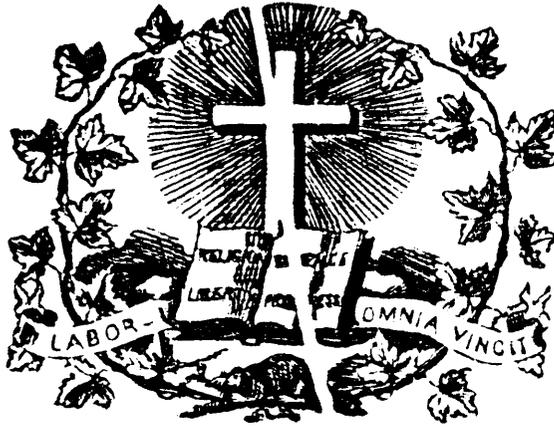


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above all, how rich in fruit might have been those many barren hours which have been lavished on the impotent effort to acquire a merely elegant accomplishment,—then I confess that my regret deepens into sorrow, indignation, and shame. Is it pleasant to know that they first thing of which an old pupil may think, when he meets us in after life, is the little intellectual cause he has for gratitude towards men who occupied his boyhood by teaching him that which he has not only long forgotten, but to reach which he would not now take the trouble to raise his little finger? (1) Knowing this, I cannot but disregard the charges of injustice and exaggeration which have been brought against my exposure of such a system, and I rejoice that a serious effort is now being made to emancipate English boys from a yoke whose "cruel absurdity" (2) neither they nor their fathers have been able to bear. I feel sure that the whole nugatory system will soon totter to its fall. Our sons will know nothing of compulsory verse-making; they will smile at our disproportionate admiration of a petty knack; they will satirize a curriculum of education which proudly vaunted its stigma of inutility, and which frequently produced a profound self-confidence in combination with a very empty mind. In the next generation, at any rate, tutors will not be degraded from powerful intellectual guides into the mechanical encouragers of mere imitation; forced to pay far more attention to words, and phrases, and turns of expression, and tricks of rhetoric, than to solid information and manly thought. Nor will a deadly discouragement be dealt to our faith in boys, and (which is worse) to their own confidence in themselves, by a study in which the powers requisite for success are neither the noblest nor the best powers, so that those who succeed are, in not a few instances, incomparably inferior in all true ability to those who fail.

And even now the English nation has surely a right to demand, that in sending its sons to Public Schools it shall not *necessarily* be dooming them to seven or eight years of this weary mill-wheel. At least, let them ask those headmasters who still believe that

(1) See Inaugural Address at St. Andrews, by M. E. Grant-Duff Esq. M.P.

(2) Bishop Thirlwall.

Of Greek and Latin Verse-Composition As a General Branch of Education.

BY THE REV. F. W. FARRAR, M.A., F.R.S.

(Continued from last.)

"..... le triste rôle d'imitateurs, et celui non moins triste de créateurs de choses parfaitement inutiles."—NISARD, *Poètes de la Décadence*, i. 334.

And what is the daily spectacle presented by the system?—hours upon hours spent by many boys in the moiling evolution of one or two wintry and wooden elegiacs, consisting of halting hexameters and hypermetric pentameters; boys whose utter inability might have been predicted at thirteen, kept at the same galley-work up to eighteen and nineteen, as unprogressive as the seamen who plied the oar on land; and a multitude of Englishmen bitterly regretful, or good-humouredly contemptuous, at the unpractical and fantastic character of their youthful instruction. When we consider how little, at the end, our schoolboys know, and how vast are the regions of science with which they are wholly unacquainted; how valueless is much of their little knowledge, how dangerous is the nature of their ignorance; and,

this is a good way to learn Greek and Latin, to demonstrate its usefulness by themselves acquiring some other language—say Persian or Sanskrit—in the same way. When they know a dozen Persian and Sanskrit words, and have laboriously toiled through, say a hundred lines of Firdausi or the Hitopadésa, let them be set down for five or six hours every week for some years to produce epic lines in the style of the Sháh-námah, or love poems, in the S'loka or Indra-vajrá metres. Probably, before their demonstration is complete, this astonishing theory of education will have perished in the unspeakable weariness which will be caused by its practical application.

But as there are men who find *something* to urge on behalf of everything which exists, let us now proceed to consider the argument put forward in defence of these "habits of composition" into which we have supinely drifted. Let people judge of the system from the calibre of the only arguments adduced in its favour. For myself, I can only say that, after years of familiarity with the subject, I have been unable to get straightforward answers even to questions so simple as these:—Are Greek and Latin verses taught in order that they may be learnt, or that something else may be learnt by their means? Is the end in view in any way homologous to the process adopted? And if so, is that end produced in the many who, being taught verses, never learn them, or in the very few who do?

I. First, it is argued, that the Schools must follow the direction of the Universities, and that they must continue to teach Latin verse so long as the Universities reward, with their most splendid and considerable prizes, the accomplishment of producing them.

This may be regarded as the strongest temporary argument in favour of retaining verses,—and astonishingly weak it is. In the first place, the rapid changes which are going on have rendered it but partially true. In the second place, it simply amounts to a reciprocal abnegation of responsibility, since the University professes to reward because the Schools teach, and the Schools to teach because the University rewards. And, thirdly, three-fifths of our boys no longer proceed to the university at all; of the remaining two-fifths not one half ever think of touching verses again; of the small remainder but few gain any university distinction by their means; and even out of the last insignificant residuum, some, as I shall prove hereafter, are rather injured than aided by the entire process. Our plan, therefore, has been justly compared to that of the ostrich, which is said to assist the incubation of the few eggs which it intends to hatch, by heaping up around them a larger number which it intends to addle. How long are we to suffer nine-tenths of our boys to be addled, because it is thought necessary to put them all through a process which shall hatch out of their entire number a few Senior Classics or Craven scholars?

II. But next it is asserted, and I suppose in all seriousness, that verse writing is a good way of learning Greek and Latin!

If so, why is it that no one, either in or out of his senses, ever thinks of learning any other language by a similar process? Even to Greek the practice is applied with a timidity which shows the incipient triumph of common sense; for Greek verses, though begun far too early, are still postponed to a much later period than Latin, and yet our Greek scholarship is beyond all comparison superior to anything which we have attained in the sister tongue. And a method so entirely unique ought at least to produce the evidence of magical success, yet, it is admitted on all hands to end, as regards the mass, in signal failure. Certain it is that in continental schools, where verses are either very slightly practised, or not at all, I have not only heard boys converse in Latin with perfect fluency—an accomplishment in which even our best scholars are needlessly deficient—but even turn into good classical Latin long German sentences, which would have surpassed the powers of English boys far older than themselves. I shall not readily forget the quickness and accuracy with which the boys at the Schulpforta—the Eton of Prussia—rendered in Latin, *vivâ voce*, involved periods with which I should never have dreamt of testing the attainments of English

boys in a corresponding division of the school. In short, that Latin verse writing is a valuable or expeditious method of teaching Latin to miscellaneous groups of boys, is a fallacy which ought long to have been exploded from the minds of all observant and unprejudiced men.

III. But composition teaches the quantity of words, and furnishes the best means of acquiring taste and style.

Of *quantity* I need hardly speak. It can be *amply* taught by reading aloud. That years or drill in verses should be deemed necessary to teach it, only proves the extent to which an unreasoning pedantry—a pedantry of the worst and most objectionable kind—has affected our entire conception of the relative proportion of things. I cannot pretend to share in the traditional horror of a false quantity. I have long sincerely repented for having despised a dissenting minister who talked to me as a boy about the "gravâmen" of an offence. It is deplorable to hear a petty scholar triumphing with all the airs of conscious superiority over some great man who has substituted a long for a short, or a short for a long. I cannot affect to think one atom the worse of Burke's imperial genius, because he said "rectigal" in the House of Commons; or of the Duke of Wellington's intellect because he turned round, when reading his Chancellor's address at Oxford, to whisper, "I say, is it Jacobus or Jacobus?" I was taught as a schoolboy that a false quantity makes a man ridiculous, and sticks to him for life; and the dictum reminds me of St. Augustine's disdainful remark that the Sophists of *his* time thought it as disgraceful to drop the aspirate in *homo* as to hate a man. Considering that our entire method of pronouncing Greek and Latin is radically wrong, I cannot pretend to regard a false quantity in some rare word as otherwise than an entirely venial error, and one of infinitely less consequence than a mis-translation in the rendering of a passage. Those people may hold the reverse who think it worth while to learn Classics in order to understand "graceful quotations from Virgil and Horace" in a House where it would be considered "very bad taste" to quote St. Paul! The death-knell of all such fastidious littleness will be the birth-peal of a nobler and manlier tone of thought.

But into the subject of taste and style it is necessary to enter more at length, because I believe that the fallacy of supposing that they are cultivated by "composition" lies at the root of half the countenance which that practice still receives. Even if the assumption were true, I should say that "taste" is a kind of sensibility which is purchased at a fearful cost if long time and labour be spent in its acquisition. If by "taste" be meant a fine sense of beauty and propriety, *that* is only attainable by moral culture, and by a constant familiarity with what is great in conduct and pure in thought. It is a gift partly due to a certain natural and inborn nobility, and partly to be evolved and fostered by familiarising the mind with all that is lofty and of good report. *This* kind of taste, these fine harmonies in the music of the mind and soul, are certainly not to be won—although I believe that they may be irremediably lost—by grinding boys into a laborious imitation of Propertian prettinesses and Ovidian conceits. But by "taste" something widely different from this is generally implied; viz., a certain delicate fastidiousness, a finical fine-ladyism of the intellect, which I hold to be essentially pernicious. It is an exotic which flourishes most luxuriantly in the thin artificial soil of vain and second-rate minds. It cannot co-exist with robust manliness of conviction or of utterance. It is the disproportionate intellectualism which rejoices in paltry accuracies, while it can condone mighty wrongs. It prizes rhetoric above eloquence; it values manner more than matter. It can pore over an intaglio, but has no eye for a Gothic cathedral. It is the shrinking enemy of all untutored force and irresistible enthusiasm. It is the enthronement of conventionality, the apotheosis of self-satisfaction. "I want you to see," says Felix Holt, "that the creature who has the sensibilities which you call taste, and not the sensibilities which you call opinions, is simply a lower, pettier, sort of being—an insect that notices the shaking of the table, but never notices

the thunder." Perhaps Greek and Latin verse writing *does* tend to foster—and that too in a wholly disproportionate degree—this petty kind of taste and finish, and it is one of the reasons why I for one wish to see the practice abolished and condemned.

And as for style—to *whom* does it teach style? Is it to that vast majority who can show no tangible result from years of teaching beyond the ability, after infinite labour, to torture good English into an execrably bad semblance of Latin and Greek? Or does it teach style to a handful who become good scholars? I cannot admit even the latter assertion. Certainly no argument in its favour can be drawn from induction. Some of our very worst writers have been splendid scholars; some of our very best writers have been no scholars at all. The Latin of even a Dante is bad and unidiomatic, (1) and Milton's magnificent prose constantly disgusts the "nice" taste of a Ciceronian Pharisee. Is there any human being who prefers the turgid tautologies of Dr. Johnson and the windy pedantic bombast of Dr. Parr, to the despatches of the "ignorant" Wellington, or the homeliness of the "unclassical" Cobbett? Is style—which should be the intensest expression of an author's individuality—to be best learnt by conscious imitation of foreign writers? and is originality of expression likely to result from ingenious centos of borrowed phrases, which, although I have known them to gain the highest prizes and the warmest applause of both Universities, recall the very meanest remains of late Roman poets in their most degraded composition? (2) The greatest masters of all style were the Greeks, who knew no word of any language but their own. The Roman writers, in exact proportion to their study of Greek, paralysed some of the finest powers of their own language, and produced a literature which, in its uninterrupted decadence, became more and more deficient in originality and in worth. It is a remark as old as Cæcero that women, from being accustomed solely to their native tongue, usually speak it with a grace and purity surpassing that of men. Our own poets and philosophers—who have certainly a pre-eminent right to speak on masters of style—unite in denouncing or depreciating the practice of composing in foreign idioms. Keats, the most thoroughly classical of all our writers—Keats, of whom Byron said that "he was a Greek himself,"—could not read a line of the Greek language. Milton, the greatest scholar among poets, and one of the few poets whose originality has survived their scholarship, discarded the practice from his own ideal system, and speaks of it, as we all know, with intense and undisguised contempt. (3)

And indeed the study of Greek and Latin composition has distinctly injured our own English language, and done mischief to some of our great writers. Milton himself did not escape the taint. (4) To it are due such sentences as "The summer following, *Titus then Emperor*, Agricola continually with inroads disquieted the enemy;" and such lines as—

"with keen despatch
Of real hunger and concoctive haste
To transubstantiate: what redounds transpires
Through spirits with ease;"

which go far to justify Dryden's complaint that "Milton Romanised our language without complying with its idioms."

(1) Sperone, in his Dialogues on Latin and Italian, said, "it was the general opinion that no one could write Italian who could Latin." See Hallam, *Lit. of Europe*, i. 445.

(2) I am not aware of any cento earlier than Anonius. Yet I have seen university prize-verses handed round for admiration, in which line for line and word for word were nothing in the world but Virgilian tags.

(3) Macaulay considers that Milton's success in Latin verse adds greatly to our astonishment that he should have been able to write the *Paradise Lost*.

(4) See "Studies in English," by Dr. C. Scheie de Vere.

To it we owe a multitude of "inkhorn terms," which are now fortunately as dead as the rootless flowers stuck in a child's garden. To it we owe that

"Babylonish dialect
Which learned pedants most affect;
'Twas English cut on Greek and Latin,
Like fustian heretofore on satin."

It had its share in producing the feeble voice of the Elizabethan euphuism, with its falsetto tones and vaporous inanities. In fact, from this cause, our language once ran no little risk of being fairly buried under the Greek and Latin scoriæ flung up by the volcanic enthusiasm of the Revival of Letters. "And indeed," complacently observes Sir Thomas Browne, whose stately and sesquipedalian rhetoric is nearly ruined by his unparadonable pedantry, "if elegance still proceedeth, and English pens maintain that stream which we have of late observed to flow from many, we shall within few years be compelled to learn Latin to understand English, and a work will prove of equal facility in either." Happily the masculine good sense of the nation saved it from so miserable an atrophy; but the dangerous influences long remained at work. It was especially to the patronage of Latin verse that we owe the "poetic phraseology," that is, the gaudy and artificial inaccuracy, of such passages as Dryden's once famous, now justly ridiculed description of night. To this, more than to any other cause, no less an authority than Wordsworth attributed the monotonous conventionality of the school inaugurated by Pope. To it we owe the meaningless ornamentation which spoils the poetry of Gray, and which produced such lines as—

"And reddening Phœbus lifts his golden fires,"

a line which has in it a fine flavour of compulsory Latin verse writing. Coleridge well illustrates the "poésic épithétique," which is fostered by the practice, in his story about the line—

"Lactea purpureos interstrepit unda lapillos."

The first half of this line is a ludicrous and tasteless variation, and the last half, an open plagiarism of the line—

"Pura coloratos interstrepit unda lapillos;"

and such lines, half-tinsel half-mosaic, *abound*, with many lines which are whole plagiarism, in University exercises and similar compositions. All idiomatic freshness, all simple beauty, all nervous originality are, I feel convinced, obliterated rather than developed by rewarding an ingenuity so misplaced; while insincerity and incongruity in verse, and a "turgid and tumultuary style of sentence" in prose, are directly fostered. "Certain it is," says one of the great masters of our English language, "that our popular style has laboured with two faults that might have been been thought incompatible: it has been artificial by *artifices peculiarly adapted to the powers of the Latin language*, and also, at the same time, careless and disordinate (*inconditus*)." Among our best and finest writers are those who have drunk simply and solely at "the pure wells of English undefiled." Is it conceivable that Shakespeare or Burns would have written as they have written, if they had been drilled for years in Latin verse? The best of all styles, and the best of all poems, have belonged generally to

"The days when mankind were but callans
At grammar, logic, and sic talen's,
They took nae pains their speech to balance,
Nor rules to gie;
But spak their thoughts in plain braid lallans,
Like you or me;—"

and some of the best in modern days have been written by men whose individual condition most resembled the age which Burns describes.

If then it be desirable to educate boys—not indeed in style, but in a power of expressing themselves in their own language—then, instead of encouraging verbal imitations, and cramming their memory with classic tags, let us adopt the incomparably truer and better method of requiring a careful description of natural phenomena and scientific experiments,—a process which, while it teaches them a terse and lucid use of their own language, will, at the same time, fire their imagination with some of the grandest and noblest objects of human thought. If taste and style be a fine appreciation, and a masterly power of producing beauty of form in the expression of thought, will it best be created by making boys write in languages which they do not know, about things for which they do not care, or by making them express carefully in their own language their natural observations and their genuine experience? With the examples before our eyes of scientific men who wrote as Sir Humphry Davy and Dr. Whewell wrote, or as Mr. Darwin and Professor Owen are writing now; and with men who speak with the power and eloquence of Professor Tyndall and Professor Huxley, we need have little fear that our boys will lose in “taste” or “style,” by substituting a more solid and scientific training for the time which they are now wasting, or worse than wasting, over Greek and Latin verse.

(To be concluded in our next.)

Model Schools in Connection with Normal Schools.

We are indebted to the *St. Louis Journal of Education* for a report of the following paper read, by Mr. Richard Edwards, President of the Illinois Normal School, at the annual meeting of the Teachers' Association, held in St. Louis on the 22nd August last, at which twenty five States were represented by about five hundred delegates:

The first consideration is, to what extent will we be benefited by a Model in connection with a Normal School? Is it worth the labor and time which must be bestowed upon it? Will the results likely to be achieved be a sufficient reward? While it is true that there are many Normal Schools of a high degree of excellence which are without a model department, it is also true that they would be more successful in its possession. It is plain that logic favors it. Teaching is a practical art, and should be preceded by a practical apprenticeship. In all other arts in life, the applicant, to be successful in securing a position, must be able to say that he can perform the work for which he applies.

What is meant by a model school? Some mean by it a school perfect in its action; others regard it as a school for the practical experiments of teaching. In the former the pupil is taught to reproduce, in every particular, the model teacher; in the latter originality is secured. The science of education is not fully understood, and in subordinate schools theories and methods are subjected to trial, and results noted.

There are three uses sought by the model school. First, good teaching and government; second, to furnish apprentice work; third, opportunity for experiment. Shall we attempt to accomplish all these in one school, or shall we divide them? Can a school be model, and at the same time present opportunities for experiment? He believed that a combination of the two is possible, and that a school can be conducted in a model manner, and yet afford means for practice to the pupil; that all these objects can be better accomplished together. Every young teacher needs the inspiration that comes of seeing things well done—needs the stimulus to improvement in his own work—and needs them side by side. The work which the pupil undertakes in the model school must be of the same nature as that which is to come after. The young teacher must be left *alone* with his pupils; only suggestions should come from the principal.

The elements of naturalness are not well enough observed in our schools. Permanency is a prime element. It is impossible to judge of the ability of a teacher by the method of substitution. He needs time in which to show forth his powers. When he has taught for six months, and has acquired the respect of the pupils, he has a right to all the strength that respect will give. Practice in the model school is to furnish ability, and to test it. Neither can be accomplished in a short time.

How shall the model school be adjusted? First, let it be graded, from the lowest departments to the high school; second, let each grade be under the charge of a competent teacher, who will furnish proper instruction; third, at the beginning of each term, let such pupils as are fully prepared be assigned to the grades as teachers. The class should occupy the time of the pupil-teacher for about forty-five minutes in addition to the time allotted for the preparation of lessons; fourth, let the work of the pupil-teacher be under the supervision of the principal of the grade; fifth, let there be a stated meeting every few days to discuss the different modes of teaching; sixth, let there be an exhibition once a week of the different methods, in the presence of the entire normal school; seventh, let every fault be privately pointed out to the one committing it, with the understanding that it is to be at once corrected; eighth, let the status of the class be taken at the time it is placed in the hands of the pupil-teacher, and also at the end of the term, to ascertain the progress made; ninth, let four such terms of teaching be required of every pupil; tenth, let the senior class of the normal school be a visiting committee, and required to report on the grades visited.

Practical Geometry.

Geometry, very generally, is supposed to be some abstruse branch of theoretical mathematics, which a venerable ancient, one Euclid, had a good deal to do with in his day, but which, as a science for study by every-day practical men, is neither intelligible nor valuable. Perhaps in early days the reader had to prove why the angle A B C equalled the angle F G H, or why it did not: and his present immunity from all such alphabetical abstractions is contemplated with relief, if not delight.

Boys at school never made a greater mistake than when they believed that geometry and algebra were useless. These studies have a direct value, and a much greater indirect value, as developing the reasoning powers, the ability of analysis, construction, and inference.

That geometry does not deserve to be considered an unpractical study, we hope to show in a few examples.

The law that like solids have cubic contents as the cube, and surfaces as the square, of their like dimensions, may have a somewhat abstract sound, but its practically demonstrated value is seen in the economy which attends building large houses, ships, engines, etc. The larger a house, the less wall has it; the larger a ship, the less resisting surface does it present to the water; the larger an engine, the less surface is there for loss of heat by conduction and radiation, and the less surface of cylinder and bearing is there for friction.

Bounding lines increase as the square root of the surfaces they bound, so the larger a field the less fencing it wants, and so on. This law of the economy of aggregation, theoretically defined 2,000 years ago by the Greek mathematician, finds a practical manifestation in modern times in the marked disposition towards larger stores, factories, farms, hotels, and steamships.

The great obstacle in the way of balloon success is the resistance of the air on the large surface necessary to a balloon of any considerable buoyancy; but if its size be increased, its resisting surface increases in a less ratio than its buoyancy. We think this law will help the coming aëronaut.

To come down in our Euclidian voyage from the big bag of silk in the clouds to the common paper bag on the store counter, we remark that our geometry is as useful as ever. Certain forms of parcels economize covering more than others, the impracticable

sphere most, then a cylinder of equal height and breadth; but as we elongate it, and make its form sausage-like, we begin to lose paper. If the parcel *must* have the corners sanctioned by time and grocers, let the cubic form be adhered to as making the most of a bag.

Our readers may smile at this, and call it ultra-economy; but it is not, for the wrapping-paper business amounts to millions a year, and prevalent shapes of retail parcels are very wasteful of covering. Besides, this law prevails not only in paper, but in the vast domain of packing-boxes, jars, bottles, cans, and kegs; and what political economist can calculate the saving possible to a geometrical regard to the laws which show how most bulk can have least surface?

We commend this subject to the attention of the men of cans and crocks, who, when the frosts of winter have succeeded to the fertilities and abundances of summer, are wont to regale us with the luscious peach, the genial tomato, and the nutritious lobster. Let them know that the nearer the height and breadth of a can, the less tin does it demand for its construction, and they shall live to bless Euclid and us.

The bakers of crackers should know that when their goods take a circular form, their loss in space and as bulk in cargo is 20 per cent.—21.46 per cent exactly, say 20 per cent. This loss is shared by all the shippers of round packages, whether tins or jars, candles, or pill boxes.

The larger a given heated body, the less surface there is for radiation. Steam coils for heating houses exemplify this by their slender dimension, which give a large radiating surface in little bulk. The extreme voracity of the insect plagues which infest our farms and orchards is explained on the same principle; being very small, they expose a very large surface proportionately for cooling, and they keep up the needed temperature by constant feeding, so the smaller a bug or fly, the more ought the farmer to dread a pound of him.

Astronomy has revealed to us countless planets larger than our own, and the small size of our world has led to disparaging comparisons. We have been told, for instance, that Jupiter's bulk is about 1,000 times as much. This indeed pigmies us, and would lead us to call this pellet, only 8,000 miles or so through, something else than universe. Let us qualify all this a little by the consideration that, as the surface of a planet is about all its people use, the smaller a planet is, the larger does it accommodate; so had big, boastful Jupiter been filled out into globes of our size, ten times as many creatures might have lived thereon.

Following the general law, similar cones are to each other as the cube of their like dimensions. Thus, a cone two feet high contains eight times as much matter as a like one of one foot high. Wedges with edges of a constant length are to each other, when similar, as the squares of their height or breadth. And here we have a method of balancing a force like magnetism, which increases through its length as the square. An immersed wedge, as heavy as the liquid of immersion, with apex up, is the *desideratum*.

In the two cases of cone and wedge, we think the calculating machine is to be helped. If a cone, apex downward, be immersed in a liquid placed in a graduated cylinder, the displacement of the liquid shall be as the cube of the depth of immersion; so with a wedge, it shall be as the square. This hints at how squares and cubes of numbers may be found, and how square and cube roots may be found by a reversal; cylinder, cone, and wedge being graduated.

We finish, commending these few suggestions to all who have hitherto thought geometry a dry and unfruitful study, with the hope that their Euclids shall be turned over to good account.—*American Artisan*.

The Educational Uses of a Newspaper.

The majority of persons who subscribe to a newspaper regard it in too narrow a point of view. They regard it as a gossiping visitor, who affords amusement or instruction to themselves. This it is, of course. But it may fulfil a more important office in a household. It may become a powerful auxiliary in the intellectual improvement of the young. The boy who reads aloud a good newspaper for the elder members of the family cannot fail to be advanced and elevated by his occupation. Such an exercise will gradually wean him from the puerilities, follies and toys of childhood. It will fill his mind with varied, curious, useful and solid knowledge. It will educate him unconsciously. It will, to use a vulgar phrase, make a man of him. This might be demonstrated by the example of America. One of the reasons why young Americans are so intelligent, so enterprising, so "wide awake," is that in their boyhood their mental aliment consisted in a great degree of newspapers. Schoolboys in America not only read, they sometimes write newspapers. In consequence of this the young, keen eyed American is not only abreast of contemporary events, but he projects his mind into the future. He makes "the time come to his own." All that wonderful variety of curious invention which characterizes America may be attributed in some degree to the precocity produced by newspaper reading. It has often been remarked that if England rule the sea, if France or Prussia rule the land, the future is the dominion of America. The newspaper leads their young men, as it were, to the bright horizon of human knowledge, where, like the Arcadians pursuing the sun, they stand aloft and contemplate the golden effulgence, when, lost to other eyes, it illuminates the enchanted regions of the untrodden future. They do not think of what their country has been, but what it will be. They anticipate the time when America will be as populous as China, as military as Prussia, as maritime as England, as powerful as pagan Rome in the plenitude of its imperial domination. They not only do this, they endeavour to make their own country what they imagine.

The youth of America are, generally speaking, able to discuss the important questions which agitate the minds of the greatest statesmen. In reading the eulogies of eminent men, which so often occur in the newspapers, a spark is sometimes struck, a flame kindled, a love of fame engendered, which animates them through life to struggle for a prominent position in society. There is no description of literature which excites so much attention in the old (and consequently makes so great an impression on the young) as a good newspaper. The pinions of the intellect wax strong in the perusal, and become capable of a wide range of profitable excursion in the world of inquiry. To read a modern newspaper requires a great amount of information. Without a knowledge of geography, for instance, a newspaper is unintelligible. No boy who understands a newspaper can grow up a dolt, a mope, a child-man. He must be capable of conversation on the greatest subjects of popular discussion. In short, the father who refuses or fails, for the sake of a paltry expenditure, to introduce a newspaper into his household, deprives his children of a great intellectual inheritance. He inflicts an irreparable injury on his offspring.

(*Leinster (Ireland) Independent*).

Canadian History.

THE GOVERNORS AFTER CHAMPLAIN.

The valiant and faithful Champlain being dead, other Governors, from time to time, were sent out by "The Company of Associates" to rule the colony. Of these Governors, up to the year 1663, a list is given here. They were all old officers, pious and brave, who had served in the armies of the king of France.

Every new Governor brought with him a few soldiers. The priests, people of the colony, and Indians, used to receive him as if he were the king himself, landing on the low ground underneath Cape Diamond and Fort St. Louis. Guns were fired and the keys of the Fort

presented, and then all marched up in procession from the water's edge. On the way they had to pass near a huge wooden cross planted on the rising ground. In front of this the new Governor and his followers knelt for a time, after which all went on towards a small church or chapel on the high ground, where mass was celebrated, or thanksgiving offered. Thence the Governor and his officers marched to the Fort, their future residence.

But, in those times, not only was the whole country very wild and rough, but the real power of the Governor over it was very small indeed. The few people of the colony, as well as the Canadian Indians, were obedient and loyal. But in all parts, except the immediate neighbourhood of Quebec, the Iroquois were the actual possessors. Ever since Champlain had aided the Hurons, Algonquins and Montagnais, against these fierce savages, the French and their Indian allies were never safe from attacks. Sometimes the Iroquois were so bold as to approach the French enclosures, near the mouth of the St. Charles. More than once, a newly arrived Governor had to rise hastily from the banquet table in the Fort, in order, with his officers and soldiers to chase away some prowling band of Iroquois warriors. On these occasions the savages easily escaped into the woods, taking with them, perhaps, some prisoners and scalps.

In fact, brave as were those old Governors, they were scarcely able to maintain the existence of the colony.

The reasons why the Governors could do so little to protect the colony and to cause its growth, was, the neglect of the Company of Associates. The Company did not really care for the colony except to make profit out of the peltry trade. They did not send out soldiers enough. Although, between the years 1628 and 1663, they were bound to send 4000 colonists or settlers, only a few hundreds were actually brought by them. Therefore if it had not been for other causes, the colony under the Company of Associates would have come to nothing.

We have now arrived at the particulars of the most interesting events in Canada during the time when it was in charge of the Company of Associates. The governors of this period, after Champlain were the following.

M. Montmagny.....	from 1636 to 1648
M. D'Ailleboust.....	from 1648 to 1651
De Lausons (father and son).....	from 1651 to 1658
M. D'Argenson.....	from 1658 to 1663
M. D'Avaugour.....	from 1661 to 1663

MADAME DE LA PELTRIE AND MARIE GUYART.

Madeleine de Chauvigny, who is better known by the name of *Madame de la Peltrie*, was a beautiful and wealthy French lady. Her husband, M. de la Peltrie, died, leaving her a widow only 22 years old. She had heard of Canada or New-France, from the accounts brought by Champlain. She had also read of the poor heathen Indians, from the letters sent to France by Champlain's friend and confessor, Paul le Jeune. She became filled with the desire of devoting her wealth and services to the object of providing education for those of her own sex in Canada. Her friends, in vain, opposed her design, and she crossed the ocean to Quebec, where she landed on Aug. 1, 1639. She was accompanied by Marie Guyart and two other ladies, with whose aid her purpose was to found a convent of the religious order called the *Ursulines*. In the same vessel there came three nurses, sent out by the Duchess d'Aiguillon, to open an Hospital called the "*Hotel Dieu*." Furniture, and all things necessary, both for the Hospital and the Convent were brought.

Madame de la Peltrie and her companions were received with much respect and ceremony by the Governor, M. Montmagny. He gave them the grounds required for buildings and gardens, and did all he could to protect them, and to aid them in carrying out their objects.

Soon by means of workmen, paid and supported by Madame de la Peltrie, the first Ursuline Convent at Quebec was built, and, near to it, a small stone house for her own use.

The Savages were much pleased to witness the arrival of Madame de la Peltrie and her party. Some of them had seen one French lady, Madame Champlain, who had come to Quebec 20 years before. But those whom they now beheld were clothed in strange garments, such as had never been seen in the colony. She caused them to be told that she, and those with her "were daughters of chiefs of France, who, for love of them, had left country, friends, and all the delights of their native land, in order to teach their children, and to save them from everlasting ruin."

As soon as possible young Indian girls, and those of the French colonists, were taught regularly at the new convent.

Madame de la Peltrie continued, during the rest of her life, to

devote herself to the undertaking. She remained in Canada, and died in the year 1671.

The convent which she founded exists to this day. Many thousands of the daughters of French Colonists have been educated there.

Madame de la Peltrie's chief assistant in founding her convent was *Marie Guyart*, better known by her religious name "*Marie de l'Incarnation*." She also was a widow, had heard of Canada, and wished to give herself up to teaching the heathens. She became known to Madame de la Peltrie, and joyfully agreed to go with her.

She proved to be a person wonderfully gifted. In less than three months from the time of her arrival at Quebec, she learned the languages of the Hurons and Algonquins, well enough to speak them, and to teach the Indian children. The Jesuit father le Jeune was her instructor. She was the first Superioress of the Ursuline convent. She died in 1672, a few months after her friend de la Peltrie.

These two women are famous characters in the early history of Canada. They suffered many trials in the course of their labour of more than 30 years. One of the hardest trials they had to bear was the burning down of their convent in 1650. This happened in the night time, when the weather was extremely cold. The inmates were suddenly roused from sleep by the flames. Although all their lives were saved, yet their property was lost. They had to make their escape from the burning building half-clad and bare-footed, the ground being deeply covered with snow.

All in the colony were very sorry for the destruction of the convent. M. d'Ailleboust was then Governor. He, and every one who could, aided the Ursulines in their distress. De la Peltrie and her friend the superioress exerted themselves to have the convent rebuilt. For this, assistance was sent to them from France, so that, after a time, another building was raised upon the same foundations. The superioress herself looked after the work as it went on.

The young Indian and French girls were often taught in classes, under the shade of an immense ash-tree, which grew near, and which, until a few years since, was still to be seen on the convent premises, although more than 500 years old.

M. DE MAISONNEUVE.—THE FOUNDATION OF VILLE-MARIE (MONTREAL.)

About three years after the foundation of the *Hotel-Dieu*, and the Ursuline Convent, at Quebec, a noble person, named *M. de Maisonneuve*, arrived from France. He had been chosen to bring out colonists and to found settlements on the island on which *Mount-Royal* stood, and which had been the site of the ancient Indian town *Hochelaga*. Already this territory had begun to be called by its present name, for the Company that sent out M. de Maisonneuve was styled the "*Company of the Island of Montreal*."

Maisonneuve brought with him about 50 men, able both to cultivate the ground and to use warlike weapons. By him and his followers, on May 18th 1642, the first settlement on the Island was founded, and named *Ville-Marie*. It was a little nearer to the mountain than Hochelaga, and became afterwards the site of the modern city, *Montreal*.

Maisonneuve was a truly brave and pious man. He had a very hard task before him, for the Iroquois, like a scourge, troubled the first settlers. Those savages prowled around, watching for opportunities of falling upon and scalping the colonists. In fact, the French never dared to work alone at any distance from their habitations, or without having beside them their fire-arms and swords.

Small wooden forts were built, and enclosures surrounded by palisades, so that when the Iroquois came, the men might have places for instant shelter.

Sometimes the savages came in parties of two or three together, to plague the French and to entice them out to fight. But Maisonneuve was too prudent to allow this. He knew that when his people were a little way beyond their defences, they would meet, perhaps, hundreds of warriors, waiting to overpower them. However, the French were so constantly teased in this way, that they became impatient. They called upon their leader to conduct them to battle. Maisonneuve still refused, until at length his people began to say he was afraid. The valiant knight then saw fit to head a large party of his men in pursuit of some Iroquois. It was as he had foreseen. They soon fell in with a great band of Iroquois, waiting to receive them. In the battle which followed, the French were hard pressed. Several were slain, and the rest, now aware of their error, obliged to fall back. Maisonneuve, with a few chosen officers, covered the retreat. He retired slowly backwards, cutting down the savages as they came near, and was the last to take shelter behind the defences. After this, his people no longer were heedless of his warnings, or pretended to charge him with fear. The spot where the chief part of this fight occurred is that now called the "*Place d'Armes*," Montreal. It happened on March 30th, 1664.

Maisonneuve several times made voyages to France in order to procure more settlers and soldiers. He had the aid of M. d'Ailleboust, who was afterwards Governor. Through his care and bravery, Maisonneuve contrived to preserve the Island from being entirely overrun by the Iroquois.

He was a very pious man, like Champlain. He induced religious persons of both sexes, to come out from France to settle at Ville-Marie.

On one occasion, when there happened to be a great freshet, he vowed to carry up and plant a wooden cross upon the mountain, in case God should cause the waters to subside. The waters did subside, without doing the injury he feared. Then the pious knight fulfilled his vow. At the head of the religious persons and people of the Island, he marched in procession, carrying a heavy cross on his shoulders. Reaching a high spot, he then planted the cross in the sight of all.

Although Maisonneuve was so brave and so good a man, he was made to suffer from enmity. The Governors d'Avagour, and especially de Mésy, were unfriendly to him. The last named governor even ordered him to leave the country. He seems to have not finally given up his post at Ville-Marie until about 1670. In his old age he was honorably maintained at Paris by those whom he had served.

Notwithstanding the troubles arising from the attacks of the Iroquois, the inhabitants of Ville-Marie, and the surrounding settlements increased and prospered, as much as, if not more than, in the other parts of Canada.—*Dr. Miles's Child's History of Canada.*

English History.

THE SOVEREIGNS OF ENGLAND.

ELIZABETH.

[Born at Greenwich, September 7, 1533. Died at Richmond, March 24, 1603. Reigned 45 Years.]

This great Queen was the only child of Queen Anne Boleyn, second wife of Henry VIII. After her mother was beheaded she lived for several years, with her little brother, Prince Edward (afterwards Edward VI.), at Hatfield House, Hertfordshire, and the garden where the royal children played is yet preserved. When her elder sister, Mary, came to the throne, the Princess Elizabeth was sent to the Tower; for she had been taught to be a Protestant, and, as Mary was a Catholic, she was afraid the Protestants would make Elizabeth queen instead of herself. But Queen Mary died, and Elizabeth was made queen on the 17th of November, 1558. There was a very grand show when she was crowned in Westminster Abbey, on the 13th of January, 1559. The Catholic Kings of Europe were very angry at Elizabeth becoming queen, because they knew she was a friend of the Protestants in all countries; and even in England there were a great many Catholics who would rather have had a sovereign of their own religion. But Elizabeth was a very clever queen, and her ministers were able and experienced; and although some of her enemies said she was not the lawful queen at all, and persuaded Mary Queen of Scots, who was grand-daughter of Margaret, daughter of Henry VII., to call herself Queen of England, yet they were unable to injure Elizabeth, who was greatly loved by her subjects. At length Mary Queen of Scots, who had many troubles in her own country, fled to England, where she was charged with favouring conspiracies against the Queen, and beheaded. The King of Spain, during the reign of Elizabeth, fitted out an immense number of ships to invade England, and called his fleet the Armada, thinking that nothing could conquer it. But great storms, and the bravery of the English sailors under Lord Howard of Effingham, completely destroyed the Armada. Queen Elizabeth, who was never married, died of dropsy, in the 70th year of her age, having reigned forty-five years. There were a great many famous Englishmen in her time, among whom were Shakespeare, Bacon, Spenser, Drake, and Raleigh; and many good laws were made, so that people commonly speak of the happy days of old England in Queen Elizabeth's glorious reign.

JAMES I.

[Born at Edinburgh, June 19, 1566. Died at Theobalds, Hertfordshire, March 27, 1625. Reigned 22 Years.]

When Queen Elizabeth was dying, she expressed a wish that James VI., King of Scotland, should succeed her; and the people

generally were willing that it should be so. James was the son of Mary Queen of Scots, who was grand-daughter of Margaret, the eldest daughter of Henry VII. of England, so that the new king was directly descended from the royal family. He set out from Edinburgh in April, 1603, and made a grand journey to London, being entertained with great style at many of the towns he passed through. On the 25th of July he and the queen were crowned at Westminster. But he had only been a few months on the throne, when an attempt was made to set up his cousin, Lady Arabella Stuart, as the real heir to the crown; and Lord Cobham, Lord Grey, the great Sir Walter Raleigh, and others, were tried for high treason, for conspiring for that purpose. Several persons of lower rank were executed, and Raleigh, who was one of the greatest ornaments of the age, was kept in prison in the Tower for twelve years. But there was a worse conspiracy still which threatened the king—the Gunpowder Plot, of which we have all heard so much. Some wicked men, endeavoured to kill him and his advisers by placing a large quantity of gunpowder beneath the House of Parliament, and one of the conspirators, a daring man named Guido Fawkes, was to explode it just when the king entered the House. But the plot was discovered, and Fawkes and several others were executed. In November, 1612, the king's eldest son, Henry, Prince of Wales, died at the age of eighteen. He was an excellent young man, very accomplished, and would probably have made a great king. It was commonly said that he was poisoned, but there was no truth in the rumour. The next brother, Prince Charles, was then created Prince of Wales. The king was very unpopular because he chose unworthy favourites, and made them great lords. In 1617 the Queen, Anne of Denmark, died; and two years afterwards, Prince Charles determined to marry Henrietta, daughter of the King of France. His father at first wished him to marry a Spanish princess, and the prince went to Spain in disguise to see her, but declined to accept her. The king died of ague, in 1625, and was buried at Westminster. In his reign many Englishmen settled in America, the great Lord Bacon was Chancellor, Shakespeare died, and Sir Walter Raleigh was beheaded.

CHARLES I.

[Born at Dunfermline, November 19, 1600. Beheaded at Whitehall January 30, 1649. Reigned 24 Years.]

In less than three months after his accession to the throne, King Charles married the Princess Henrietta Maria of France, and the royal pair were crowned at Westminster on the 2nd of February, 1626. Very soon a disagreement occurred between the king and the Parliament, the House of Commons refusing to grant the money required for carrying on a war with Spain until certain grievances they complained of had been redressed. Both Houses wished to remove the Duke of Buckingham, the king's especial friend, from power, and impeached him as being guilty of various political crimes. The king exerted himself to prevent Buckingham being tried, and dismissed the Parliament. The king wanting money, promised the new House of Commons to comply with their demands, and so obtained money, but broke his word. Many messages passed between Parliament and the king, who again dismissed it. The Duke of Buckingham was assassinated at Portsmouth by John Felton, August, 1628. Another Parliament having been assembled, several members made very vigorous speeches against the conduct of the king; he went down to the House for the purpose of arresting them, but they had taken refuge in the City of London. The Parliament was dissolved, and the members were prosecuted by the Star Chamber; they were sent to the Tower, where Sir John Eliot, a very great and good man, died. Afterwards the king made many attempts to raise money by illegal means, among others, taxing inland towns for the purpose of fitting out ships. John Hampden, a Buckinghamshire gentleman, refused to pay, and seven of the Judges having decided in favour of the Crown, against five who were in favour of Hampden, the Parliament annulled the judgment. Shortly afterwards Earl Strafford, a very proud, violent man, who had advised the king to resist the people, and Archbishop Laud, were impeached and beheaded. The Parliament raised an army to oppose the king, and for about three years the war was carried on. Hampden was killed in battle, but Generals Fairfax and Cromwell gained great victories for the Parliament; and the king, having been defeated at the battle of Naseby, on the 14th June, 1645, gave himself up to the Scots, who surrendered him to the Parliamentary troops. He was imprisoned at Hampton Court, at Carisbrook Castle, and other places, and on the 20th of January, 1649, was tried at Westminster Hall, and condemned to death. He was beheaded in front of the Banqueting House, Whitehall, a few days afterwards, and behaved with great dignity on the scaffold.

OLIVER CROMWELL.

[Born at Huntingdon, April 25, 1599. Died at Whitehall, September 2, 1658. Lord Protector for 5 Years.]

This was one of the most illustrious men in English history. He was a private gentleman at Huntingdon, and had represented his native town in Parliament. He very soon became attached to the popular party, and was so disgusted with the conduct of the Government in the matter of the ship money, that he made up his mind to take his family to New England, in America, and was actually on board a vessel at Gravesend, when he was forced, by a Royal proclamation, to return. A few years afterwards he was returned to Parliament for Cambridge; and when the war broke out between the King and the Parliament, he raised a troop of horse. He soon rose to be colonel, and gained so many victories that he was made lieutenant-general, and a pension of £2,500 was given to him by Parliament. He defeated the Scotch and the Welsh, and became the most powerful leader in the army. He was one of King Charles's judges, and signed the death-warrant. Afterwards he went to Ireland, and put down an insurrection there; and terrible indeed was the manner in which he punished the Irish. He then marched to Scotland, and on the 3rd of September, 1650, gained the battle of Dunbar. Exactly a year afterwards, he defeated Prince Charles at Worcester, and the young prince was obliged to hide himself in an oak tree, and in other places, till he could escape to France. England was now ruled by the Parliament; but the members disagreed, so that regular government was difficult, and Cromwell went to the House of Commons with a military force, dismissed the members, and a few months afterwards, on the 16th of December, 1653, was made Lord Protector of England. He was offered the title of king, but refused it. He showed great ability as ruler. He defended the Protestants of the Continent against persecution; and, assisted by Admiral Blake and other great men, made England powerful and respected throughout the world. He died on the 3rd of September, 1658, and was buried with great state in Henry VII.'s chapel at Westminster. His son, Richard, succeeded as Protector; but he was a weak man, and resigned the office in six months' time. To put an end to the uncertainty as to the Government, General Monk, who commanded the army, invited Prince Charles to return; and the nation, tired of fighting and confusion, welcomed the Restoration.—*The Sovereigns of England.*

POETRY.

Indian Summer.

Just after the death of the flowers,
And before they are buried in snow,
There comes a festival season,
When nature is all aglow—
That rivals the beauty of Spring,—
Aglow with a beauty more tender
Than aught which fair summer could bring.

Some spirit akin to the rainbow,
Then borrows its magical dyes,
And mantles the far-spreading landscape
In hues that bewilder the eyes,
The sun from his cloud-pillowed chamber
Smiles soft on a vision so gay,
And dreams that his favorite children,
The flowers, have not yet passed away.

There's a luminous mist on the mountains,
A light azure haze in the air,
As if angels, while heavenward soaring,
Had left their bright robes floating there;
The breeze is so soft, so carressing,
It seems a mute token of love,
And floats to the heart like a blessing,
From some happy spirit above.

These days so serene and so charming,
Awaken a dreamy delight—
A tremulous, tearful enjoyment,
Like soft strains of music at night:
We know they're fading and fleeting,
That quickly, too quickly, they'll end,
And we watch with a yearning affection,
As at parting we watch a dear friend.

Oh! beautiful Indian Summer!
Thou favorite child of the year,
Thou darling whom nature enriches,
With gifts and adornments so dear!
How fain would we woo thee to linger
On mountain and meadow awhile,
For our hearts, like the sweet haunts of Nature,
Rejoice and grow young in thy smile.

Not alone to the sad fields of Autumn
Dost thou a lost brightness restore,
But thou bring'st a world-weary spirit
Sweet dreams of its childhood once more,
Thy loveliness fills us with memories
Of all that was brightest and best—
Thy peace and serenity offer
A foretaste of heavenly rest.

Public Opinion.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

The Lieutenant-Governor,—by an Order in Council, dated the 3rd inst.,—was pleased to make the following appointments:

MEMBERS OF BOARDS OF EXAMINERS.

BEAUCE.

The Revd. Jean Thomas Alfred Chaperon, and Gabriel Narcisse Achille Fortier and Henri Duchesnay, Esqrs., in the room and stead of the Very Revd. Grand-Vicaire Proulx, and the Honorables Elzéar Duchesnay, deceased, and Judge Taschereau, resigned.

CHICOUTIMI.

The Revds. MM. David Roussell and Téléphore Boily, and Neron Tremblay, Esq., in the room and stead of the Revds. Joseph Hudon and H. Delage, and John Kean, Esq.

PROFESSOR IN LAVAL NORMAL SCHOOL, QUEBEC.

Mr. Joseph Letourneau, Professor in the above named Institution, in the room and stead of Mr. Norbert Thibault, resigned.

The Lieutenant-Governor, by an Order in Council, dated the 27th ult was pleased to appoint the following

SCHOOL COMMISSIONNERS.

Sacré Cœur de Jésus, Co. of Beauce: MM. Achilles Gravel, Hilaire Dodier, Gervais Couture, Philippe Cayouette, and François Laroche; Sacré Cœur de Marie, Co. of Beauce: MM. Joachim Delille, Hilaire Poirier, Godefroi Gamache, Ferdinand Bolduc, and André Perron; St. Malo d'Auckland, Co. of Compton: MM. Jean-Baptiste Paradis, Louis Boire, Flavien Laperte, Eléazar Leblanc, and Eléonor Robert; St. Columban, Co. of Two Mountains: Mr. Denis McCarthy, in the room and stead of himself;

Paspébiac, Co. of Bonaventure: M. Placide Aspirot, in the room and stead of himself, and M. Jean-Baptiste Horth, in the room and stead of M. Louis Brunet;

St. Denis, Co. of Kamouraska: MM. Stanislas Dionne and Paul Dionne, in the room and stead of MM. Etienne Henri Hudon and Alexandre Sansterre;

Laval, Co. of Montmorency: M. Jean Verret, in the room and stead of M. Célestin Thomassin;

St. Laurent, Co. of Montmorency: MM. Honoré Langlois and Pierre Brosseau, in the room and stead of MM. Honoré Côté and Jérôme Lapointe;

St. Marie de Blandford, Co. of Nicolet: MM. Théophile Lafêche, Pascal Poisson, Noël Beauchêne, Joseph Beauchêne, and Joseph Fournier; Hartwell, Co. of Ottawa: MM. Ferdinand Perrier, Suplien Proulx, Sèvre Désabrais, François Daoust, and Hilaire Lavallée;

St. Mathieu de Rioux, Co. of Rimouski: The Revd. Mr. C. T. O. Bédard, in the room and stead of the Revd. Mr. A. Chouinard;

Aylmer, Co. of Ottawa: MM. George Archambault, and David J. Walsh, in the room and stead of MM. Alexis Marcoux and James McArthur;

Village of Fraserville, Co. of Témiscouata : The Revd. Mr. Ludger Blais, in the room and stead of the Revd. Mr. Joseph Lagueux :

SCHOOL TRUSTEES.

Cox, Co. of Bonaventure : M. David Joseph, Junr., in the room and stead of M. David Joseph, Senr. ;
Hochelaga, Co. of Hochelaga : Mr. James Vincent, in the room and stead of Mr. Samuel Kerr.

The Lieutenant-Governor,—by an Order in Council, dated the 13th inst., was pleased to appoint the following

SCHOOL COMMISSIONERS.

St. Christophe, Co. of Arthabaska : M. Pierre Lambert, in the room and stead of M. Moïse Couture ;
Harvey, Co. of Chicoutimi : MM. L. Boivin and Louis McKay, in the room and stead of MM. Auguste Laforest and Jacques Bolduc ;
St. Jean Port Joli, Co. of L'Islet : The Rev. M. Joseph Lagueux, in the room and stead of the Revd. M. H. Gagnon ;
St. Paul de Montigny, Co. of Montmagny : M. Michel Rousseau, in the room and stead of the Revd. M. G. B. Vallée ;
Ste. Félicité, Co. of Rimouski : The Revd. M. Louis Napoléon Bernier, in the room and stead of the Revd. M. Luc Rouleau ;
St. Germain de Rimouski, Co. of Rimouski : M. Damase Lebel, in the room and stead of M. Olivier Gagné :

TRUSTEE.

St. André of Acton, Co. of Bagot : Mr. H. E. Godfrey, in the room and stead of Mr. J. E. Harvey.

ERECTIORS OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor, by an order in Council, dated the 27th ult., was pleased

1. To erect, into a separate School Municipality, the Parish of Ste. Marie de Blandford, in the County of Nicolet, with the same limits as were assigned to it by Proclamation of the Lieutenant-Governor, dated the eighteenth day of August one thousand eight hundred and seventy-one ;
2. To erect, into a separate School Municipality, the Parish of St. François Xavier, in the county of Témiscouata, bounded as follows, namely,—on the South-West by the Township of Whitworth or the Municipality of St. Modeste ; on the North by the School Municipality of St. Epiphanie, between the 4 and 5 Ranges inclusive of Viger ; on the North-East by the Township of Dénonville ; on the South by the Township of Demers ; said Municipality to comprise the 5, 6, 7, 8, and 9 Ranges on the front of Viger, and at present erected into a Canonical Parish.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

QUEBEC (CATHOLIC).

Session of May 2nd, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Anna Beaudry, Sophie Céline Bélanger, Denise Ludvine Benoit dite Abel, M. Julie Couture, M. Joséphine Demers, Adéline Hamel, M. C'ara Avéline Lémay, Victoria Thivierge, M. Anaise Collin, and Margaret Bulger and Sarah Hogan (E).

2nd Class, (F) :—Misses M. Philomène Bélanger, M. Joséphine Bélanger, M. Emma Bernier, M. Camille Bertrand, Rose de Lima Bissonet, M. Philomène Blais, M. Sélanie Brochu, M. Eulalie Caron, Odile Côte, Elmina Croteau, M. Louise Alvina Gauvron, M. Sophie Frenette, M. Anne Germain, Vitaline Gosselin, M. Domitilde Langlois, Widow Lavoie née Hamel, M. Emma Leclerc, M. Adéline Lemieux, M. Joséphine McKinnon, M. Anne Mercier, M. Vitaline Archange Paradis, Perpétue Roy, M. Léa Vézina, and M. Zenaïde Bernier, and (F. & E.) M. Anaise Collin, and Catherine Murphy (E).

N. LACASSE, Secretary.

Session of August 1st, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses M. Lucie Virginie Blais, M. Elmière Bernier, M. Anne Marcelline Groleau, Marie Roy, M. Eloïse Exilda Vidal, Odila Watters ; (F. & E.) Louise Genéviève Verreault ; (E) Mary Ann Tackney, Margaret Elizabeth Trumble, and Emma Ann Trumble.

2nd Class, (F) :—Misses Marie Baillargeon, M. Lumina Beaudet, Philomène Berthiaume, Flavie Adéline Bilodeau, M. Anne Blais, M. Caroline Bonneau, Rosalie Corriveau, Zoé Couture, M. Virginie Déry, M. Azélie Desseint dite St. Pierre, M. Emélie Cléopée Dugal, Virginie Tarsille Duperré, Joséphine Jobin, M. Lazarine Lamontagne, M. Emélie Longchamp, M. Edia Pelletier, Joséphine Richard, Mélanie Vernette, M. Philomène Vézina ; and (F. & E.) Joséphine Honorine Grenier.

N. LACASSE, Secretary.

GASPÉ.

Session of August, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class : Misses Ellen Stewart, Jane Anne Ball, (E.), and Mr. Daniel Paquet (F. & E).

PHILIP VIBERT, Junior, Secretary.

Session of November 7, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class (E. & F.) : Miss Emma E. Hamon, (E.) Mrs. Alice S. Watson.

PHILIP VIBERT, Secretary.

SHERBROOKE.

Session of November 7th, 1871.

MODEL SCHOOL DIPLOMA, 1st Class, (E) : Miss Helen Bailey.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) : Misses Maria E. Brown, Mary DesRochers, Persis Haseltine, Orphia A. Leet, Eva Morrill, Anna Stewart, Messrs. Stephen A. Hunting and Valmore J. Smith.

2nd Class : Miss Mary A. Strain.

S. A. HURD, Secretary.

RICHMOND (CATHOLIC).

Session of November 7th, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) : Ida C. McNally.

2nd Class : Misses Mary A. Cokeley and Catherine Cokeley.

F. A. BRIEN, Secretary.

RICHMOND (PROTESTANT).

Session of November 7th, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) : Misses Jane Alexander, and Harriet B. A. Bothwell.

2nd Class : Misses Nancy Scott, Sarah J. Scott, and Catherine Lyons.

C. P. CLEVELAND, Secretary.

THE JOURNAL OF EDUCATION.

QUEBEC, (PROVINCE OF QUEBEC.) NOVEMBER, 1871.

Report of The United States Commissioner of Education for 1870.

The Commissioner in submitting his report says,—less than eight months have elapsed since he entered upon the duties of office, and that then the entire working force of the Bureau consisted of two clerks, and that the rooms assigned to its use were wholly unfit for clerical work. Soon, however, the favorable action of Congress increased the staff and made an appropriation of \$3,000 for compiling statistics and preparing reports. The commissioner states that the idea of national attention to education, as well as to agriculture, had been urged in vain by Washington and his compeers, and repeated from time to time by many statesmen, until finally the special action of a convention of school superintendents, in a well-considered memorial to Congress, led to the enactment of a law, approved March 2, 1867, establishing a Department of Education “for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.”

The purpose of the Department was thus clearly stated and its work fully defined, but the publication of its reports and documents had been on a scale so limited as not to give to the country at large any general knowledge of the amount or utility of the labour performed. The number and variety of applications (says the commissioner) made to the office for reports, documents and statistics, and educational information of every kind, coming from every section of the country and from foreign countries, would convince the most sceptical that there was urgent demand for some such centre of information.

On assuming office, the Commissioner found not a copy remained of a small edition of the only report which had been published by the Department. Much information including school statistics and discussions of associated topics, at home and abroad, had been collected, a very large portion of which, of

immediate and special value to teachers, had waited at least two years for publication. The inquiries respecting the establishment of and improvements in State, City, University and technical systems of education, and with regard to various methods of instruction and discipline sometimes involving the discussion of theories and the classification of facts, scattered through all the various countries, and running back to the earliest observations respecting the training and culture of the young, altogether so entirely beyond the clerical ability of the office to answer, soon revealed, to the Commissioner, how little those understood the nature or extent of the public demand for the office who unwisely sought to limit or destroy it. Every mail brought a demand for printed documents, which could only be answered, they were not in existence. Educators and agents of foreign countries applied for statements of the statistics of education in America, which had never been made out, and for the preparation of which the data had never been collected, the nearest approach being the reports on the subject published by foreign governments, prepared by gentlemen who had visited this country, and who had been largely indebted to the late Commissioner, the Hon. Henry Barnard, LL.D., for the materials used.

The attention turned to illiteracy, says the Commissioner, by the facts brought out in connection with the late war revealed the anxiety awakened in the patriotic minds of the people that intelligence and virtue should be at least equally extended and secured.

The following questions, amongst others, were asked: The number of those who can, and of those who cannot, read and write; the ratio of the illiterate to the total population; methods and instrumentalities for awakening an interest in education, and establishing schools in various portions of the South; the bearing of knowledge or ignorance on the well-being of communities and the productiveness of industries. In the midst of these questions coming up from numerous quarters, the House of Representatives passed a Resolution, to inquire into the progress and condition of education in the South.

The Secretary of the Interior in the month of August, 1870, ordered the publication of a circular of information, three thousand copies of which were prepared and distributed by the Commissioner. In the preparation of this circular, the Commissioner states there was no form of printed information on educational subjects at his command, neither speeches in Congress, addresses by educators, reports of state and city superintendents, or of universities, colleges, or special schools, but he laid under contribution and sent to inquirers in various sections of the country.

The Commissioner suggested, to different state, county, and city superintendents, the desirableness of the adoption, by every one, of the plan, already working so well in many places, of making each office of supervision a centre for the collection and preservation of works and reports on education and school apparatus, proposing to them and to foreign educators to aid in establishing a system of exchange by which the usefulness of all these aids to education would be greatly extended. In the furtherance of this plan the Commissioner has received and sent out thousands of books and pamphlets to inquirers and educators in America and foreign countries. The work is hardly begun, and yet it already gives promise of large and most useful results. There should, at least, be a specimen, says the Commissioner, of text-books and other school works, of apparatus, of plans of school architecture, &c., at the national capital and at the capital of each State, and, in connection with the system of education, in each of the large cities,—indeed, the more widely this plan is multiplied and extended, the better.

Since the occupation of larger quarters the Commissioner has undertaken the beginning of a collection of apparatus and text-books, which he hopes will be extended until it includes every improvement made in this direction either amongst Americans or in foreign lands.

In the act of Congress establishing a Department of Education, the Commissioner is required "to present annually to Congress a report embodying his investigations and labours,

together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which the Department is established."

The Commissioner says much had been done by his predecessor to facilitate this difficult and perplexing undertaking, yet no general report had been published.

The vast field stretched out from ocean to ocean, from gulf to lake, penetrated by no general system, but presenting the greatest variety and diversity of facts. Soon after entering upon his duties the Commissioner sketched out a plan and directed work accordingly. His object has been to exclude no fact which conveyed an educational lesson or suggestion. Why should it be limited, says he, to what is done in the school-room, or to the curriculum of the college, or of the professional and industrial schools? Why should not every parent feel that the education of man here begins with the cradle, and every citizen carry about with him the conviction that it ends only with the grave, and shape education so as to comprehend those limits in every life, and enable it to reach the highest possible attainments? In this ideal, every educational force, whether affecting body or mind, in childhood or age, of the individual or communities, would have its appropriate place. Educators must hold up this conception before the people; the public mind must grow into an apprehension of it. What is so generally termed education, that work limited to elementary, secondary, and superior instruction, will present harmony; each study, the languages, ancient and modern, and the sciences, arts and industries, will have its place, and all these will be supplemented by the work of the home, the press, the pulpit, the forum, the work-shop, the making, the administration, and adjudication of laws, presenting a structure, which, wherever it touches human life, restrains all its tendencies to vice, crime, and degradation, and inspires it to efforts of intelligence and virtue.

A report on American education, based on this idea, having been so long neglected, when first suggested to many educators, naturally would not be understood, and would be compelled to wait some years for cooperation. Accordingly, some time elapsed before the inquiries of the Bureau began to receive from every quarter the answers sought. A somewhat careful estimate of the different persons who have (within two months) contributed material by correspondence or sending pamphlets, places the number above four thousand.

Some data have been furnished extending over a period of several years, and in a few cases reaching back to the origin of the State or City systems.

Papers on special topics have been introduced to meet some special necessity pressed upon the attention of the Commissioner, or to turn the inquiries of educators in the direction of where they may find immediate and advantageous results.

On reading the above named report, we were struck with the great aptitude displayed by the new Commissioner for his work, the systematic arrangement of the matter and the wide range of topics discussed. We consider this preliminary article necessary to a proper understanding of the synopsis of this report which will be given in subsequent numbers of the Journal, and only justice to the Commissioner to allow him to say so much in explanation of his views.

Report of the Minister of Public Instruction for the Province of Quebec, for the years 1869 and in part for 1870.

This volume contains a variety of statistical and other information, general and particular—information referring to the province as a whole, and to each district in particular—regarding the progress of education in the Province of Quebec. We regret we have not space to enter fully into the details of the subject; a few of the particulars, however, we will quote. At the end of the year 1869, there were in the Province 3,912 educational institutions of all grades, attended by 214,498 pupils; the amount of local contributions (exclusive of annual grant from government) in aid of these schools was for the same year 894,857 dollars. The Inspectors' reports speak favourably

of the progress of the pupils in these schools; but some of them complain of the smallness of the teachers' salaries in many instances, and of the inefficiency caused thereby. The cost of inspection, judging from the tables given in this volume, seems to be smaller in proportion to the whole grant than in any country or state we are acquainted with. The total of the Inspectors' salaries for the entire Province is 19,300 dollars. We presume the inspection of the schools must be only annual, and that the Inspectors fulfil other functions; at least the number of schools (140 on the average) to each Inspector, and the smallness of the salaries, seem to warrant these conclusions.—*Irish Teachers' Journal, Dublin.*

Quebec Literary and Historical Society,

We are happy to hear that this institution has made the purchase of a magnificent collection of United States medals, executed in bronze, at the Washington Mint. As the dies and plates are invariably broken, once the medals are struck, these mementos of events, get more valuable by their scarcity year after year. We believe there have been but 500 of each of these medals struck; subjoined is a list. Antiquarians and others can see them on application to the keeper of the rooms, Mr. Mathieson.

UNITED STATES GOVERNMENT MEDALS—WASHINGTON MINT.

ARMY.

- 1 Washington before Washington.
- 2 Major-General Gates.
- 3 Col. Geo. Crogan—for Sandusky.
- 4 Major-General Harrison—for the Thames.
- 5 Gov. Isaac Thillyby.
- 6 Major-Genl. Tatt—for Chippewa and Niagara.
- 7 Major-General Gaines—for Fort Erie.
- 8 Major-General Porter—Chippewa, Niagara, and Fort Erie.
- 9 Major-General Brown, do do.
- 10 Brig.-General Miller, Idem.
- 11 Brig.-General Ripley, Idem.
- 12 Major-General Macomb, Plattsburg.
- 13 Major-General Taylor.
- 14 " " Monterey.
- 15 " " Buena Visita.
- 16 Maj-Genl. Tatt, Vera Cruz, &c.
- 17 Maj-Genl. Grant, N. S., N. L. A.

NAVY.

- 18 John Paul Jones—Serapis,
- 19 Capt. Thos. Tington.
- 20 Cap. Hall—Capture of "Gueriere."
- 21 Capt. Jacob Jones—Capt. of "Frolic."
- 22 Capt. Decatur—Capture of "Macedonian."
- 23 Cap. Bainbridge—Capt. of "Java."
- 24 Capt. Lawrence, of "Peacock."
- 25 Lieut. McCall.
- 26 Capt. Perry, Capt. of British fleet, Lake Erie.
- 27 Capt. Warrington,—of "Eperokiet."
- 28 Capt. Blakeley, Capt. of "Reindeer."
- 29 Capt. Macdonough, Capt. fleet "Champlain."
- 30 Capt. Henley Idem.
- 31 Lieut. Cassin, Idem.
- 32 Capt. Biddle, Capt. of "Penguin."
- 33 Cap. Stuart, " " "Cyaru."
- 34 Maj-Genl. A. Jackson.
- 35 Capt. Burrows.

PRESIDENTIAL MEDALS.

- 36 The Cabinet Medal
- 37 Thos. Jefferson.
- 38 James Madison.
- 39 James Munroe.
- 40 John Quincy Adams.
- 41 Andrew Jackson.
- 42 Martin Van Buren.
- 43 John Tyler.
- 44 James R. Polk.
- 45 Zachary Taylor.
- 46 Millard Filmore.
- 47 Franklin Pierce.
- 48 James Buchanan.
- 49 Abraham Lincoln.
- 50 Andrew Johnson.

SOLE NATIONAL MEDALS.

- 51 Capt. Percy—State of "Pennsylvania."
- 52 Missing.
- 53 Maj.-General Tatt.
- 54 Rescue of officers and crew, U. S. brig "Janus."
- 55 Capt. M. Graham rescue of Martin Kystice.
- 56 The Medal Shipwreck.
- 57 U. S. Coast Survey.
- 58 Japanese Embassy medal.
- 59 Dr. Fred. Ross—skill and humanity.
- 60 Col. Armstrong Indian Village.
- 61 Indian Race medal.
- 62 Capt. Creighton Low and Stufen.
- 63 Doctor Hossack.
- 64 Com. M. C. Perry, Boston.

McGill University.

The Corporation of McGill University has great pleasure in acknowledging the following donations for the quarter ending October 25th, 1871, to the

FACULTY OF ARTS

From the Edinburgh University; the Superintendent of the United States Coast Survey; the Government of the Dominion of Canada; the Government of the Province of Quebec; Harvard College; the Revd. G. Patterson; the Revd. J. C. Murray; Dr. T. Serry Hunt; the McGill College Book Club, 191 vols.; Peter Redpath, Esq., 65 vols.; to the

MUSEUM

From N. C. Baynes, Esq.; W. J. Anderson, Esq., M. D., Quebec; B. J. Harrington, Ph. D., and Principal Dawson.

The Corporation

Resolved,—That the cordial thanks of the Corporation be tendered to the McGill College Book Club, for the valuable donation of books recently made by it to the College Library; and the Corporation would take this opportunity to place on record their high appreciation of the important aid the Club is, by its constitution, fitted to render to the cause of literature, and learning, and to express their earnest desire that it may commend itself more widely to the favorable consideration and co-operation of all who desire to see that cause promoted. And, further, the Corporation, in their desire to see the College Library rendered as extensively useful as circumstances will permit, pledge themselves to afford all the facilities for its use that may be found conducive to this end.

Resolved,—That the Corporation have great pleasure in again tendering to Mr. Redpath their warmest thanks for the valuable addition now made by him to his former munificent gift of Books in the Department of English Literature; and they trust that a collection so complete and useful as this is will always prove a powerful stimulus to the prosecution of studies in the language and literature of the Mother Country, both to the students of the College and to the community at large.

The Fine Arts in Montreal.

A MAGNIFICENT GIFT.

We take the following from the *Montreal Gazette* of the 11th inst.:

France has shown that she was not indifferent to the sympathies manifested towards her by Canada during the war. Some time ago, the Abbé Chabert, one of the Professors in the School of Design in connection with the Board of Arts and Manufactures, went to Paris to see his former Professors, men most distinguished in the world of art. He had during his visit an opportunity of meeting the Minister of Public Instruction and Fine Arts, and to speak advantageously of the natural talent of the Canadians for those studies. His Excellency, on being thus informed, gave the Abbé Chabert to understand that he would be happy to place at the disposal of his school some treasures which the French Government possesses in its museums and libraries for instruction in design and sculpture.

The Abbé had to return in haste to Montreal, and some days after his arrival he received the following letter which speaks for itself:—

MINISTRY OF PUBLIC INSTRUCTION, OF WORSHIP AND THE FINE ARTS,

PARIS, Oct. 5th, 1871.

MONSIEUR L'ABBÉ :

I have the honor to announce to you that the Minister has just granted to your School of Design, founded at Montreal, Canada :

- 1st. A collection of plaster models, moulded from the originals, belonging to the Museum of the Louvre.
2. Ten copies of the work of M. Leroy, "Fac Similies of Drawings of Great Masters," 1st, 2nd and 3rd parts.
3. One copy composed of six *livraisons* of the work of M. Ravaisson, "Models for Teaching Drawing."
4. Four copies of the work of M. Chabal-Dussurgey, a work composed of 26 lithographs representing flowers and fruits.
5. Four copies of the elementary course of drawing by M. Chabal-Dussurgey.
6. Four copies of the treatise on engraving with *Aquafortis* by M. Maxime Galame.
7. Four copies of the "Letter on the Elements of Engraving in *Aquafortis*," by M. Potemont.

M. Duago, moulder of the Museum at the Louvre, has been invited to hold himself at your disposal for the choice of models granted to the School of Design of Montreal.

Receive, Monsieur l'Abbé, the assurance of my most distinguished consideration.

The Director of the Fine Arts,
Member of the Institute,

CHARLES BLANC.

This letter announces in other terms that the French Government puts at the disposal of the Abbé Chabert for the artists and artizans of Montreal objects of art worth from \$6,000 to \$8,000. The collection of models comprises models of colossal dimensions and others of natural proportions, groups and busts—all objects of very great value.—*Minerve*.

Biographical Sketches.

THE HON. L. J. PAPINEAU.

It is with a feeling of great regret (Says the *Montreal Herald* of Sept. 26) that we to-day announce the death of the late Hon. L. J. Papineau, which took place at his residence at Montebello, yesterday. Mr. Papineau was born at Montreal in October, 1786, so that he had very nearly completed his eighty-fifth year; his father having been a notary of that place for several years, and holding a seat in the Legislative Assembly, as the representative of the city. Mr. Papineau was therefore born to political life, and very soon embarked in his own person upon the sea of public affairs, which in his case proved a very stormy one. His first election to Parliament occurred in the year 1809, when he was returned for a county then called Kent now Chambly. In 1817 he was elected Speaker of the Lower Canada House of Assembly, an office which he filled for twenty years.

From his entering Parliament till the year 1837, his life and the political history of the Province of Lower Canada were almost identical, or at any rate were so closely interwoven as to make it impossible to separate the one from the other.

In November 1837 M. Papineau left for the United States, where he remained two years, then repairing to the French Capital, where he resided till 1848, when an amnesty having been granted to all the exiles he returned to Canada. He was shortly afterwards again elected as member of Parliament for Montreal, and took the leadership of the minority against M. Lafontaine. In 1854 he retired altogether from public life.

Since that time he has occupied himself with study and the pleasures and occupations of a country life at his beautiful residence on the Ottawa, spending his winters however in town, in the enjoyment of social intercourse, for which he was exceedingly well fitted. No man in Canada was gifted with more courtly manners, nor with a more engaging style of conversation; and though his person was not commanding there was to the last a vivacity in his bearing which was particularly striking and agreeable in one so far advanced in life. He was a hard reader, and during his residence in France occupied himself very much in researches for documents connected with Canadian history, some of which were afterwards procured for our Parliamentary Library. He spoke fluently in English and French, and his wide information on historical subjects enabled him to illus-

trate his statements with an aptitude which in this country at all events is very rare. In style he was exceedingly polished, but powerful in attack, and in his younger days with a sympathetic audience must have been wonderfully effective.

THE EARL OF DUNRAVEN AND MOUNTEARL.

The Right Hon. Sir Edwin Richard Windham Wyndham-Quin, Earl of Dunraven, Viscount Mountearl and Adare, in the Peerage of Ireland; Baron Henry, in the Peerage of the United Kingdom; a Baron of Ireland, and a Knight of St. Patrick, Lord Lieutenant and Custos Rotulorum of the County of Limerick and a *Commissioner of National Education*, in Ireland, died at Great Malvern, on the 6th ult., in his sixtieth year: From 1837 to 1850 he sat in Parliament as Lord Adare, for the County of Glamorgan, and in the latter year succeeded his father in his Peerage honours. Lord Dunraven was essentially an Irishman, deeply versed in the literature and archæology of his country; a lover and patron of everything Irish, a resident landlord, and an amiable and accomplished gentleman. His beautiful manor house of Adare, and the old monastic ruins which surround it, and which he restored to religious and educational purposes, are the chief ornament of the county of Limerick. His Celtic and Mediæval learning, and his antiquarian studies, were widely known and appreciated; and to his Lordship Montalambert dedicated one of the volumes of "The Monks of the West," in a Latin inscription, gracefully referring to the ancestry, the personal worth, and the varied attainments of the Earl. Lord Dunraven was the author of "Memorials of Adare"; and at the period of his death was directing his investigations to the subject of Irish Crosses.—*Illustrated London News*.

FIELD MARSHAL SIR J. F. BURGOYNE, BART.

Field Marshal Sir John Fox Burgoyne, Bart., G. C. B., K. C. S. J., F. R. S., D. C. L., Grand Officer of the Legion of Honor, First Class of the Medjidie, Constable of the Tower of London, Lieutenant and Custos Rotulorum of the Tower Hamlets, and Colonel Commandant of the Corps of Royal Engineers, died, on the 7th ult., at his residence, 5, Pembroke-square. He was born July 24, 1782. His father was the Right Hon. John Burgoyne, who commanded the forces in America in 1777, and, more successful in dramatic literature than in arms, was the author of several popular plays. His godfather was no less a personage than Charles James Fox. After passing some time at Eton, young Burgoyne entered the Royal Engineers in 1798, and commenced that brilliant professional career which earned for him from the Emperor Napoleon III, the designation of "the Moltke of England." Soon after the date of his first commission he proceeded to the Mediterranean, and, after taking part in the blockade of Malta, the capture of Valetta, the capture of Alexandria, and the siege of Rosetta, he joined the army under Sir John Moore, and served in Sweden and Portugal, including the famous retreat on Corunna. Subsequently, attached to the Duke of Wellington's army, he was at most of the important affairs in the Peninsula from 1809 to 1814, including Badajos, Salamanca, Nive, St. Sebastian (wounded), Busaco, Ciudad Rodrigo, and Nivelle, for which he had the medals and clasps. In 1814 he was appointed Commanding Engineer of the expedition to New Orleans. He afterwards held the office of chairman of the Board of Public Works in Ireland; but in 1854 at the outbreak of the Crimean War, he was selected for the important post of Lieutenant-General on the Staff, being second in command. For his eminent services there he received the medal and clasps for Sebastopol, Balaclava, and Inkermann, was created a Baronet March 18, 1856, and was made a General. In 1808 he received the Field Marshal's Baton.

He had seven daughters and one son, Captain Hugh Talbot Burgoyne, R. N., V. C., who was drowned in September, 1870. As Sir John and his son have left no male issue, the Baronetcy becomes extinct.—*Ibid*.

MR. JUSTICE AYLWIN.

Our obituary of to-day (*Montreal Herald*, 16th ult.,) records the death of one of the most learned lawyers whom Lower Canada has produced, probably, after Sir James Stuart, if we should place him after Sir James, the best read member of the profession of which his own generation could boast. It would hardly be necessary to have read the title to this short notice in order to know to whom these words apply. Mr. Justice Aylwin was born at Quebec in 1805, of a family which came to Canada soon after the cession. The first of them who settled in this country, was, we believe, a loyalist

refugee from the revolted Provinces, afterwards to become the United States. Branches of the same stem continue to flourish in New England. Mr. Aylwin's father was a merchant, but his classical and literary tastes directed him to professional life, and, after an education well qualified to fit him for success, he was called to the bar in 1828. He was, we believe, very much more of a lawyer than a politician, both by nature and taste; but the desire of official promotion and probably personal habits which led him into association with public men, made him aspire to a seat in Parliament. He accordingly procured an election in 1841 for Portneuf. Previous to that time he had belonged to the British or Conservative party, though it is likely rather on account of his connections, and the national character which party conflicts had assumed, than any well considered theories. He then, however, ranged himself under the rising star of Mr. Lafontaine and became Solicitor-General of United Canada, under Sir Charles Bagot. Upon Lord Metcalfe's assuming the Governorship, however, what was called an antagonism soon developed itself. Without alluding to the particular cause of the rupture, we may say that His Excellency's Ministers claimed the same kind of initiative and authority which the Queen's Government exercises in England. Lord Metcalfe; on the contrary, then Sir Charles, assumed to possess a kind of ministerial power in his own person. A rupture accordingly occurred, and the Governor had to proceed for some time with a Cabinet of one, two, or three members. This gave rise to the celebrated ministerial crisis and discussion about responsible Government. Mr. Aylwin going out with his friends was, of course, in opposition, and few men could have waged Parliamentary war with more bitterness of spirit or eloquence of invective, we may perhaps add with less regard for the ordinary restraints upon verbal violence. Lord Metcalfe, fortunately for his official reputation, had to retire in consequence of ill health, before the defeat of his chosen cabinet, which otherwise would have placed him in the difficult alternative, either of being compelled to give up the Governorship, or of taking into his official confidence, men, whose political differences with him had degenerated into very unseemly personal rancour. When that defeat occurred Mr. Aylwin once again took office as Solicitor General, and in a few months was promoted to the Bench. There he approved himself a very able lawyer; but it must be acknowledged that he did not always exhibit the dignity and freedom from passion which should adorn the political function. Some years ago he was seized with paralysis, from which he never entirely recovered, and was from this cause obliged to retire from his public duties. The late judge was, we believe, three times married, and leaves a widow, but no children.

CHARLES BABBAGE.

On the 21st ult., Charles Babbage, the eminent mathematician and Mechanical philosopher, died in England, aged 79 years. In 1828 he was appointed Professor of Mathematics at the University of Cambridge, and held that position for eleven years, during which period his most important works, with two exceptions, were published.

The first of these exceptions is the series of papers in various periodicals on the application of machinery to computations—a subject with which his name will be for ever inseparably associated.

The second is the Table of Logarithms, published in 1826, which was used by the computers in the whole trigonometrical survey of Ireland, and in that part of the English survey subsequent to their publication. Numerous essays and papers on mathematical, physical and social subjects, including the Calculus of Functions, the knight's move at chess, magnetism, life assurance, &c., likewise fall in this early period, during which he frequently appeared as a colabourer with Sir John Herschel and other distinguished men. His work on the Economy of Manufactures and Machinery, first published in 1832, was reprinted in America, and translated into German, French, Italian, Spanish and Russian. In 1831, a "Specimen of Logarithmic Tables," printed with differently coloured inks, and on differently coloured papers, was published in 21 volumes, octavo. Only a single copy of this was printed, the object being to ascertain by experiment what combination of tints in ink and paper would be least fatiguing to the eye of the computer. One hundred and fifty-one colours in the paper were thus exhaustively combined with ten shades of ink.

SIR RODERICK IMPEY MURCHISON, BART.

In the course of our duty as journalists (*Montreal Gazette*) we have to record the death (on the 22nd ult.) of Sir Roderick Impey Murchison, Bart., LL.D., D.C.L., F.R.S., K.C.B., &c., one of the leaders of

geologic science in the present age. The deceased was the son of Kenneth Murchison, Esq., of Taradale, Ross-shire, Scotland, and was born on the 19th of February, 1792. He was educated at Durham Grammar School at the Military College of Marlow. From 1807 till 1816 he served in the Iberian Peninsula with the 36th Regiment of Foot. He was afterwards placed on the Staff of his uncle, General Sir Alexander Mackenzie, and became a Captain in the 6th Dragoons. He early distinguished himself in geologic research, having, between the years 1825 and 1831, published some notes on the Scottish Highlands, Germany and the Alps. In 1831, having been honored by the Presidency of the Geological Society, he began to apply himself to a systematic examination of the older sedimentary deposits of England and Wales, and succeeded, after some years' labour, in establishing what is now known as the Silurian System, comprehending a succession of strata previously undiscovered, situated beneath the old red sandstone. He afterwards traced this system to Norway, Sweden and European Russia. With the support of the Imperial Government, in company with M. de Verneuil and Count Keyserling, Mr. Murchison began, in 1840, a geological survey of the Russian Empire, the results of which and previous expeditions were published in 1845. From the Emperor, Nicholas I., Mr. Murchison received distinguished honours in appreciation of his services. On his return to England in 1846 he received, the honour of knighthood. Sir Roderick afterwards published three editions of his "Siluria." He contributed upwards of a hundred and twenty memoirs to the transactions of various scientific bodies,—the most remarkable being his "Alps, Apennines and Carpathians." He was the first who (in 1844) publicly expressed the opinion that gold must exist in Australia. But, although he earnestly recommended the exploration of the auriferous regions both to the Government and to private persons, it was not till 1851 that the so-called discovery of gold in that continent took place.

Sir Roderick it was who established the existence in the North Western Highlands of the fundamental stratified deposits of the United Kingdom—the Laurentian rocks, which are older than the Cambrian or Silurian systems. In connection with Professor Sedgwick, he also established the Devonian system which over-lies it. The term *Permian* for the magnesian limestone and its associated strata, which he derived from a large region (Perm), in Russia has been generally adopted by geologists.

In 1855, Sir Roderick Murchison succeeded Sir H. De la Bêche as Director-General of the Geological Survey of the British Isles. For his valuable researches among the rocks of his native Highlands he was awarded the first Brisbane gold medal by the Royal Society of Edinburgh. In May, 1864, he was elected President of the Royal Geographical Society and in 1866 the Copley medal, the first honour of the Royal Society of London was presented to him. He was also a Fellow of the Royal Society, of the Linnæan Society, and a member of the Academies of St. Petersburg, Berlin, Copenhagen, Brussels, Stockholm, and Turin, a correspondent of the French Institute, a Trustee of the British Museum, the Hunterian Museum, and the British Association for the Advancement of Science, of which he was one of the founders. He served four times as President of the Geological Society, and eleven years as President of the Royal Geographical Society. He also received the Prix Cuvier from the French Institute and the Wollaston Medal for his geological labours. In 1863, he was made a K. C. B., and in the beginning of 1866, he was created a baronet. Besides these English honours, many foreign orders and titles were conferred upon him.

Although bordering on his eightieth year and for some time past in feeble health, Sir Roderick Murchison was still in full possession of his faculties and, though of late his voice was seldom heard, his influence was nevertheless felt in those scientific assemblies which were his delight and of which he was the ornament and the strength. The history of his long life would embrace the most productive period in the annals of Natural Science.

THE RT. REV. BISHOP OF HURON, ONTARIO.

The Right Reverend Benjamin Cronyn, D. D. late Bishop of Huron, was the son of Thomas Cronyn, Esq., of Kilkenny, Ireland, and was born in that town in the year, 1802, being thus at the time of his death 69 years of age. He received his early education in his native town and pursued his later studies in Trinity College, Dublin, where he graduated as B. A., in 1822, being also divinity prizeman for that year. Devoting himself to the service of the Church of England and Ireland, he was ordained and served his first curacy under Carus Wilson in the North of England. He was subsequently appointed to a curacy in County Longford, Ireland.

About this time, Adelaide was settled by a colony of retired army

officers and others, and being desirous of the services of a minister of the Church with which they had been connected, the Rev. Mr. Cronyn was induced to emigrate to this country in 1832, with a view to settling in that section. Arriving in London, on the way to his new parish, he stopped here with his family over Sunday, and preached. The members of the Church here were so favorably impressed with the discourse of the new minister, and anxious for the services of a man of culture as well as piety—for in the early days educated clergymen were not numerous in Canada they used every exertion to induce him to remain here. He went out to Adelaide for a brief visit, but the strong desire of the congregation in London, as well as his own personal preferences seemed to point out this as his proper sphere of labor. The necessary arrangements were accordingly made, and he was appointed to the incumbency of the congregation here, by, we believe, the Bishop of Quebec.

For nearly a quarter of a century the Rev. Mr. Cronyn was the esteemed minister of the Episcopal Church in this place.

The increase in the dimensions of the Episcopal Church of Canada at last rendered necessary the subdivision of the Provinces into a larger number of sees; and in this manner the Diocese of Huron came into existence. The election of a Bishop devolving upon the clergy and laity of the new diocese, the general popularity of Mr. Cronyn (he received his degree of D.D. from Trinity, Dublin, in 1855), seemed to point him out as the most acceptable person for that office, as was abundantly proved by the large majorities he received at the election on the 8th of July, 1857, over his only important competitor, Aschdeacon Bethune, of Toronto. The bishop elect at once proceeded to England, where, in the following October, he was duly consecrated by the Archbishop of Canterbury in the Chapel at Lambeth Palace.—*London Advertiser*.

LIEUTENANT-COLONEL IRVINE.

The following is condensed from the *Morning Chronicle* of the 2nd inst:—

In the death (yesterday) of Lieut. Col. John George Irvine, Principal Aide-de-Camp to the Governor-General of Canada, the country loses one of its oldest citizens and most faithful servants. Long connected with our highest official circles, and brought into frequent contact with Cabinet Ministers and public departments, the Colonel had acquired an insight into the workings of our political system, and into the characters and motives of its operators, of a kind the most thorough and valuable. The deceased, in a position so public for many years, learned much in regard to the characters, habits and peculiarities of those eminent personages entrusted with the important duty of representing the Crown in Canada, and assisting in the conduct of its affairs; and though his services were not always conspicuous, they were often most useful, and highly appreciated, on account of the skill that marked them, and the regard felt for their worthy author. Among the most interesting events of his active life was the visit of the Prince of Wales to Canada, through the whole of which Colonel Irvine accompanied him, striving, with success, to carry out the hospitable design of the country in the treatment of its Royal Highness. The Prince's appreciation of those services was hearty, and more than once received practical manifestation. The following facts in relation to the deceased, are taken from "Morgan's Parliamentary Companion":—

"Lieut. Col. JOHN GEORGE IRVINE, Canadian Militia, *Principal Aide-de-Camp*, S. of the late Hon. Jas. Irvine, who was a member of the Ex-Council, L. C., from 1805, and subsequently also of the Legislative Council, same province, until his death, 1829. Educated at the University of Edinburgh. Received a commission from the Duke of York in 31st Regt., from which, however, he soon retired. Served as a Volunteer officer during the rebellion of 1837, and in the following year raised a regiment for active service, for which he received the thanks, in district orders, of Maj.-Genl. Sir Jas. McDonnell, and in general orders, of Lieut.-Genl. Lord Seaton. Served as extra Aide-de-Camp to Earl de Gosford, then Gov.-Genl., 1837. Appointed Deputy Quarter-Master General of Militia, 1840; extra Provincial Aide-de-Camp, to Gov.-Genl., same year; Provincial Aide-de-Camp, 1850; Acting Adjutant-General of Militia on attendance on H. R. H. the Prince of Wales during his official tour in Canada, 1860, and for his services on that occasion received the thanks of H. R. H. and the Gov.-Genl.; and Principal Aide-de-Camp, to Gov.-Genl., 2 Oct., 1868."

Peters' Musical Monthly.

This periodical for December is to hand, containing nineteen choice pieces of Vocal and Instrumental Music, all of which can be had for 30 cents. It seems hard to believe that so much can be furnished for such a small sum, but *we know* that it is. It comes regularly every month, and contains *nothing but good Music*.

Bound volumes for 1871 are offered, post-paid, for \$5. They come elegantly bound in crimson cloth, gilt sides and edges, and are guaranteed to contain \$50 worth of choice Piano Music, (some 200 pieces). If ordered per express, \$4.50 will secure it. We would advise all those seeking Holiday Presents to bear this work in mind. Music is always a proper present to a lady, and in no other shape can the same amount of good music be bought. It is published by J. L. PETERS, 599 Broadway, New-York.

For Sabbath-Schools.

"CHRISTMAS CHIMES."—A choice collection of Christmas Carols, just published by J. L. PETERS, 599, Broadway, New-York. It is issued in pamphlet form, Psalmody size, and contains the following Hymns:

Babe of Bethlehem—Brightest and Best—Christ is Born—Christ-mas is here—Come, ye Faithful—Hail to the Lord—Hark! the Angels—Holy Voices—Expected Jesus—Babe is Born—Holy Night—Christmas Eve, Little Children—Star of Bethlehem—Merry Christmas—Noel! Noel!—Christmas Tree—Whisperings in Heaven—Snow on the Ground—and While Shepherds Watched.

Sent, post-paid, for 20 cents each; 50 for \$8; 100 for \$15.

Sent, per express, 500 for \$65; 1000 for \$120.

Here is a rare chance for Superintendents and Teachers of Sunday Schools—as the "Christmas Chimes" is a work that every Sunday School will need during the coming Holidays.

MISCELLANY.

Education.

—*McGill University, Department of Practical Science.*—The Board of Governors of the University have elected to the office of Professor of Civil Engineering in this new Department, Mr. George Frederick Armstrong, M. A., (Cantab.) C. E., F. G. S., member of the Society of Arts and Associate of the Institute of Civil Engineers. After graduating at Cambridge, Mr. Armstrong pursued a three years' course of study in the Engineering Department of King's College, London, and has since had a large and varied experience as a Practical and Consulting Engineer. He has been successfully employed in preparing candidates for the engineering examinations for India and other competitive examinations; and in addition to his other professional qualifications is an accomplished physicist and chemist. The Board has also secured the services of Mr. Bernard J. Harrington, B. A., of McGill and Ph. D. of Yale, Lecturer in Assaying and Mining. Dr. Harrington took the Logan Medal in McGill, and has since attended the Sheffield Scientific School at Yale, and has had some experience in assaying and field geology. The University is fortunate in having secured gentlemen of so high qualifications to aid its present staff in the work of this important Department, which there seems every reason to believe will be attended by a large number of students.

—*Medical Inspection of Schools.*—I do not, of course, contend that all careless boys have defective vision, or stupid boys defective hearing, or that all idle boys are strumous and suffering from some form of chronic disease; but these various forms of diseases are so often present in the existing schools, and may be expected to be still more so in the new schools, that some form of protection should be extended to them, and they should not be left to the tender mercies of the schoolmaster, who is not expected to know of their existence. Probably the day is not far distant when schoolmasters will be taught how to detect these various forms of diseases, but till then the scholars should have the benefit of a proper medical inspection.—*Charles Roberts, in the School Board Chronicle.*

—*Music in Boston Schools.*—The City of Boston owns ninety-seven Pianos, valued at \$33,000. They are in the public schools.

— *A School Inspector's Work for a Year.*— Superintendent McGee, of Centre Co. Pennsylvania, laboured three hundred and four days in the discharge of official duties in the course of the past year. He held thirty public examinations, made two hundred and ninety-two official visits, taught ten weeks in the County Normal School, held a County Institute of five days, attended twenty-nine educational meetings, wrote two hundred and fifty official letters, and travelled three thousand and thirty-six miles in the discharge of these duties. This shows what a Superintendent can do if he will.—*National Normal.*

— *Very Bad Spells.*—Teachers must look to their laurels, at least, in the spelling Department. At the late Session of the Orange County (New-York) Teachers' Institute, each teacher was given certain words to spell, and was required to write them out on paper. The list of the words—fifty in number—dictated to the teacher was the same that had been used in Institutes held in several of the counties in this State, with the following results: In Ulster County, sixty per cent of the words had been incorrectly spelled; in Green County, sixty per cent; in Saratoga County, seventy-seven per cent; in Schoharie County, sixty-four per cent; in Madison County, seventy per cent; in Shenango County, sixty-five per cent, and in Orange County, fifty-seven per cent. The report of Saturday's exercises showed that the word "cachinnation" had bothered the teacher more than any other. In the ninety-five papers examined there were no less than fifty different spellings for the word. These included all kinds of combinations of letters, after the true spirit of English spelling of course, as was remarked by Prof. Fradenburg.

In the ninety-four papers examined, there were 2,663 misspellings, an average of 28.

The hard words were as follows: Intermittent, Heresy, Bilious, Coercion, Ecstasy, Clarionet, Surcingle, Paralyze, Licorice, Trafficking, Suspicion, Ellipsis, Apostacy, (Apostasy?) Mortgaging, Singeing, Skillfully, (Skilfully?) Subpœna, (Subpœna?) Allegeable, Ignitable, Phosphorence, Sibylline, Cachinnation, Vascillation, (Vaccillation?) Catechise, Trisyllable, Tyrannize, Apologise, (Apologize?) Gauging, Saccharine, Hemorrhage, Rendezvous, Fahrenheit, Galilean, Sadducee, Erysipelas, Canaille, Cannibal, Mignonette, Kaleidoscope, Hieroglyphics, Apocrypha, Daguerreotype, Idiosyncrasy.

The Newburg *Journal*, in closing, says there is one redeeming feature in the achievement of the Orange County Teachers' Institute, that is, the percentage of words misspelled is slightly less than that of any other Institute that has been tested. But the shocking work which all the Institutes have made is a sad, yet faithful commentary on the disgraceful neglect of this important branch of education.—*National Normal.*

While on the subject of spelling we (Eds. of *Journal*) may remark that Mr. Morell, (formerly one of H. M. Inspectors of English Schools) in his preface to the "Complete-Manual of Spelling," says that it appears that, out of 1,972 failures in the Civil Service Examination, 1,866 were plucked for spelling. That is eighteen out of every nineteen who failed, failed in spelling. The chief difficulties to be overcome are thus stated; (a). The writing down of the vowel sound is utterly uncertain and arbitrary; (b). The number of anomalies—such as "silent" letters, &c.,—is very great; and (c). and third the terminations such as *ant* and *ent*, *able* and *ible*, *er* and *or* are a constant puzzle.

Literature.

— *What Becomes of all the Steel Pens?*—A correspondent of the *Scientific American* says:—"When at the works of Messrs. Thomas Jessop & Sons, in Sheffield, England, I was informed that six hundred and thirty one tons of sheet steel was manufactured and sold in 1868, to be manufactured into steel pens. I was about writing home, and dared not give the quantity, fearing that I was misinformed. Next day I returned to the office, and the clerk turned to the books and showed me the exact figure, which was something over six hundred and thirty-one tons. This is from one establishment, others making steel for pens also. Each ton of steel averages about 1,000,000 pens, making a total of 531,000,000. What becomes of all the steel pens? Is it not reasonable to presume that the most of them are thrown away? How common it is to pick up a steel pen, the nibs of which are stuck together, to pull it out of the holder and throw it into the stove, and put in a new one! Then this is too soft, too stiff, too fine, or too coarse, or does not make a fine hair line. For the least trifling fault, it shares a similar fate; and a trifling vexation often empties a whole box into the waste basket. Nobody considers the cost of a steel pen. Well, that's where the most of them go."

— *Something Worth Remembering.*—"If any one speaks ill of thee," says Epictetus, consider whether he hath truth, on his side, and if so, reform thyself, that his censure may not affect thee." When Anaximander was told that the very boys laughed at his singing, "Ah!" said he, "then I must learn to sing better." Plato being told that he had many enemies who spoke ill of him, said, "it is no matter; I shall live so that none will believe them. Hearing at another time that an intimate friend of his had spoken detractingly of him, he said, "I am sure he would not do it if he had not some reason for it." This is the surest as well as the noblest way of drawing the sting out of a reproach, and the true method of preparing a man for the great and only relief against the pains of calumny.

— *A New Public Library.*—Our French Canadian friends are just now jubilant over a new library generously established in the *Cabinet de Lecture* in connection with the *Cercle Canadien*, a literary society, by the Seminary of St. Sulpice. The library, besides literary works of a general description, contains a full course of books of reference in law and medicine, which are designed for the assistance of students in these professions. A meeting was held last night in reference to the subject at which addresses were delivered by Revd. M. Martineau, and the Hons. Ouimet and A. A. Dorion, thanking the Seminary for this magnificent gift and calling upon the young men to show their appreciation of it by profiting by it and endeavoring to add to it whenever possible. The former speaker delivered a lengthy address in which he narrated the history of the *Cercle Canadien*. He was listened to with great interest. Our *French Canadian* citizens deserve all honor for the efforts they are making to raise the literary standing and character of the city.—*Daily News.*

— *A Puzzle.*—The *Chicago Tribune* thinks "it would be a curious problem for a woman to find out from mankind what is really expected of her. Man adores helplessness, and says it ruins him. He talks about economy, and raves over spendthrifts. He decries frivolity, and runs away from brains. He pines after his grandmother, who could make pies, and falls in love with white hands that can't. He moans over weakness, and ridicules strength. He condemns fashion theoretically, and the lack of it practically. He longs for sensible women, and passes them by on the other side. He worships saints, and sends them to convents. He despises pink and white women, and marries them, if he can. He abuses silks and laces, and takes them to his heart. He glorifies spirit and independence, and gives a cruel thrust at the little vines that want to be oaks." To which the *Revolution* appends. We can only add our surprise that she is expected to be found fault with and adored; courted, married, quarrelled with, deserted, divorced; played with and plagued, and only really venerated when she becomes a mother and goes to heaven.

— *Mary, Queen of Scots.*—It seems that the new "History of Mary, Queen of Scots," which is to appear shortly, is not the work of the Empress Eugénie, but is a translation from a French MS. by Professor Petit, of Beauvais. Her Majesty, who is of Scotch descent, has taken a deep interest in the preparation of the book, and has applied some historical papers bearing on the subject, but is not otherwise responsible for the authorship. The French Professor approached his task, it is said, with a firm belief in the guilt of Queen Mary, but was compelled by the evidence he discovered to change his opinion, and the book is another of several recent attempts to vindicate her reputation.

— *Oriental Antiquities.*—Mr. George Smith, of the department of Oriental Antiquities of the British Museum, so well known to scholars for his faculty for deciphering the Assyrian writing, is about to publish a "History of Assurbanipal from Assyrian Sources." The book consists entirely of interlinear translations with the text from Assyrian inscriptions, with a complete lylabary of the Assyrian characters, and will be of great service to the historian and to Assyrian scholars. The work is printed by Messrs. Harrison, with the same type with which they are printing Mr. Norris's Assyrian Dictionary.

— *A Literary Bequest.*—The late Justice Aylwin bequeathed his very valuable library to Morrin College, Quebec.

Statistics.

— *The French Killed.* The official returns of the French losses during the recent war have just been published. From them we learn that there were 26,000 Frenchmen killed at Forbach, Woerth, and Gravelotte; and 10,000 at Sedan; that of the Army of the Loire there were 22,000 killed; of Bourbaki's force, 2,000; and of Faidherbe's, 4,000; that during the first siege of Paris there were 17,000

killed, and at the other sieges 2,000. In all, therefore, the French lost in killed alone 89,000 men. This is a very large number, but we may mention that the German loss, as given in the German official returns, was very much greater. A perfectly natural and legitimate inference from this is that the French soldiers, generally speaking, fought with all their old bravery and dash, and that if they were eventually defeated, it was owing not to want of courage in action, but to the superior strategy of their opponents. The truth is, the Germans out-generalled the French, but the latter, once in action, displayed a dash, a bravery, an endurance, and an expertness in use of their arms—qualities which, had they been properly utilised, would have maintained the military supremacy of France.

GERMAN KILLED AND WOUNDED.—The following is given as the detailed account of the losses of the German army in the last war:—

I.—OFFICERS.

	Dead.	Wounded.	Missing.	Total.
North German Confederation...	918	2,972	30	3,920
Bavaria.....	151	564	—	725
Wurtemberg.....	25	64	—	89
Baden.....	22	132	—	154
Hesse.....	44	63	—	107
	1,185	3,795	30	4,990

II.—NON-COMMISSIONED OFFICERS AND MEN.

	Dead.	Wounded.	Missing.	Total.
North German Confederation...	14,839	71,792	5,902	92,523
Bavaria.....	1,524	10,217	—	11,741
Wurtemberg.....	664	1,688	—	2,362
Baden.....	424	2,578	263	3,254
Hesse.....	681	1,467	—	2,148
	18,131	87,742	7,165	112,038

The *Militär Wochenblatt* has an article on the three great battles before Metz, on the 14th, 16th, and 18th of August, 1870, from which we learn that 73 German officers and 1,081 soldiers fell at Colombey; 230 officers and 3,022 men at Vionville and Mars-la-Tour, and 310 officers and 3,905 men at Verneville, St. Privat, and Gravelotte. Of the last-mentioned, 271 officers and 3,536 men were Prussians, 17 officers and 200 men Saxons, and 22 officers and 159 men Hessians.

— *The Great Towns of England.*—Population of the 17 largest towns enumerated at the three censuses in 1851, 1861, and 1871:—

	1851.	1861.	1871.
Total of 17 towns.....	4,454,140	5,299,424	6,188,233
London.....	2,362,236	2,803,986	3,351,804
Portsmouth.....	72,096	94,799	112,954
Norwich.....	68,713	74,891	80,300
Bristol.....	137,328	154,092	172,624
Wolverhampton.....	49,985	60,068	62,278
Birmingham.....	232,841	296,076	343,696
Leicester.....	60,584	63,056	95,084
Nottingham.....	57,407	73,693	86,608
Liverpool.....	375,956	443,938	493,346
Manchester.....	303,382	338,722	355,655
Salford.....	85,108	102,449	124,805
Bradford.....	163,778	106,218	145,827
Leeds.....	172,270	107,165	259,201
Sheffield.....	135,310	185,172	239,947
Hull.....	84,690	97,601	121,598
Sunderland.....	64,673	81,534	98,335
Newcastle.....	87,794	109,108	128,160
Total of 17 towns (exclusive of London).....	2,091,904	2,495,435	2,937,419

WANTED

A Teacher for Lake Beauport Protestant School. — Address A. Simons, Postmaster, Lake Beauport.

Meteorology.

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

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

DAYS.	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.		
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.			
1	30.249	30.143	30.075	44.1	55.3	52.5	WS	W	SW	SW	73.14	
2	29.982	29.947	29.849	50.0	62.6	54.1	S	E	W	W	90.41	
3	.651	.600	.506	51.5	56.3	53.4	S	S	W	W	67.14	
4	.463	.601	.862	51.1	61.2	51.0	W	W	W	W	104.12	
5	.991	.905	.841	46.2	62.6	58.2	W	S	by E	S	by E	211.12
6	.673	.671	.800	47.0	88.7	57.0	NE	E	S	SW	81.10	
7	30.000	30.021	30.022	54.6	57.3	48.1	W	NE	E	W	97.12	
8	.158	.152	.141	40.2	53.2	50.0	W	W	W	W	84.11	
9	.082	29.997	29.994	48.1	71.1	60.2	S	S	S	SW	77.10	
10	29.951	.844	.802	55.7	83.0	64.1	SW	SW	S	SW	67.84	
11	.914	.994	30.062	54.2	56.2	54.1	W	SW	S	SW	102.17	
12	.953	.992	.108	45.2	47.3	45.0	NE	NE	NE	NE	97.10	
13	30.401	30.576	.348	45.2	61.0	50.2	W	W	W	W	221.17	
14	.124	.106	29.998	47.5	88.3	52.3	S	WSW	S	S	116.15	
15	29.573	29.684	.981	53.5	65.4	49.1	S	WSW	SW	SW	162.12	
16	30.010	.974	.996	39.0	61.1	67.5	NW	WSW	W	W	246.00	
17	29.967	.976	.999	43.3	53.4	44.2	NE	W	W	W	87.10	
18	.992	.995	30.051	38.1	42.0	34.0	NE	W	W	W	94.14	
19	.973	.564	29.462	31.5	37.1	29.8	W	S	W	W	84.11	
20	.937	30.111	30.396	35.2	46.1	32.1	W	NW	NW	NW	82.15	
21	30.324	29.946	29.861	30.0	52.0	44.1	S	S	S	SW	53.27	
22	29.825	.736	.700	52.4	71.0	63.7	W	W	W	W	68.10	
23	.750	.847	30.001	58.1	73.8	48.2	W	N	N	N	71.10	
24	30.172	30.247	.504	40.2	69.2	39.0	NE	NE	NE	NE	67.14	
25	.438	.422	.411	34.3	56.2	49.0	NE	NE	NE	NE	58.11	
26	.163	.134	29.882	48.2	59.0	57.2	S	SW	SW	SW	47.12	
27	29.803	29.614	.601	57.0	51.7	44.3	SW	W	W	W	68.11	
28	.580	.617	.761	50.0	42.1	40.3	SW	W	W	W	71.10	
29	.964	30.062	30.178	45.0	81.8	49.0	W	NW	NW	NW	96.12	
30	30.300	.187	.084	32.7	41.0	48.4	NW	SW	SW	SW	80.16	
31	.163	.146	.001	40.1	62.9	45.6	W	W	N	NE	78.29	

REMARKS.

The highest reading of the Barometer was on the 24th day, and was 30.504 inches; the lowest was on the 4th day, 29.463 inches, giving a range of 1.041 inches.

—Observations taken at Halifax, Nova Scotia, during the month of October 1871. Lat 44° 99' North; Long, 63° 36' West; height above the Sea 175 feet; by Sergt. John Thurling, A. H. Corps, Halifax.

Barometer, highest reading was on the 25th.....	30.430 inches.
" lowest " " 20th.....	29.520
" range of pressure.....	1.180
" mean for month (reduced to 32°).....	29.828
Thermometer, highest in shade was on 10th.....	74.8 degrees
" lowest " " 25th.....	27.0
" range in month.....	47.8
" mean of all highest.....	59.1
" mean of all lowest.....	38.4
" mean daily range.....	20.7
" mean for month.....	48.7
" maximum reading in sun's rays.....	114.0
" minimum reading on grass.....	22.3
Hygrometer, mean of dry bulb.....	51.8
" " wet bulb.....	48.0
" " dew point.....	44.2
" elastic force of vapour.....	.290
" weight of vapour in a cubic foot of air... ..	3.3 grains.
" " required to saturate do.....	0.9
" the figure of humidity (Sat. 100).....	75
" average weight of a cubic foot of air.....	540.5 grains.
Wind, mean direction of North.....	7.75 days.
" " East.....	5.50
" " South.....	8.50
" " West.....	9.25
" daily force.....	2.3
" daily horizontal movement.....	318 miles.
Cloud, mean amount of, (0-10).....	6.6
Ozone, " (0-10).....	3.0
Rain, No. of days it fell.....	12 days.
Amount collected on ground.....	5.07 inches.
Snow No. of days it fell.....	2 days.
Fog.....	2
Aurora Borealis was seen on.....	2