henriette Dénault, Geneviève Desève, Malvina Desève, Amélie Dumontier, Hermine Dina Ethier, Odile Gougeon, Alexine Guilmet, Esther Hébert, Emma Lachapelle, Henriette Lalande, Césarine Lebel, Emma Martineau, Anne McGarry, Rose de Lima Matte, Marie Mouchamp, Marguerite Ducllette, Louise Eugénie Paquette, Cordelia Royal, Angélique Rejmbal, Emma Richer, Arthémise Rivard dit Dufresne, Marie Elmina Salva, Ida Thibodeau, Marie Trothier, Zéroide Villiot dit Latam, Messrs. Paul Zotique Hébert, Edouard Demers, and Joseph Gauthier.

2nd Class.—Messrs Louis Valliquet, Louis Côté, Arsène Daoust, Misses Esther Charest, Eliana Unice Gauthier, Marie Louise Philomène Beaudreau, Albine Bourdon, Olivine Delvina Brisset, Emélie Chénover, Marie Louise Joséphine Coutu, Adélaïde Guillot, Geneviève Hébert, Angèle Laheur, Alphonse Lambert, Julie Emélie Langevin, Alphonse Laurin, Marie Delphine McKee, Hermine Marcoux, Calixte Puquin, Angèle Payment, and Euprosine Plouffe.

F. X. VALADE,
Secretary.

CHARLEVOIX AND SAGUENAY BOARD.

Session of August 4th 1868.

Elementary School Diploma, (Fr.) 1st Class.—Miss Séraphine Harvey. 2nd Class.—Miss Céline Girard.

C. BOIVIN,
Secretary.

Session of November 3rd 1868.

Elementary School Diploma, (Fr.) 1st Class.—Miss Marie Potvin and Abdon Guay.

C. BOIVIN,
Secretary.

ATLHER BOARD.

Session of August 4th 1868.

Elementary School Diploma, (Eng.) 1st Class.—Mr. Thomas Bick, Misses Sarah Fringie and Margaret Whillan.

2nd Class.—Mr. James Watson, Misses Catherine Boyd, Agnes McMillan and Marie Villeneuve.

J. R. WOODS,
Secretary.

Session of November 3rd 1868.

Elementary School Diploma, (Eng.) 1st Class.—Miss Mary Daley and Mr. Thomas Wrighte.

J. R. WOODS,
Secretary.

GASPÉ BOARD.

Adjourned Session of August 20th 1868.

Elementary School Diploma, (Fr.) 1st Class.—Mr. Pierre Fabien Soucy.

E. J. FLYNN,
Secretary.

WATERLOO AND SWEETSBURGH BOARD.

Session of August 4th 1868.

Elementary School Diploma, (Eng.) 1st Class.—Misses Eliza Clarke and Isabella McKinlay.

2nd Class.—Mr. Edward A. Wilkins.

W. GIBSON,
Secretary.

SHERBROOKE BOARD.

Session of November 3rd 1868.

Academy Diploma, (Eng.) 1st Class.—Mr. James R. Woodward. Model School Diploma, (Eng.) 1st Class.—Mr. S. A. Hurd. Elementary School Diploma, (Eng.) 1st Class.—Misses Sarah Gillies, Ada Stanton, Florence Willard, Aglae Moreau (F.) and Mr. Jonas L. French.

S. A. HURD,
Secretary.

RIMOUSKI BOARD.

Session of August 4th 1868.

Elementary School Diploma, (Fr.) 2nd Class.—Misses Eugénie Chamberland, Hortense Gagué, and Marie Délima Gagnon.

P. J. DUMAS,
Secretary.

BEAUCÉ BOARD.

Session of August 4th 1868.

Elementary School Diploma, (Fr.) 1st Class.—Misses Philomène Leblond and Léocadie Labonté.

2nd Class.—Misses Soulange Veilleux, Marie Veilleux, Philomène Rodrigue, Rose Virginie Pepin, Marie Roy, Sophie Jaques, Eulalie Côté, Scholastique Gagné, Thais Hébert, and Cécilaine Hébert.

J. T. P. PROULX,
Secretary.

RICHMOND CATHOLIC BOARD.

Session of August 4th 1868.

Elementary School Diploma, (Fr.) 1st Class.—Miss Flore Virginie Gervais.

2nd Class.—Misses Henriette Georgienne Benoit, Marie Delphine Carignan, and Marie Henriette Jeanson.

F. A. BRIEN,
Secretary.

Session of November 3rd 1868.

Elementary School Diploma, (F. & A.) 1st Class.—Miss Elmina Moreau. 2nd Class.—Miss Céline Thibodeau.

F. A. BRIEN,
Secretary.

HELDORF CATHOLIC BOARD.

Session of August 4th 1868.

Elementary School Diploma, (F. & A.) 1st Class.—Miss Mathilde Major and Miss Céline Lavigne, (F.).

2nd Class :—(Fr) Misses Aglae Messie, Amanda Navion, and Céline Beauregard.

J. F. LEONARD,
Secretary

KAMOURASKA BOARD.

Session of August 4th 1868.

Elementary School Diploma, (Fr) **1st Class** :—Misses Arthémise Caron, Julie Duquemin and Rose Pelletier

2nd Class :—Misses Marie Clémentine Bernier, Desneiges Sirois and Judith Terriault.

P. DUMAIS,
Secretary

Session of November 3rd 1868.

Elementary School Diploma, (Fr.) **1st Class** :—Miss Elizabeth Bard and Mr. Aimé Roy dit Desjardins.

P. DUMAIS,
Secretary

THREE RIVERS BOARD.

Session of February 6th 1866.

Elementary School Diploma, (Fr) **1st Class** :—Misses Marie Zélie Camirand, Marie Virginie Désilets, M. Anne Eugénie D'Arlais, Louise Michel, Marie Henriette Rouet, M. C. Georgianna Terriault, and Marie Aurélie Tisdell.

2nd Class :—Misses E. Clarence Lanouette, Marie Anne Denoncourt, and Marie Aurélie Pelletier.

J. M. DÉSILETS,
Secretary.

Session of February 5th 1867.

Elementary School Diploma, (Fr) **1st Class** :—Misses Adélaïde Baudette, M. L. Elizabeth Bondy, Caroline Carle, Marie Sarah Loranger, Marie Léocadie Lor, Rosalie Lambert, Margaret Southwood, (E.); Marie Céline Maillette, and Marie Emilie Mineau alias Minot.

J. M. DÉSILETS,
Secretary.

Session of May 7th 1867.

Model School Diploma, (Fr) **1st Class** :—Misses Philomène Milot and Marie Eglise Manseau.

2nd Class :—Miss M. Beaubienne Lacerte

Elementary School Diploma, (Fr) **1st Class** :—Misses Caroline Bellemare, M. D. Julienne Bergeron, Wilhelmine Bourbonnau, Adolphine Croueau, M. Antoinette Cinq-Mars, M. Virginie Doucet, Marie Emma Dubuc, Marie Elise Houde, M. Adeline Leblanc, Marie Dellia Leblond, Marie Léa Lacroix, M. Zella Parmentier dit Nourri, and Marie Vallée.

2nd Class :—Misses Luce Bellemare, M. Eléonore Champoux, Marie Dion, M. Héloïse Jutras, M. Philomène Leblanc, M. Emma Lacourse, Eléonore Massicotte, M. E. Philomène Pratte, M. Alanise Tousignan, and Alvina Vigneau.

J. M. DÉSILETS,
Secretary.

Session of August 6th 1867.

Model School Diploma, (Fr.) **1st Class** :—Misses M. Victorine Bergeron, Sophie Côté, M. Ezilda Elie, M. Mélanie Leblanc, Marie Elise Mailhot, and Sophie L. Milot.

Elementary School Diploma, (Fr) **1st Class** :—Misses M. Victorine Bergeron, M. S. Léa Bergeron, M. Lucie Cormier, M. Guillemine Despins, Ide Délia Genest, M. Hortense Martel, M. A. Honorine Parmentier, M. Marguerite Petit, Marie Anne Perreault, M. Emilie Rousseau, M. A. Agnès Racine, M. Véronique Grenier, and Mr. François Bergeron.

2nd Class :—Misses Delphine Ducharme, Louise Deschayes, Adélaïde Gill, Appoline Lamy, and Mr. Joseph Duguay.

J. M. DÉSILETS,
Secretary.

Session of November 5th 1867.

Model School Diploma, (Fr.) **1st Class** :—Mr. Louis Philippe Guillet.
Elementary School Diploma, (Fr.) **1st Class** :—Misses Mathilde Bastien, M. A. Azilda Camirand, Virginie Dostaler, Henriette Gaudette, Elmire Joyal, M. Céphise Tessier, and Philomène Tessier.

2nd Class :—Misses Hélène Bergeron, E. Vitaline Chaillez, Céline Lamy, and Eutichiane Trudel.

J. M. DÉSILETS,
Secretary.

Session of February 4th 1868.

School Diploma, (Fr) **2nd Class** :—Misses M. Adéline Cassel and Octavie Laplante

Elementary School Diploma, (Fr) **1st Class** :—Misses M. Florence Beauchêne, Hermine Denoncourt, Marie Esther Elie, Marie Adèle Shoener, and M. Ezilda Tourigny

2nd Class :—Misses Serienne Mailhot and Marie Edille Vigneau.

J. M. DÉSILETS,
Secretary.

Session of May 5th 1868.

Model School Diploma, (Fr.) **1st Class** :—Misses Eliase Chaillez, M. E. Pétronille Bourque, and Mr. L. A. Alfred Dostaler.

2nd Class :—Miss Virginie Dostaler.

Elementary School Diploma, (Fr) **1st Class** :—Misses M. A. Agnès Beaumier, M. Agnès Bliveau, M. A. Céline Blais, M. Vitaline Coznette, Eulalie Côté, M. Calma Desfossés, Mathilde Desmarais, Eléonore Dubord, Philomène Adèle Dupaulé, M. A. Emilie Gélinas, M. Emma Héroux, M. D. Horence Hamelin-Laganère, Henriette Leclerc, M. Desneiges Leblanc, M. Céline Labarre, M. Ezilda Lamothe, M. Jessé Lefebvre, Marie Lemire, Mary Ann McCabe, E.; M. Louise Tourigny, Philomène Verville, and M. Zénade Vigneault

2nd Class :—M. Georgienne Buisson, M. Mélanie Champoux, Marie Marguerite Guguy, M. Eloïse Levasseur, Marie Gertrude Leblanc, and M. Octavie Marchand.

J. M. DÉSILETS,
Secretary.

Adjourned Session of May 22nd 1868.

Elementary School Diploma, (Fr.) **1st Class** :—Misses M. Charlotte F. L. Girard and M. E. Pétronille Bourque.

J. M. DÉSILETS,
Secretary.

PONTIAC BOARD.

Session of February 4th 1868.

Elementary School Diploma, (Eng) **1st Class** :—Mr. Charles Booth.

O. LEBLANC,
Secretary.

JOURNAL OF EDUCATION.

QUEBEC, PROVINCE OF QUEBEC, NOVEMBER, 1868.

Farewell Visit of Lady Monck.

Her Excellency the Viscountess Monck and the Honorable Miss Monck, attended by Lieut. Col. Irvine, A. D. C., paid a farewell visit to the Convent of the Ursulines on Monday morning. The halls and passages of the Convent were beautifully decorated in honor of the visit, and the young lady pupils had congregated in one of the large rooms, where Her Excellency was received in a manner becoming her distinguished position. The following address was read by Miss Bosse, daughter of the Honorable J. G. Bosse, J. S. C. :

To Her Excellency Viscountess Monck, on the occasion of her farewell visit to the Ursuline Convent of Quebec :

YOUR EXCELLENCY,—

The presence of your ladyship within our cloistered home on other occasions has ever been the signal of unmingled joy and exultation ; but to-day our greetings are saddened by the thought of an approaching farewell.

Yet it must be for your Excellency a happy prospect to revisit your native land ; to rest once more in that pleasant ancestral home whose charms will soon efface the memory of a passing sojourn in a foreign land.

Here, your Excellency, with our dear convent mothers and with their pupils, there will abide a sweet and lasting remembrance of your ladyship and her amiable family; those friendly visits, that gracious and cordial affability;—and never will the name of the noble Viscountess Lady Monk, be uttered here but with the sentiments of the most lively and grateful affection.

One spontaneous wish arises within the hearts of the youthful throng that crowds these halls, that same wish is the prayer of our Ursuline mothers: it is the burden of the song that is waiting to burst from the voices of my companions.

Let us breathe our wishes kind,
With this our sad farewell;
May every joy through coming years,
With thee, my lady, dwell
Oh, ne'er may adverse fate unbind
Her ills for thee or thine.
But skies, as bright as those we love,
Around thee ever shine!

SONG

O'er the main, a voice I hear,
A voice of friends and home,
It pleads, in accents sweet and kind;
"Come, ye beloved ones, come!"
And fain are loved ones to obey
That voice of sweet command;
To bid a foreign land adieu,
For home and native land.

SOLO.

Erin's Isle! in beauty rise,
Greet my lady's longing eyes,
While her proud ancestral halls
Echo long with cheery calls.
There glad welcome will go round,
Song and lyre of dulcet sound.
There the parting we must tell,—
Noble lady, fare thee well
Let us breathe, &c.

UNCLINES, Quebec, Oct. 26th 1868.

Lady Monk then visited the various rooms and apartments of the Convent and expressed herself much pleased and deeply regretted to be obliged to say Farewell.

McGill University.

At a regular meeting of the Corporation of McGill University, held on Wednesday, the 28th of October, the Vice-Chancellor having stated that he had been desired by Mrs. Redpath, of Terrace Bank, to intimate to the Corporation her willingness to give the sum of one hundred dollars annually during her pleasure as an exhibition in the Faculty of Arts, to be competed for annually by students of the third year and to be tenable for one year only—the examination to be general in all the subjects of the course. It was

"Resolved,—That the liberal offer of an exhibition of one hundred dollars in the Faculty of Arts, by Mrs. Redpath, be, and hereby is, accepted by this Corporation, on the conditions proposed, subject to the approval of the Board of Governors, and that the same be designated "The Jane Redpath Exhibition."

That the cordial thanks of this Corporation be conveyed to Mrs. Redpath for her very seasonable and useful donation.

That the Faculty of Arts be authorized to make arrangements for offering the exhibition for competition in the present session, and to prepare the necessary regulations for the same, reporting to the Corporation at its next meeting."

The Vice-Chancellor informed the Corporation that since the last meeting, the bust of His Royal Highness the Prince of Wales, executed by Mr. Marshall Wood, of London, had been placed in the Library of the University by William Molson, Esq., to whose liberality the University is indebted for the pos-

session of this valuable work of art and memorial of the visit of the Prince. It was

"Resolved,—That the Corporation, in accepting from William Molson, Esq. his gift to the College of the bust of His Royal Highness the Prince of Wales, executed by Mr. Marshall Wood, tender to him the cordial thanks of the University; and they cheerfully accede to the request that this work of art be placed in the Hall erected by the munificence of the donor. Further, they order that a suitable inscription be placed on the pedestal to record this further exercise by Mr. Molson of his liberality towards the College."

The Corporation of McGill University have pleasure in acknowledging the following donations to the Faculty of Arts during the quarter ending Oct. 28th 1868:

TO THE LIBRARY:

- From the Provincial Government, Quebec:
Journals of the Legislative Assembly, Session 1867-68, 8vo.
Summary of the Proceedings of the Legislative Assembly, P. Q., 1867-68, sm. fol.
Reports on Agriculture, Municipal Laws, &c., &c., 2 pam., 8vo.
From Royal Society of London:
Catalogue of Scientific Papers, vol. 1st, 4to.
Philosophical Transactions, vol. 157, part 2nd, 4to, paper.
List of fellows of the Royal Society, Nov. 30th, 1867, pam. 4to.
Proceedings of the Royal Society, Nos. 95-100, 6 pam.
Executors of the late H. Christy, Esq.: Reliquiæ Aquitanicæ, pam. 4to.
From Principal Dawson, LL. D.: Acadian Geology, second edition, 8vo.
From the Smithsonian Institution: Smithsonian Contributions to knowledge, volume 15th, 4to.
From Gen. J. W. De Peyster—De Peyster's Military Pamphlets, 8vo.
From Gen. J. W. DePeyster—DePeyster's Dutch at the North Pole and Dutch in Maine, 8vo.
From Gen. J. W. DePeyster—Catalogue of Books of the De Peyster Collection in the Library of the New York History, sec. 7, 8vo.
From Gen. J. W. De Peyster—Dawson's Sons of Liberty in New-York, pam. 8vo.
James Kirby, Esq.—Lower Canada Law Journal, 3 vols. 8vo.

TO THE MUSEUM.

- From Mrs. Mansergh—A specimen of *Nullipora*, from Malta.
From R. Brown, Esq. Sydney Mines—Trunk of an erect *Sigillaria*.
From R. N. Willis, Esq. Halifax—Specimens of shells and corals.
From R. J. Fowler, Esq.—Fossils from the Utica Shale.
From the proprietors of the Capel Mine—Specimens of copper ores, regulus and slag.
From Melpherson LeMoync, Esq., Buckingham—Crystals of Pyroxene.
From Charles Gibb, Esq., B.A.—Specimens of rocks, fossils and shells from Syria and Egypt.
From C. Robl, Esq.—Specimens of rocks and minerals.

D. News.

Roman Catholic Charities of Montreal.

The following interesting particulars of the personal and educational aid extended to the poor of the city and district by the Catholic Charitable Institutions of Montreal were communicated by His Worship the Mayor, at a lecture on "Heroic Charity" by the late Hon. Mr. McGee. The General Hospital, under the charge of the Grey Nuns, was the first alluded to, and contains 744 persons—604 of whom are supported by the institution—71 of whom are men, 192 women, and 341 orphans and chil-

dren. The St. Patrick's Orphan Asylum is the next on the list, supporting 126 boys, and 100 girls, also extending daily aid to 350 poor persons throughout the winter. We next have the Nazareth Asylum, in St. Catherine Street, under charge of the Rev. Mr. Rousselot, which received and educated 200 children; and the Quebec Suburbs Asylum, under charge of Sister Thomas, which educates 300 more. The Hotel Dieu, Recollet Church Asylum follows, with 70 orphans; and the Asyle de la Providence with 102 poor, 80 orphans, 75 deaf and dumb, and 270 day scholars. To this may be added the following statement of the boys and girls educated at the sole expense of the two great educational and religious institutions of Montreal. At schools of the Brothers of the Christian Doctrine, which are supported entirely by the Seminary of St. Sulpice, and which comprise 39 classes, 19 of which are purely English—boys 3,500. At schools of the ladies of the Congregation of Notre Dame—girls 3,468. We learn from the same interesting statement that the buildings in this city, erected for school purposes by the Seminary of St. Sulpice, cost \$600,000; and venture to state, with Mr. Starnes, that no city on this continent, and very few in Europe, extends near such an amount of material and educational assistance to their poor. Much of this is due to the far-seeing dispositions of the founders of the colony, and much also to the liberality of living men whom the public could readily name.—*Montreal Gazette*.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE

— Technical education appears to be making satisfactory progress and creating a good deal of interest in England

During the past week the provincial papers have reported meetings which have been well attended by a good proportion of the working classes, who do not, as a rule, give much attention to educational questions. The meeting at Huddersfield was presided over by the new Mayor, the place having recently become a corporate town, and men of all shades of political and religious opinions took part in the proceedings. At Sheffield, the Revd. Canon Sale presided; at Newark the Mayor; at Burslem, the Right Hon. C. B. Adderly, M. P. At the latter meeting Mr. Beresford Hope, M. P., Mr. Melly, M. P., Mr. Roden, and Mr. Buckmaster, from the Science and Art Department, delivered instructive and appropriate speeches. The importance of scientific instruction is making steady progress, and in many places evening classes are now in operation for instruction in science.

— *School attendance in the United States*—The number of children who attend school in the United States, amounts to 5,000,000, they use 20,000,000 books, which cost \$18,750,000.

— Some curiosity having been expressed as to the state of the Protestant Common Schools in Montreal, we have obtained the following information, which may be received as correct:—

There are now four schools under the management of the Protestant Board:

1. The British and Canadian School in Coté Street, which has 350 pupils, of whom 100 are free. The fees paid by the others amount to \$1,160 a year.
2. The Ann street School, which has 150 pupils, of whom about 40 are free. The fees paid by the others amount to \$240.
3. The Panet Street School, which has 80 pupils, of whom about 10 are free. The fees paid by the others amount to \$320.
4. The St Joseph Street (West) School has only been under the management of the Board since the 1st instant, so that we have been unable to procure any information with respect to it, save that 180 children attend it now, and preparations are being made to provide accommodation for 450 pupils.

If, therefore, we leave the St. Joseph Street School out of the calculation, we find that the Protestant Schools accommodated 580 scholars, of which 150 were free scholars, and that the others paid fees amounting to \$1,720. Up till last year they received from the Corporation about \$1,900, so that the total revenue of the protestant Board to educate 580 children was \$3,620, or a fraction over \$6 a year each.—*Evening Telegraph*.

— *Economy in School Teaching*.—In course of the last few months four out of the seven Common School Teachers on the staff of Guelph School Board have resigned their situations, having obtained in each case more

lucrative employment, while the Assistant Teacher of the Grammar School, who resigned his position some eight months since to institute a private classical seminary, has already doubled his previous income.—*Guelph Herald*

LITERARY INTELLIGENCE

— *Montreal Literary Club*.—A meeting of the Montreal Literary Club was held last evening at the Club House, in Cathcart Street. The Rev. Canon Balch took the Chair, and in a brief speech introduced the President, Mr. T. K. Ramsay, who delivered an inaugural address. The address which was listened to by the members with marked interest, contained a review of the Club's past history and a clear statement of its future prospects. A considerable portion of the speech was necessarily occupied with financial statistics; but during the course of it, the following tribute was paid to the memory of Mr. McGee:

" Since our last session, gentlemen, death in its most appalling form has robbed us of one whose name on the roll of membership was an honour and distinction to us, and whose kindly manner and brilliant genius were a constant source of pleasure to all who frequented the club. I believe I only express the sentiments of every member when I say, that irreparable as Mr. McGee's loss undoubtedly is to the whole community, nowhere is it felt more keenly than in this place. I think I may as safely say that Mr. McGee fully reciprocated the feeling entertained for him here, and that in the welfare of this institution he took a deeper interest than perhaps any other member. Here it was that he read his last paper (specially prepared for the Club), and in closing it he promised us increased support in the session upon which we are now entering. How we are to supply his loss to us in any efficient manner it is difficult to see, unless borrowing courage from despair, we put faith in the lines of Ireland's sweetest poet, once playfully but most aptly quoted by Mr. McGee himself:

" " For many have sprung from one lying low,
Like twigs from the fell'd forest tree."

In concluding his address the President warned the members that there was an absolute necessity for work, much hard work, to make the meetings of the Club attractive and useful, as well as for punctuality and nothing more, in responding to the lawful demands of the Treasurer. He reminded them also that the reading of a good paper invariably filled the rooms, and that a good monthly meeting filled the exchequer, a material advantage which they could not afford to overlook. At the conclusion of Mr. Ramsay's speech a unanimous vote of thanks on behalf of members was tendered to him by Dr. Balch; and after a brief discussion on the affairs of the Club, and the lecture programme for the winter session, the meeting adjourned.

Yesterday evening (Nov. 16) the experiment, if so it may be called, of inviting ladies to be present, as special guests, at the monthly meetings of the Montreal Literary Club, met with great success. The room was filled with company, who found a rich intellectual entertainment in listening to readings by Mr J. Andrew. The subjects were, "The Red Fisherman," by Præd; "Clarence's Dream;" extracts from Dickens' "Dr Marigold;" and the "Bloomsbury Christening." At the conclusion of the evening's literary proceedings, a tea-room and boudoir were placed at the disposal of the ladies.

— *Quebec Literary and Historical Society*—There have been lately added to the Library of the Literary and Historical Society:—Farrar's Essays on a Liberal Education; Kinglake's Crimean Wars, vols. 2 and 4; Tyndall on Sound; Dawson's Acadian Geology; Dana's System of Mineralogy; Vamberg's Sketches of Central Asia; Help's Life of Las Cases; Longfellow's New England Tragedies; and George Elliot's Spanish Gypsies.

SCIENTIFIC INTELLIGENCE.

— *The New Oxygen Light*.—The new oxygen light is about to be introduced into use in New-York. A large laboratory is to be erected immediately in that city for the manufacture of oxygen gas. The light is produced by burning the common illuminating gas mixed, at the moment of combustion, with oxygen. The company do not intend to lay separate mains, but to supply their gas to consumers in portable vessels. They expect to be able to supply their gas by about the middle of November, and, unless the careful experiments made by eminent chemists have been entirely delusive, New Yorkers will then enjoy a light superior in brilliancy and cheapness to any that has heretofore been put to use for ordinary purposes. It is asserted that a thousand of oxygen, costing about \$35, and a thousand feet of our ordinary gas, costing from \$2.50 to \$3.50, are more than equal in illuminating power to 28,000 feet of the gas that is ordinarily consumed in our cities. Its use would thus effect a great saving in expense, leaving out of view its other valuable qualities. Prof. Doremus, of New York, as the result of his experiments, places its illuminating power at nineteen and one half times that of the gas supplied by the Manhattan Company. Booth is said to be placing a double set of pipes throughout his new theatre on Sixth-Avenue, so that he may avail himself of the improvement as soon as it is introduced.

ARTS INTELLIGENCE.

—*Discovery of an Antique Vase*—A letter from Rome gives an account of a discovery which was recently made in a cellar in the Vicolo del Malestrina, of a marble pedestal with an inscription to Hercules, by M. Silvius Messais, consul with Sabinus under Caracalla, A. D. 214. It was found near Pompey's theatre, where, under the Briscione Palace, the great bronze Hercules, now in the Vatican, was discovered. It is inscribed "Herculi Defensori M. Silvio Messala, Consul."

—*Genius Illustrated*—Horace Vernet was one day breakfasting at the *Café de Foy*, in the Palais Royal, when, drawing a bottle of champagne, the cork flew up to the ceiling, leaving behind it an unsightly blemish in the newly decorated surface. Vernet looked at the damage, and ugly enough it was, in the midst of that pure white and gold firmament; then he looked at the face of mine host, and beheld in it a mixture of consternation and suppressed anger. "My good sir," said Vernet, "make your self easy, to-morrow I will touch that offending spot with a wand which will make it the source of golden showers." The landlord opened his eyes, and he opened his ears; he was too politic to object to an arrangement which sounded so promising though he did not exactly understand it. The morrow came, and with it, at an early hour, came Horace Vernet with his pallet and paint-brushes. He asked for a ladder, and in less than an hour the centre of the injured compartment was embellished with a swallow on the wing, destined to form the attractions of the customers. Contrary to the assertion of the proverb, that one swallow of Horace Vernet not only made a summer, but it created a perpetual summer in the financial atmosphere of the *Café de Foy*. The story got wind, and every one wanted to see Horace Vernet's hirondelle; and in order to see it, and to say they had seen it, it was necessary to expend a certain sum in eatables. Never was caged bird so petted and cared for, and in all subsequent decorations of the premises the world-famed swallow was respected and preserved. Even now that the house has changed its destination—being no longer a café—the swallow of Horace Vernet still soars above the heads of admiring connoisseurs, who come to visit him with increased enthusiasm now that his gifted author has passed away.

—*Portrait of Marie de Medicis*—An interesting discovery has just been made at Paris of a portrait of Marie de Medicis of the date of 1602, when the Queen was 28 years of age. Her Majesty is represented in the florid style of Rubens, with a large collar of guipure on her neck, half covering a neck-lace of white pearls, to which is attached a cross of bright steel over a dark moiré dress, with a band set with precious stones around the waist. The blond hair is crisped and rolled round the head, surmounted with a small black cap. The eyes of a bluish grey, are full of life, and impart great animation to the picture.

The treatment of the accessories and the execution of the work leave no doubt that it is the production of the younger Porbus.

METEOROLOGICAL INTELLIGENCE.

—*Comparison of the Seasons*.—The following table, showing the opening of winter at Quebec during the last ten years, will be read with interest:—

The Winter of 1858-9—30th Nov.—Very little snow has yet fallen. Wheeled vehicles still in use.
1859-60.—20th Oct.—First snow, but did not remain. 10th Nov.—Heavy fall of snow which remained.
1860-1.—28th September—First snow; thawed next day. 18th Nov.—Snow, which remained. 1st Dec.—Very much snow on the ground.
1861-2.—21st Nov.—First snow. 14th Dec.—Snow all thawed. 18th Dec.—Dust blowing on the roads. 19th—Snow, which remained.
1862-3.—24th Oct.—Heavy fall of snow. 15th Nov.—Much snow on the ground; no thaw after.
1863-4.—11th Nov.—First snow 17th—All thawed. 30th—Very little snow up to date.
1864-5.—8th Oct.—First snow. 10th Nov.—All thawed, 1st Dec.—Weather very mild; very little snow on the ground.
1865-6.—28th Oct.—A little snow. 7th Nov.—Heavy fall of snow. 16th—All thawed. 24th—Season very open; neither ice nor snow; many ships yet in port. 30th—Dust on the roads.
1866-7.—30th Nov.—Neither ice nor snow. 31st Dec.—A little snow on the ground. 9th Jan.—First heavy fell of snow.
1867-8.—5th Sept.—A little snow which thawed. 5th Nov.—Do., do. 29th Nov.—Snow, which remained until after the following dates,
Year.
1858—after 30th November,
1859 " 10th "
1860 " 18th "
1861 " 19th December,
1862 " 15th November,
1863 " 30th "
1864 " 1st December,
1865 " 30th November,
1866 " 9th Jan., 1867,
1867 " 29th November.

Here we have nine to one against the present snow remaining.—*Mercury*.

Abstract of Meteorological Observations.—From the Records of the Montreal Observatory, lat. 45°31' North; Long, 4h. 54m 11 sec. West of Greenwich, and 182 feet above mean sea level. For October, 1868. By Chas. Smallwood, M.D., LL D., D.C L.

DAY.	Barometer corrected at 32°			Temperature of the Air			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	30.051	30.023	30.042	35.0	56.2	39.1	W	SE	W by N	88.29
2	29.972	29.949	29.901	37.0	53.7	44.9	W	NE	NE	71.24
3	.949	910	911	42.2	69.1	47.9	NE	NE	NE	60.10
4	.861	.779	.662	42.4	68.3	50.9	NE	NE	NE	71.29
5	.431	.333	.250	48.2	59.4	54.1	NE	WSW	WSW	67.10a
6	.484	.691	.799	45.0	64.0	46.1	W	WSW	W	89.21b
7	.701	.500	.401	44.0	66.3	38.0	W	SW	SW	110.91
8	302	503	604	55.1	49.7	43.0	SW	W	W	242.20c
9	872	.864	803	36.7	50.4	41.6	W	W	W	197.17
10	800	.697	.671	44.2	58.3	48.2	W	WSW	W	91.10
11	500	.497	.495	40.0	64.3	53.1	W	W	W	55.11d
12	.560	.600	.761	54.7	60.2	47.8	W	W	W	109.29
13	.864	.851	847	43.0	49.3	43.1	W	W	W	111.44
14	.830	.821	800	40.2	67.1	49.3	W	W	W	89.99
15	.731	.704	.678	46.0	52.3	46.4	W	W	W	104.10
16	.617	.641	.660	42.1	50.7	41.6	W	W	W	81.19
17	.811	.979	30.042	31.1	37.9	30.6	W	NW	W	77.20j
18	.611	.904	29.900	31.1	52.3	40.0	NW	W	W	91.00
19	.698	.688	.650	40.0	56.7	39.7	WSW	WSW	W	224.12e
20	800	910	.946	37.3	60.4	39.0	W	W	W	90.77
21	961	.902	.849	32.0	33.0	32.4	W	NE	NE	89.94k
22	.751	.878	.901	30.1	32.2	31.1	NE	NE	NE	104.21*
23	30.147	30.121	30.109	22.6	45.6	30.7	N	W	W	91.12
24	.100	.001	29.950	27.2	51.6	34.0	W	W	W	110.20
25	29.859	29.774	.690	36.0	41.1	40.0	WSW	WSW	WSW	81.10
26	.791	.899	.931	39.3	57.0	36.0	SE	NE	W	66.19f
27	.849	.617	.443	35.1	59.3	48.0	WSW	WSW	WSW	41.11
28	.314	.500	.811	47.1	51.1	31.9	WSW	WSW	W	86.60g
29	30.047	30.104	30.149	27.4	49.1	31.7	W	NE	NE	66.61
30	.400	.329	.324	23.0	41.7	31.9	NE	NE	NE	65.10
31	.047	29.806	29.610	36.2	50.1	48.0	WSW	SW	SW	70.24h

RAIN IN INCHES.—a, b, d, e, f, Inapp.; c, 0.121; g, 0.642; h, 0.031.

SNOW IN INCHES.—j, Inapp.; k, 3.96; * 0.96.

The highest reading of the Barometer was on the 30th day, and indicated 30.400 inches; the lowest reading was on the 5th day, and was 29.250 inches, showing a monthly range of 0.850 inches.

The mean temperature of the month was 44.83 degrees, which was a trifle lower than the *Isotherm* for Montreal for October.

Rain fell on eight days, amounting to 0.794 inches. Snow fell on three days, amounting to 4.97 inches. The first snow of the autumn fell on the 17th.

—*Meteorological observations taken at Quebec, during the month of October, 1868. Latitude 46°48'30" N.; Longitude 71°12'15" W.; height above St. Lawrence, 230 feet; By Sergt. J. Thurling, A. H. C., Quebec.*

Barometer, highest reading on the 30th.....	30.480 inches.
lowest " 5th.....	29.410
range of pressure.....	1.070
mean for month reduced to 32°.....	29.852
Thermometer, highest reading on the 8th.....	65.0 degrees
lowest " 30th.....	17.8
range in month.....	47.2
Mean of highest.....	48.5
" lowest.....	32.3
" daily range.....	16.2
" of month.....	40.4
maximum in sun's rays, (black bulb,).....	67.9
minimum on grass.....	31.9
Hygrometer, mean of dry bulb.....	41.7
" wet bulb.....	37.8
" dew point.....	32.8
Elastic force of vapour.....	.186 inches.
Vapour in a cubic foot of air.....	2.1 grains.
" required to saturate, do.....	0.8
Mean degree of humidity (Sat. 100).....	72
Average weight of a cubic foot of air.....	551.3
Cloud, mean amount of (0-10).....	7.0
Ozone " ".....	1.1
Wind, general direction.....	North-West.
mean daily horizontal movement.....	120.2 miles.
Rain, number of days it fell.....	9
amount collected on the ground.....	0.95 inches.
" " 10 feet above.....	0.90
Snow, number of days it fell.....	6