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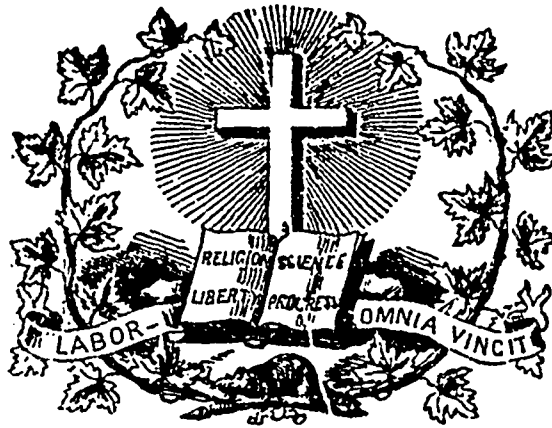
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# JOURNAL OF EDUCATION.

Volume IX.

Montreal (Lower Canada), February and March, 1865.

Nos. 2 and 3.

**SUMMARY.**—**LITERATURE.**—Poetry: Harvests, by Mrs. Leprhon.—Out in the Air.—The Early Rain, by Miss Campbell.—**SCIENCE:** Leaves from Gosse's Romance of Natural History (continued).—**EDUCATION:** An Essay on Common School Education, by Miss Robertson (concluded).—On the Preparation of Lessons at Home, by Mr. Arnold.—Conducting Recitations.—Too Much Help.—Arithmetic, by John Bruce, Esq., Inspector of Schools (continued).—**OFFICIAL NOTICES.**—Nominations: Examiners.—School Commissioners.—Diplomas granted by Boards of Examiners.—Situations wanted.—**EDITORIAL:** To Our Subscribers.—A few words more on the Question of Protestant Education in Lower Canada.—Twenty-fourth convention of the Teachers' Association in connection with the Jacques Cartier Normal School.—Twenty-fourth convention of the Teachers' Association in connection with the Laval Normal School.—**NOTICES OF BOOKS AND PUBLICATIONS.**—Ryerson: Remarks on the new Separate School agitation.—Sngard: *Histoire du Canada.*—Carayon: *Premières missions des Jésuites en Canada.*—Napoleon III: *Jules César.*—Marsou: *Notice sur les gisements de la Pointe-Lévis.*—Martigny: *Dictionnaire des antiquités chrétiennes.*—Le Foyer Canadien.—Gagnon: *Les chansons populaires du Canada.*—Cauchon: *L'Union des Provinces.*—Casgram: *Histoire de la Mère de l'Incarnation.*—**MONTHLY SUMMARY:** Educational Intelligence.—Literary Intelligence.—Scientific Intelligence.—Necrological Intelligence.—Statistical Intelligence.—**OFFICIAL DOCUMENTS:** Table of the distribution of the Superior Education grant for 1864.—Table of the distribution of the Grant in aid to Poor Municipalities for 1864.—**ADVERTISEMENT:** Complete series of the Journal of Education.

## LITERATURE.

### POETRY.

(Written for the *Journal of Education*.)

#### HARVESTS.

By Mrs. LEPRHON.

Other harvests there are than those that lie  
Glowing and ripe neath an autumn sky,  
Awaiting the sickle keen,  
Harvests more precious than golden grain,  
Waving o'er hill-side, valley or plain,—  
Than fruits mid their leafy screen.

Not alone for the prescher, man of God,  
Do those harvests vast enrich the sod,  
For all may the sickle wield,  
The first in proud ambition's race,  
The last in talent, power or place  
Will all find work in that field.

Man toiling, lab'ring with fevered strain,  
High office or golden prize to gain,  
Rest both weary heart and head,  
And think when thou'lt shudder in Death's cold clasp  
How earthly things will elude thy grasp;—  
At that harvest work instead.

Lady, with queenly form and brow,  
Gems decking thy neck and arms of snow,  
Who need only smile to win,  
Mid thy guests, perchance, the gay, the grave,  
Is one whom a warning word might save  
From folly, sorrow or sin.

Let that word be said, thine eyes so bright  
Will glow with holier, softer light  
For the good that thou hast done,  
And a time will come when thou wilt reap  
From that simple act, more pleasure deep  
Than from flattery conquests won.

Young girl in thy bright youth's blushing dawn,  
Graceful and joyous as sportive fawn,  
There is work for thee to do,  
And higher aims than to flirt and smile  
And practise each gay, coquettish wile,  
Admiring glances to woo.

Ah! the world is full of grief and care,  
Sad, breaking hearts are every where,  
And thou canst give relief,  
Alms to the needy—soft word of hope  
That a brighter view may chance to ope  
To mourners bowed by grief.

That gauzy tissue, yon bud or flower  
That tempt thee at the present hour,  
To be worn, then cast aside,  
Bethink thee, their price might comfort bring,  
Food or fuel to the famishing  
And help to the sorely tried.

Such harvest fruits are most precious and rare,  
Worthy all toil and patient care,  
Suff'ring and inward strife,  
Not earthly gains that will pass away  
Like morning mist or bright sunset ray,  
But eternal glorious life.

#### OUT IN THE AIR.

"I have read somewhere of a custom in the Highlands, which, in connection with the principle it involves, is exceedingly beautiful. It is believed that, to the ear of the dying, which just before death always becomes exquisitely acute, the perfect harmony of the voices of nature is so ravishing as to make him forget his sufferings and die like one in a pleasant trance. And so, when the last moment approaches, they take him from within and bear him out to the open sky."

N. P. WILLIS.

Not here! not here, in the hot, close room,  
Where the tainted air is heavy and thick!  
Not here, in the sad and solemn gloom  
That hangs round the bed of the deadly sick!  
Not here, with the sobs that pierce my heart,  
With the well loved mourners standing by,  
Not here, mid such sights and sounds, I part—  
Oh, carry me out, dear friend, till 't die.

For out in the light of the pleasant sun  
The breezes sing as they flutter by;  
And the rivulets, murmuring as they run,  
Join in the happy melody;  
And a thousand birds in the budding spray  
Chirrup, the whispering leaves among,  
And the light that blesses and gladdens the day  
Comes down, though ye hear it not, with a song.

The birch tree rustles, the alder sings,  
And far in the chattering woods the oak,  
Wak'ning the noisy echoes rings  
A bass to the shrill of the woodman's stroke;  
And there, where the village school is out,  
From the happy urchins deep in their play  
Comes many a merry laugh and shout  
To cheer my heart as I pass away.

A little while longer, and I shall have done  
With all on this beautiful, God-given earth,  
And yet, though my sands be nearly run,  
My heart answers still to innocent mirth;  
And nature's voice is as sweet to me,  
Waiting here for the call from above,  
As when she talked to me secretly  
In youth's bright hours of joy and love.

But now some marvellous power is near  
That quickens my ear, though my eyes grow dim,  
And I hear, though ye cannot, distinct and clear,  
The voice of a sweet and glorious hymn.  
Was it the violet whispered to me,  
Or the golden buttercup bending down,  
Of the praise that rings through eternity  
And the Blest Ones' peace, and their golden crown?

Where am I? Lo! all around me swells,  
As it were, an immortal melody,  
Forests and flowers, streams and bells,  
Blend in unspeakable harmony.  
Oh God! this is Heavenly bliss, not pain,  
And the angels too! what was it they said?

Carry him back to the room again,  
He knows what the angels say now—He is dead.

J. J. P.  
*Montreal Gazette.*

### THE EARLY RAIN.

BY MISS E. N. CAMPBELL.

The rain! the rain! the pleasant rain,  
So charmingly it pattering falls,  
And courses down my window-pane,  
In soft, rain-channels to the walls.  
The thirsty earth drinks eager up,  
Each cool, baptismal, silver drop,  
That falls from Nature's high cloud-cup,  
On shrub, and branch, and tall tree-top.  
The leaves their tiny palms expand,  
To wash away the dust of weeks,  
And seem to laugh—a fluttering band!  
As each its glad *tree-thanks* bespeaks.  
Mokelumne runs wild with joy,  
And dashes on with deepened sound,  
And echo soft like maiden cry,  
Repeats the anthem tumbling round,  
And drooping mosses graceful swing;  
Tree nods to tree, as if to say,  
In undertone of whispering,  
"We're thankful for this rainy day."

I cannot go to meet my friends,  
Nor friends can come to meet here;  
But thankful for what Heaven sends,  
Accept my lot with happy cheer.  
And I am idle,—and have brought  
My books and papers, pictures, all,  
And lost in dim, ideal thought,  
List to the rain-drops as they fall,  
With lulling, soothing, murmuring note,  
Wafting my spirit far away,  
In visionary realms to float,  
In bright, clysian lands to stray.  
Each sense is hushed, save sight and sound,  
I see the drops,—the sky,—the trees,—  
I hear the patter, patter round,  
And wailing of the autumn breeze.  
I glance my books and papers o'er,  
Then upward to the leaden sky,  
I listen to the rain once more,  
And hear its notes go floating by.  
Its harmony so richly swells,  
With trillings of strange "time-notes" rare,  
Like tinkling of sweet silver bells,  
And symphonies born of the air.  
And I have listened to their fall,  
In that strange dreaminess,  
When happy thoughts o'ersweep the soul,  
And simple being is a sense of bliss.

*California Teacher.*

## SCIENCE.

### Leaves from Gosse's Romance of Natural History.

(Continued.)

MULTUM E PARVO.

Other navigators have noticed broad expanses of the ocean tinged with colour, well defined; as the red water seen by M. Lesson off Lima, and that which in the vicinity of California has been called the "Vermillion Sea;" to which Sir E. Tennent has recently added the sea around Ceylon, which is of a similar hue, and which he has ascertained to be owing to the presence of infusorial animalcules.

Off the coast of Brazil, Kotzebue observed on the surface of the sea, a dark brown streak, about twelve feet wide, and extending in length as far as the eye could reach. It was found to consist of an innumerable multitude of minute crabs, and the seeds [or air-vessels?] of a submarine alga.

In certain parts of the Arctic Ocean the water, instead of being colourless and transparent, is opaque, and of a deep green hue. Scoresby found that this was owing to the presence of excessively numerous microscopic *Medusæ*. He computes that within the compass of two square miles, supposing these creatures to extend to the depth of two hundred and fifty fathoms, (which, however, is scarcely probable,) there would be congregated together a number which eighty thousand persons, counting incessantly from the creation till now, would not have enumerated, though they worked at the rate of a million a-week! yet it is calculated that the area occupied by this "green water" in the Greenland Sea is not less than 20,000 square miles. What a union of the small and the great is here!

It is little suspected by many how largely small seed-eating animals, and especially birds, contribute to the clothing of the earth with its varied vegetable riches. Peculiar provision is made in many cases for the dissemination of seeds, in their own structure, of which the pappus of the dandelion and the adhesive hooks of the burdock are examples; but this is largely effected also in the stomachs of birds, the seed being often discharged not only uninjured, but made more ready to germinate by the heat and maceration to which it has been subjected. "From trivial causes spring mighty effects:" and the motto has been illustrated by a close observer from this same subject. "Doubtless many of our most richly wooded landscapes owe much of their timber to the agency of quadrupeds and birds. Linnets, goldfinches, thrushes, goldcrests, &c., feed on the seeds of elms, firs, and ashes, and carry them away to hedge-rows, where, fostered and protected by bush and bramble, they spring up and become luxuriant trees. Many noble oaks have been planted by the squirrel, who unconsciously yields no inconsiderable boon to the domain he infests."

Towards autumn this provident little animal mounts the branches of oak-trees, strips off the acorns and buries them in the earth, as a supply of food against the severities of winter. He is most probably not gifted with a memory of sufficient retention to enable him to find every one he secretes, which are thus left in the ground, and springing up the following year, finally grow into magnificent trees. Pheasants devour numbers of acorns in the autumn, some of which having passed through the stomach, probably germinate. The nuthatch in an indirect manner also frequently becomes a planter. Having twisted off their boughs a cluster of beechnuts, this curious bird resorts to some favourite tree, whose bole is uneven, and endeavours, by a series of manoeuvres, to peg it into one of the crevices of the bark. During the operation it oftentimes fall to the ground, and is caused to germinate by the moisture of winter. Many small beeches are found growing near the haunts of the nuthatch, which have evidently been planted in the manner described."

Not less important, perhaps, are the results of the destructive than those of the constructive propensities and powers of minute creatures. Of the charming *Introduction to Entomology*, by Messrs Kirby and Spence, no less than five entire epistles are occupied with the injuries which we sustain from insects, while two are devoted to the benefits they yield us. The former is almost an appalling array; the injuries done to us in our field-crops, in our gardens, in our orchards, in our woods and forests, not to mention those which attack our living stock or our persons, by these most minute of creatures, are indeed well calculated to impress on us the truth of that Oriental proverb, which tells us that the smallest enemy is not to be despised.

The locust has been celebrated in all ages as one of the scourges of God; and the Holy Scriptures bear testimony how often in ancient times, and with what effect, it was let loose upon the guilty nations. To outward appearance it is a mere grasshopper, in no wise more formidable than one of those crinkling merry-voiced denizens of our summer-fields that children chase and capture; yet with what terror is it beheld by the inhabitants of the East! The speech which Mohammed attributed to a locust graphically represents the popular estimate of its power:—"We are the army of the great God; we produce ninety-nine eggs; if the hundred were complete we should consume the whole earth and all that is in it."

It is only a short time since the public papers were occupied with articles expressing the most gloomy fears for the noble oak and pine forests of Germany. It was stated that millions of fine trees had already fallen under the insidious attacks of a beetle, a species of extreme minuteness, which lays its eggs in the bark, whence the larvæ penetrate between the bark and the wood, and destroy the vital connexion between these parts, interrupting the course of the descending sap, and inducing rapid decay and speedy death.

In the north of France, the public promenades are almost everywhere shaded by avenues of noble elms. In very many cases these trees are fast disappearing before the assaults of a similar foe. And the grand old elms of our own metropolitan parks and gardens are becoming so thinned, that great alarm has been felt, and the resources of science employed for the checking of the mischief. Fifty thousand trees, chiefly oaks, have also been destroyed in the Bois de Vincennes, near Paris. In all these cases the minute but mighty agent has been some species or other of the genus *Scolytus*.

Fortunately in this clime we know only by report the consumptive energy of the termites, or white ants; "*calamitas Indiarum*." Wood, timber of all kinds, with one or two exceptions, is the object of their attacks; and so unrelenting is their perseverance, so incredible are their numbers, that all the wood-work of a house disappears before them in the course of a night or two; though individually they are about the size of the common red ant of our woods. They have an aversion to the light, and invariably work under cover: hence, in attacking a tree, a post, a rafter, or a table, they eat out the interior, leaving the thinnest possible layer of the outer wood remaining. It frequently happens that, after their depredations have been committed, no indication of the work appears to the eye, but the least touch suffices to bring down the apparently solid structure, like a house of cards, amidst a cloud of blinding dust. If, however, as in the case of the supporting posts of a house, any incumbent weight has to be sustained, they have the instinct to guard against the crash which would involve themselves in ruin, by gradually filling up the hollowed posts with a sort of mortar, leaving only a slender way for their own travel; thus the posts are changed from wood to stone, and retain their solidity.

Forbes in his *Oriental Memoirs* has recorded a curious, but by no means unusual example of the ravages of the termites. Having had occasion to shut up an apartment, he observed, on returning after a few weeks, a number of the well-known covered ways leading across the room to certain engravings hung in frames. The glasses appeared to be uncommonly dull, and the frames covered with dust. "On

attempting," says he, "to wipe it off, I was astonished to find the glasses fixed to the wall, not suspended in frames as I left them, but completely surrounded by an incrustation cemented by the white ants, who had actually eaten up the deal frames and backboards, and the greater part of the paper, and left the glasses upheld by the incrustation or covered way, which they had formed during their depredations."

Smeathman tells of a pipe of old Madeira wine having been tapped and entirely lost by a band of these insects, who had taken a fancy to the oak staves of the cask. And Sir E. Tennant appears to have fared no better; for he complains that, in Ceylon, he had a case of wine filled, in the course of two days, with almost solid clay, and only discovered the presence of the white ants by the bursting of the corks.

They find their way into bureaux and cabinets, and greedily devour all papers and parchments therein, and "a shelf of books will be tunnelled into a gallery, if it happen to be in their line of march." Hence, as Humboldt observes, throughout the equinoctial regions of America,—and the same is true in similar climates of the Old World, indeed, in all, where very special precautions are not taken against it,—it is infinitely rare to find any records much more than half a century old.

But though the exercise of their instinct brings these little insects into collision with man, and so far they act as his enemies, abundantly making up in pertinacity and consociation what they lack in individual force,—we shall greatly misunderstand their mission if we look at it only in this aspect. As an example of mean agents performing great deeds, we must see them far from the haunts of man, engaged as the scavengers of the forest-wilds of the tropics; the removers of fallen trees, of huge giants of the woods, commissioned to get rid of those enormous bulks of timber, which, having stood in stately grandeur and rich life for a thousand years, have at length yielded to death. Not long does the vast mass lie cumbering the soil beneath: the termites attack it, enter its substance from the ground, and in the course of a few weeks succeed in so emptying it, as to leave it a mere deceptive shell, on which if you step, to use the comparison of Smeathman, "you might as well tread upon a cloud."

We presume that, in the following description of a scene in Brazil, we may understand the insects of which we are now speaking, though the traveller calls them "ants":—

"A number of tall, prostrate trees were lying about, upon which large columns of ants of all kinds moved busily to and fro. In penetrating into the depths of the primeval forest, one sees evidence at every step that these minute creatures are the destroyers of the colossal trees, whose strength braves all the attacks of storm and wind. A striking instance is this of how small are often the means which the Creator employs to produce the mightiest results; for what greater disproportion can be imagined than between an ant and one of these giants of the forest? No sooner is a tree attacked by them than it is doomed; its size and strength are of no avail; and frequently these little insects will destroy it in such a manner that the bark alone remains, and all the woody fibres crumble away, until the tall tree falls at length to the ground with a tremendous crash, a prey to the united and persevering attacks of millions and millions of the ants. Besides these proofs of the destructive power of these insects, the forests along the Estrada exhibit evidence of their skill in the pyramidal ant-hills, similar to those we had seen on the coast of the province of Rio de Janeiro. We also observed large trunks of trees pierced with deep holes, having the appearance of filigree on a grand scale. This, too, was probably the work of these destructive insects."

In Africa, there are flies which are the actual lords of certain extensive districts, ruling with so absolute a sway, that not only man and his cattle are fain to submit to them, but even the most gigantic animals, the elephants and rhinoceroses, cannot stand before them. There is the *zimb* of Abyssinia, the very sound of whose dreaded hum sends the herds from their pastures, and makes them run wildly about, till they drop with fatigue, fright, and hunger. There is no resource for the pastoral inhabitants but instantly to vacate the country, and retire with their herds to their nearest sands, where they will not be molested. This they would do, though they knew that hostile bands of robbers were waylaying them. Such is the terror of a fly.

Quite as formidable in the southern portion of the same continent is the dreaded *setse*, like the *zimb* one of the *Talbarida*, though a different species. This insect, which is scarcely larger than our house-fly, reigns over certain districts, attacking the domestic animals. Its bite is certain death to the ox, horse, and dog; yet, strange to say, it produces no serious inconvenience to the human body, nor apparently to the wild game of the country—the buffaloes, giraffes, antelopes, and zebras, which roam by millions over the same plains.

The effect on the smitten beast is not immediate, nor does the buzz produce the terror which that of the *zimb* does. It is not till after several days that the poison begins to manifest its effect: then the

eyes and nose discharge freely, the animal swells, and becomes gradually emaciated, till at length violent purging supervenes, and the animal perishes, the whole blood and flesh being unaturally altered in condition.

(To be continued.)

## EDUCATION

### An Essay on Common School Education.

BY MISS MARGARET ROBERTSON.

(Continued.)

What should be taught in our Common Schools, and what method of teaching should be pursued, in order that they may most effectually attain the object at which they aim?

While it must be insisted upon, that an enlarged knowledge of many subjects is absolutely necessary to our idea of a well qualified teacher, it by no means follows, that many subjects should enter into the course of study to be pursued in our Common Schools. The youth of the greater number of the pupils, the early age at which they generally leave school, and the course which lies before them in life unite to render this impossible and undesirable.

Reading, writing, spelling, the elements of arithmetic and geography should, with scripture history, and the history of our own and the mother country, form the chief matter of instruction. With regard to grammar opinions may vary. No doubt the experience and observation of the greater number of teachers go to prove, that beyond the mere Orthography, it cannot be taught to very young children with pleasure and success. Definitions may be learned by heart, a certain facility in distinguishing the various part of speech, and their relation to each other, may be acquired, but any clear and appreciative comprehension of a full and elaborate system of analysis, is quite beyond the powers of children generally. Still a limited acquaintance with the principles of our language is better than none, and a knowledge of the text of some respectable grammarian may be of great use to those, who without intending to take a full classical course, yet have the opportunity of continuing in higher institutions of learning, studies of which the course pursued in our Common Schools, ought to be the foundation. It would therefore seem right that the elements of English grammar should be among the subjects taught in our Common Schools.

It does not for various reasons seem wise to include in the course of study more than these branches. As has been before intimated the early age at which the greater number of pupils leave these schools, renders an extended course impossible. In most cases, the higher branches of study could only be pursued at the expense of those which in order and importance come first. No acquirements beyond the simple elements of these branches, can make up for the neglect of them, or for a superficial knowledge of them. A thorough acquaintance with them, is the only stable foundation for education, whether it is to be pursued in our higher institutions of learning, under the guidance of skilful teachers or amid the influences of a life of business or labor.

Let it not be supposed, that the course of study being confined to these elementary branches, the teachers will find no occasion to avail themselves of their superior attainments in their intercourse with their pupils. The more perfectly that a teacher is acquainted with a subject in all its bearings, the better qualified he must be to teach the simple elements. By drawing upon his own resources, now for an argument, now for an illustration, he may throw around lessons, in themselves dry and uninteresting, a charm which shall assist the memory and quicken the other faculties of his pupils.

With regard to many subjects that do not enter into the course of study, he may present them to his pupils in the only way in which they can be of real value to them. While nothing can be less interesting to children generally, than the elements of science, encumbered, as even the simplest text book must be, with technical terms, a skilful teacher may so present many scientific facts, as alike to interest and instruct. The air of vagueness and mystery which the necessary use of unfamiliar terms throws around the description of natural phenomena, a few clear, simple words can oftentimes dispel, and a child's eyes may be thus opened to see ever unfolding wonders in the world around him. In this way, not only may much valuable truth be imparted, but a taste for natural science may be cultivated, a spirit of investigation encouraged.

The same is true with regard to other departments of knowledge.

By clear, simple, judicious oral instruction, from time to time, a teacher may do more to excite in his young pupils, a love for the study of history than could possibly be done by giving a stated lesson of so many facts, and so many dates to be learned and repeated daily. An interest in general literature—though these may seem large words to use in connection with the tastes of the children of a Common School—a love for reading, and the right kind of reading, may be thus awakened, and a higher mental and moral tone encouraged.

In another way the enlarged knowledge of the teacher may be made a means of advancement to his pupils. There is often an inclination on the part of young people, to consider their attainments satisfactory as a result, rather than as a means toward further attainments. This mistake a capable teacher may correct, by giving them, now and then, a glimpse into the vast domain of science, over whose boundaries, even the most learned have not advanced very far. This may be done in a manner, which, while it may rebuke undue self-satisfaction, shall not discourage the learner at the thought of advancing.

While a teacher keeps in mind, that his duty is not merely to impart knowledge to his pupils, but so to impart it, that they may receive it with pleasure, and make it their very own; while he realizes that in doing his uttermost for them, he is only laying the foundation of education, that is to be completed as the years pass on, that he is only—so to speak—putting them in the way of educating themselves, he will not feel, that he need not avail himself of any acquirements beyond the lessons which may form the daily routine, but, on the contrary, that he must use every available means to enlarge his knowledge, to extend and deepen his experience, to keep his sympathies and his conscience awake to the importance of the work in which he is engaged.

With regard to text books—uniformity is desirable and will become possible, as soon as we shall have an entire series of Canadian school-books, as good and as cheap, as those which can now be procured from England and the United States. In a country where so many nationalities are represented, it is not surprising that a great variety of school books should exist. It is an evil that must be patiently borne with, because it cannot speedily be set right. Time is needed, as well as wisdom and enterprise to correct it. Though a circumstance to be regretted, it is by no means so deplorable a matter, but that competent and faithful teachers may do much to obviate the evils which spring from it. But while teachers are not to discourage themselves, or excuse the slow progress of their pupils, by dwelling upon the variety and imperfection of the books which they find in their schools, they whose duty it is to consider the matter and act in it, must be aware, that the sooner that an improved series of school books can be arranged for our Common Schools, and generally introduced into them, the sooner shall these schools be made available in the highest degree for the attainment of the object at which they aim.

As to the method of teaching to be adopted in these schools, a thorough discussion of the subject might very well occupy many more pages than can be devoted to it here. Time and space will only permit a brief allusion to certain principles the recognition and practice of which, are absolutely necessary to the successful working of any method of teaching.

Order and regularity in the recurrence of recitations, should be strictly adhered to. If a class are in doubt as to the time they are to be called, or if frequent omissions leave room for a doubt whether they may be called, the chances are very much against a thorough preparation of the lesson on the part of all the members. Regularity is more to be desired than frequency. A lesson regularly recurring twice or thrice a week will be of more value to a class in the course of a term, than a lesson intended to be given every day, but subject to change or omission.

Perfect recitations should uniformly be insisted upon. When the lesson consist of principles enunciated, of rules or definitions, the exact words of the text book should be required. When processes are explained, or facts or illustrations given, the pupil should be encouraged to give the substance of the lesson, in his own language. No lesson should be passed over before it is understood, or until its relation to preceding lessons is made clear to the pupil. Frequent reviews should be insisted on, as greatly assisting the pupils, both in retaining and understanding the lessons.

Distinctness of utterance in recitations should be attended to. Too great rapidity of utterance is a fault, which no degree of correctness in other respects should be permitted to excuse. It is a fault into which young people very naturally fall, and it must be guarded against and corrected at whatever expense of time and trouble. Especially should this be the case, with regard to reading and spelling. Every word in a spelling lesson, clearly and distinctly pronounced by the teacher, should be as clearly and distinctly repeated, at least twice by the pupil, once before, and once after spelling. The matter of a reading lesson ought to be so within the comprehension of the pupils,

that the whole attention may be given to the *manner* of reading. Distinctness of utterance in order and in importance, is the very first quality to be considered. Faults in utterance and pronunciation should be carefully guarded against in all school exercises, and it is in spelling and reading lessons, that the best opportunities occur, for forming good habits in this respect.

In teaching arithmetic, mental operations should be encouraged. Valuable assistants as a teacher may make slates and blackboard, in teaching this branch of study, they must not be too exclusively used. Many pupils acquire great skill and quickness in performing operations with abstract numbers, who fail utterly in applying the simplest principles of arithmetic in practice. If a choice were to be made between mental and written arithmetic, either as a means of discipline to the mind, or for use in business, there could be no hesitation in choosing the former method of teaching it. The methods must be united, in order that arithmetic may be well understood.

It must be acknowledged, that as a general thing very imperfect success attends the teaching of writing in our Common Schools. This arises in no part from the foolish idea that prevails in some quarters, that mere penmanship is a secondary matter in education. A fair, clear handwriting is admired and valued, as it ought to be by parents and children. It is justly felt, that nothing which a child is expected to learn at school, will be of more service in after life, than to write well. Several causes hinder success. The inconvenience of many of our school houses for purposes of writing, and the frequent change of teachers have something to do with it. And teachers will do well to remember, that even with the aid of copperplate copies they cannot teach writing well, unless they themselves write freely and legibly.

Both teacher and pupils may be greatly assisted in this matter, by a judicious use of the blackboard and slates. Letters, words, or sentences carefully written on the board, may be copied by a class, on slates or on paper with great benefit. Children should also be required to copy regularly from the book their daily spelling or reading lesson. This will answer several ends. It will teach them to write and spell, and it will serve to preserve order, by keeping them pleasantly employed, at times when the teacher's attention cannot be given to them.

Children should also be made to write from dictation. This will not only help them as regards the free and pleasant use of the pen, but it will be of great service to them in other respects. It is one thing to write well under a copy, and it is quite another thing to encounter the combined difficulties of composition, spelling, punctuation, and a proper use of capitals, which the writing of a legible and intelligible letter must present to one not accustomed to write. These difficulties the daily copying of lessons, and frequent writing from dictation will do much to remove.

A well prepared lesson well recited can scarcely fail to be an interesting exercise, both to teacher and pupil, and it is in the power of a well informed and skilful teacher to extend its pleasing and profitable influence beyond the occasion. It is at such times, when the minds of the pupils are most awake and active, that his superior attainments may best be made use of for their advantage.

Permit me to illustrate. Suppose the lesson to be an historical one. It is likely that some of the members of the class may have had recourse to a variety of methods to assist the memory in retaining it. Some of these may be of such a nature, as to be valuable merely for the moment. The place on the page—some peculiarity of expression—some arbitrary association of names, dates, or incidents may have been seized upon and made available for the occasion. Beyond the occasion they cannot be made available, and so far as a knowledge of the lesson depends on them, it is lost, unless it can be in some other way retained.

It is for the teacher then to disassociate from the printed pages, the characters and events which formed the subject matter of the lesson. It is for him to give form to mere names, to place them as living characters in a real world, to make visible hidden motives of action, and to point out the relation existing between cause and effect, in such a way, that not merely the pupil's memory, but his imagination, his judgment, his sympathies may be interested. Then, and not till then, will the matter of the lesson be really his own.

Suppose the lesson to be a geographical one.—A child learns with regard to Brazil, that it is a very large country in South America—that its mountains are high, its plains extensive, its river the largest in the world, its forests so dense as to be impenetrable, &c. He may remember these things as they stand in the book, but much interest will be thrown around them by a few simple words, telling of the wonderful variety of animal and vegetable life, with which these mountains and valleys, these rivers and forests teem—the gigantic trees, the treelike vines and ferns, the wondrous flowers and fruits which astonish unaccustomed eyes—the birds of brilliant plumage—the fierce wild beasts—the terrible reptiles which find a home among

them. Let him get a glimpse, through his teacher's eyes, of these vast plains, where spring seems to urge on a gigantic vegetation, only for the summer to destroy, let him peep into one of these lovely valleys where it is always spring, or gaze awestruck on the mountain tops where winter ever reigns, how changed will his ideas be! The name of Brazil will no longer suggest to him merely the memory of a dull printed page with a poor little picture illustrating it. He by his teacher's aid has caught a glimpse of a new world, a new manifestation of life which must be his own forever.

To accomplish all this will not require much time, or many words, or great talent on the teacher's part. The tact, patience, and skill necessary for the right performance of his other duties, will, with a knowledge of the subject under discussion, be sufficient for this.

The merits of the method of teaching very young children by means of object lessons, can only be fairly presented by those who have had experience in this manner of teaching, or an opportunity of observing its results. I am not one of these, and therefore I can say nothing as to the desirableness of preparing our teachers for the formal introduction of the system into our schools. But this may be said. A teacher interested in the improvement of his pupils, will find many opportunities to teach them in this way, without the formal announcement of a lesson. Especially may children living in the country, who pass daily, to and from school, through fields and woods, in the midst of pleasant natural objects, be thus benefited. By means of the flowers and fruits which they gather, the trees which they climb, the rocks over which they clamber, the pebbles of the brook, and the birds of the air, they may be taught many pleasant and useful lessons. Their powers of observation may be more happily awakened in this way than in any other. Their eyes may be thus opened to see the wonders of the world of nature around them. They will not only learn to observe, but to classify facts, and reason from them, and the knowledge obtained in this way, will be far more their own, and far more valuable to them, than it could be, if obtained alone from books.

There is another branch of education which may not be overlooked in enumerating the subjects proper to enter into the course of study to be pursued in our Common Schools.

*What place should be given in these schools to moral and religious teaching?*

The circumstances which in our country make the subject of Christian education, one to be approached with a certain delicacy and reserve, afford no sufficient reason for avoiding the subject altogether. For in the answer to this question, lies in some measure—let me say in a great measure—the secret of the future success or failure of these schools, in attaining the object at which they aim.

While there are few who do not acknowledge that an acquaintance with the principles of morality, and the truths of revealed religion, is of infinite importance, there are many who profess to doubt the propriety of permitting direct religious teaching in the schools of a country, where so many religious sects prevail. They acknowledge the importance of early and constantly instilling into the minds of the young, a knowledge of those principles, which shall influence them toward the love and practice of virtue, but they fail to see that this can only be very imperfectly accomplished, if it is undertaken without reference to the one standard of right, by which these principles are to be tested. This standard is God-given, and cannot with impunity be ignored or set aside.

In a mixed community like ours, the Bible cannot be *formally* included, among the books of daily study in our Common Schools. Apart from other reasons, there may be some force in the objection that the familiar use of God's word, as a school book, may have a tendency to lessen the reverence with which it ought to be regarded.

Any force that there may be in this objection ought not to tell in a matter of such importance. Properly conducted, these daily readings may be made the means of deepening, rather than of lessening, the reverence of children for the Bible. Viewed *merely* as a reading book—a series of lessons by which children may be taught to read with pleasure and success—many of the historical portions of the Old Testament with the Proverbs, and the Evangelists, are unequalled. But a judicious teacher will be careful not to allow the exercise to become a *mere* reading lesson. The pupil must never be permitted to forget, that what is read comes to him with authority—that this is the standard with which all opinions are to be compared—the rule of life—the guide to Heaven.

It is very clear, that by means of the simple truths of the Bible—the histories recorded, the principles illustrated, the doctrines taught in it, a child can best have impressed upon his heart and mind, those truths which are rather vaguely spoken of, as the principles of morality and virtue. Separated from the Christian element, or perhaps I ought rather to say, from the truths revealed in the Bible, what is there left of these principles of morality and virtue, that can be made to commend itself to the heart and mind of a child?



No sense of the unchangeable nature of right and wrong, which is the foundation of all morality, can be awakened in him, apart from the knowledge of God as the lawgiver of the world. No just ideas of our mutual relations, duties, and responsibilities can be conveyed to his mind, while he remains entirely ignorant of his relation to his Maker, or unimpressed with a sense of his responsibility to Him. Through a sense of this responsibility a child can alone be taught his highest relative duties—obedience to parents, to teachers, to the laws of his country—a love of truth, and all that is lovely in character; a hatred of deceit, of selfishness, of meanness in all its forms, can best be taught him, by inculcating the precepts, and exhibiting the life, of the only Perfect Example.

They do not speak wisely, who, while they acknowledge that the principles of morality ought to be impressed on the minds of children, yet declare that direct religious teaching is not to be permitted in our Common Schools. In their minds it is impossible to disassociate the ideas of religious teaching and sectarian teaching. They fail to see that religious teaching, in its highest sense, is quite apart from—quite beyond the mere iteration of a creed—the setting forth of a sectarian system of belief. Even if moral truth could be more available as a means of instruction, apart from religious truth, is there not a strange inconsistency in this attempt to ignore the truths of Christianity, in a system of education provided for the benefit of the youth of a professedly Christian community? "Them that honor me, I will honor," is the declaration of Him who, however we may forget or disbelieve it, is in deed and in truth, the giver of success in all undertakings, having for their aim the benefit of the race.

Success in the best and highest sense, will be ensured to our schools, when the teaching shall become Christian teaching. The cultivation of the heart, as well as of the intellect, is necessary to the right forming of character, and it is only through the truths of our holy religion, that the heart can be influenced to reject the evil and choose the good, strengthened to resist the temptations of the world, endowed with wisdom to escape its snares, and made happy in the practice of virtue.

As to the manner in which religious truth is to be imparted, as to the time and place which religious and moral teaching should occupy in our schools, it may not be desirable, even if it were possible formally to decide. A perfect form of instruction, made obligatory, would by no means ensure the end desired, where an earnest spirit is wanting. It is not merely or chiefly by means of formal or prepared lessons, that a pure and happy moral influence is to be exerted in a school. In season and out of season, must the work be done—the guiding and restraining touch given. Here a little, and there a little, must the good seed be sown. It is now the plucking of a weed, now the training of a tendril, and again the shading or sunning of a sickly plant, that will make and keep the garden of the heart, fruitful and fair to see.

And so we come back to the point that has already more than once been touched. The school will be what the teacher makes it. It is well that our School System should in theory, and in its operations as a system, be made as nearly perfect as the circumstances of our country and our age will permit. But after all, its successful working toward the best ends, must depend upon the fitness of individual teachers for their work. *Morally*, even more than *intellectually*, the school will take character from the teacher. If he be one who needs no rules to bind him to the performance of his duties as a Christian teacher, if he is enlightened to know, and earnest to impart, if his life shall teach, as well as his lips, then shall success in its highest sense, crown his efforts in his pupils' behalf.

Nearly connected with the moral and religious influence which a teacher exerts in his school, and in some measure depending upon it, will be his success in governing his pupils. It may not be true, as has sometimes been asserted, that the most orderly school is the best in all respects, but it is true, that without order, no school can attain to a very high character in any respect. A teacher may be "thoroughly furnished" and have the "gift of teaching" but without the power to command the attention and obedience of his pupils, he cannot expect success in the work of teaching. A child's school life ought to be as valuable to him for its discipline, as for the knowledge he may acquire in it, and the teacher, who, though he may teach well, fails to govern his school, does for his pupils but half a teacher's work.

While the power to govern may, as well as the skill to teach, be in some sense considered a natural gift, it is also a faculty that may be acquired and improved. Conscientiousness, common sense, patience, and a moderate degree of firmness are the qualities necessary to the proper exercise of authority in a school, and of these it is to be supposed, all to whom the office of teacher is open, are in some degree possessed.

A well governed school does not necessarily imply an open or frequent exercise of authority on the part of a teacher, indeed, it

implies the contrary. The aim of a teacher in governing, should be, so to impress his pupils with a respect for authority, that its frequent exercise might not be required. When this is accomplished, the work of government will be comparatively easy. In nine cases out of ten, where the acquirements, and the moral and intellectual qualities of a teacher, are such as to command the respect of his pupils, a conscientious exercise of mingled patience and firmness, in his dealings with them, will bring about this state of things in a school. If children are uniformly treated as reasonable and responsible beings, if right motives of action are constantly held up before them, if they are taught that evil should be avoided because it is evil, and that right should prevail because it is right, and if this is taught by the teacher's life as well as his lips, his influence will be sufficient for their guidance and control. And if to the respect, which fitness for his position will generally command, be added the love which uniform kindness is sure to win, the relation between teacher and pupils cannot fail to be a happy one.

A teacher can govern well, only through the exercise of constant care and watchfulness. Not the surveillance of individuals, which comes, sometimes, to stand to a child instead of a conscience. This, undesirable anywhere, is impossible in a day school. But seeing many things, without seeming to see them, he must learn to judge of dispositions and character, from the trifling incidents of the schoolroom and playground, and guide himself by this knowledge in his dealings with his pupils.

A school to be governed well, must be governed by a plan. The rules must be few and simple, and they must also be absolute. Let a few things be uniformly required, let regularity and punctuality in attendance, and perfect silence during school hours be the law—enforced by penalties more or less severe, and the effect on the order of the school, will be far better, than could result from the multiplication of laws, only partially enforced. I do not think it is too much to say, that a teacher should voluntarily deprive himself of the power to excuse the breaking of these laws, whether they be broken willfully or carelessly. The law that can be set aside, will soon be despised. Of course there is no comparison to be made between the wilful and deliberate breaking of rules, and the same fault committed through carelessness, but in as far as example and disorder in the school are concerned, evil may follow both alike. And inasmuch as disorder in school, springs much more frequently from carelessness than from design, faults of carelessness must be punished as certainly though perhaps not so severely as faults of wilfulness. It is not meant that mitigating circumstances are not at all to be taken into consideration. The executive power is in the hands of the teacher, and very different degrees of personal displeasure, may mark his sense of the different positions in which the culprits have placed themselves. But punishment, varying in degree, must follow each. The law must be honored in one case as well as the other.

With regard to the nature of the penalties, each teacher must be guided by his own judgement, as dispositions and circumstances vary. The abridgement of playtime—an additional task—the withholding or withdrawing of rewards—a mark of demerit, or a public reproof may be sufficient for reformation. If not, severer measures must be taken, for law must be sustained, if order is to be preserved.

It has become the fashion to declare that the days of the ferule and the birch rod are over. When now and then, old people venture to hint, that though the children of the present day may be better taught than they used to be, they are not so well governed, this is generally regarded as a pleasant self-deception on their part, which inclines them to make good days of all the days that have passed away. The tendency of the age toward a relaxation of discipline in the family and in the school, is generally considered a matter for congratulation, and Solomon's prescription for the purging of folly from the heart of the child, is in a great measure ignored.

For my part I believe in the rod. Not merely as a last resort, a means to bring about an end, when all gentler measures have failed. It is a legitimate, time-honored, and effectual power in government second to none, and it ought to be an acknowledged power. It may be humiliating to human nature, but it is still a fact, that children generally are more speedily, more effectually, and more permanently convinced by its means, than by any other, and it is a false, and often fatal kindness, that would incline parents to dispense always with its use, in the government of their families.

Of course I shall not be understood as maintaining the rod to be the sole, or even the chief power in government. Far from it. Rightly used, the rod becomes a rare necessity. Its frequent use implies its abuse and in such a case it may be thrown away, for it is no longer effectual for good, but very effectual for evil.

What is true with regard to family government, is true with regard to the government of the school, with this difference—Children old enough to be sent to school, ought to be too old to require the rod.

If its use should be rare in the family, still more rare should it be in the school. But in the school, as in the family, it should be an openly and respectfully acknowledged power. Children taught obedience at home, will not require severe lessons at school, but when falsehood, disobedience, insubordination, or a frequent wilful or careless violation of rules is persisted in, they err greatly who refuse to sanction the use of the rod.

The surest guarantee for good government in a school, lies in the moral and intellectual fitness of the teacher for his office. There have been cases doubtless, where teachers worthy of respect, have failed to command a ready obedience from their pupils. Such cases may be the consequence of a more than ordinary deficiency in them, of that executive faculty, so valuable to a teacher, but more frequently they arise out of a combination of circumstances over which a teacher has no control. That these cases are exceptional, is proved by the fact, that utter failure in one school, may be followed by marked success in another. The presence or absence of this executive faculty cannot be proved by examination. But the fitness of a candidate in other respects, presupposes an ability to govern a school or at least implies a possession of faculties which by cultivation, may fit him for this necessary part of a teacher's duty.

While the success of the cause of education among us mainly depends upon the moral and intellectual fitness of teachers for their office, all the responsibility of partial failure, by no means rests upon them. Without this moral and intellectual fitness in them, the cause of education cannot advance. With it, it cannot advance rapidly in the face of adverse circumstances, which, not the teachers, but the community in general, and the educated part of the community in particular, have the power to modify or remove.

As has been before intimated, the progress of education in this part of the country is more apparent, from the larger number and the greater efficiency of the higher institutions of learning among us, than from any marked change for the better in the manner of conducting our Common Schools generally. The number of these is enlarging, and in villages and other localities, where the influence of educated persons is, with other favorable circumstances, brought to bear on them, their efficiency is also increasing. But the schools generally are very far from having reached a high standard of excellence in any respect.

The remedy lies to a certain extent, within reach of the people themselves, and by them only can it be applied. It is in the power of the people of every school district greatly to improve the character of their own school. The duty of the commissioners is not done, when a teacher has been chosen and installed in his office. The duty of parents implies more than the mere sending of their children to school, and the paying of their share of the school tax. The authority of a teacher, worthy of the name and office, ought to be sustained by the personal influence of the commissioners of the school, and of the parents and guardians of the children. Confidence in a teacher should be manifested, as well as felt. Every parent should consider it his duty, to visit more or less frequently, the school in which his children pass so many hours daily. These visits, commenced from a sense of duty, would in many cases be continued from pleasure, and the benefit to teacher and pupils could not fail to be evident.

The fact that they have no children in the school, does not release educated men and women from the responsibility they are under to encourage in this way and in other ways, those who are engaged in carrying on the work of education in our Common Schools. The visits of any officially appointed person, or body of persons however important, must necessarily be infrequent. If the District Inspector can visit each of the schools under his care once, or at the most twice a year, he will do well. If the Commissioners visit each of the schools under their care once during a term, I suppose they think they do well. Now it is certain, that nothing which it is not within the teacher's power to control, can be more beneficial than these visits, conducted as they ought to be. In more ways than can be named they may do good. One school is benefited in one way, another in another. This teacher may be assisted by a word, as to the manner of pursuing certain studies, or of conducting certain recitations, that one may be aided by a timely hint, as to order or government. Of course all the purposes of such official visits, cannot be accomplished by others, but educated persons may do something to make up for their necessary infrequency by giving their personal influence to the work.

These visits need by no means interfere with the regular routine of school duties. They ought not to be made the occasion for exercises, out of the usual order. They should be quite informal and friendly, made with no desire to criticise or correct, but rather as an expression of interest in the school, and of encouragement to both teacher and pupils, and then they could not fail to be useful to the school and agreeable to the teacher.

It is possible that now and then, a teacher might be found uneasy,

at the thought of receiving visits. This would by no means prove, that the visits might not be needed, or that in time they might not become agreeable. In most cases, where a teacher feels uncomfortable at the prospect of receiving official visitors or others, it arises from a vague dread of criticism, which a little kindly intercourse could not fail to dispel.

The success of teachers and the progress of pupils, are often hindered by the want of trifling conveniences, which a little care on the part of those interested might very easily supply. Pains should be taken to make the schoolhouse comfortable and convenient. It should as much as possible be made a pleasant place—a place around which agreeable association may cluster. The reasons hitherto, in so many cases, considered good, for placing the school-house on some waste piece of land, valueless for any other purpose of use or beauty, ought not to hold beyond the existence of those already built. In new districts, where motives of economy must necessarily be considered first, a small or inconvenient building may for a time be excused, but where the means of the people will at all permit, a consideration for the welfare of their children, ought to be sufficient inducement towards the erection of a far higher class of buildings, than have hitherto been thought good enough for the purpose.

The "boarding round" system as it is called, advisable when the country was new, and convenient still in the more recently settled districts, ought to be as much as possible discountenanced. In districts where the families are numerous, and comparatively "well off" it ought not to be permitted. The evils of the system all may see. The minds of teachers cannot fail to be unsettled, by the weekly or even more frequent change of residence. There can be no such thing as progress in their own studies, or even in general reading. An inexperienced young person may in this way be exposed to influences, far from being conducive to steadiness of character, or may become the subject of remarks, not calculated to sustain his influence for good, among his pupils. In the case of young females, health and comfort are not unfrequently seriously interfered with.

This of course is a matter which can only be remedied by the people of each district for themselves. Those who have the interest of their children much at heart, will do well to consider the advantage to be gained to them by a change in a system, which only circumstances of necessity ought to sanction.

The Principal and Professors of our Colleges, and the teachers of our High Schools may do much to advance the cause of Common School education among us. They may do so indirectly, by giving their influence to the forming and the sustaining of such associations as have for their aim the mutual improvement and encouragement of teachers, and the furtherance of the interests of the cause of education generally. They may do so directly, by interesting themselves personally in the schools that lie in their immediate neighborhood.

As regards the former of these ways, it need only be said, that this class of teachers have in our district, shown themselves fully aware of the responsibility that rests upon them and fully able to sustain it. With regard to the other method of exerting influence, assertions must of course be made with some reserve, but no reserve need be maintained in dwelling on the amount of good which might be accomplished through this means.

It seems like the mere repeating of what every body acknowledges, to say that the aim of all classes of schools is one,—that the cause of education could no more spare the humble work, done, often painfully and by slow degrees, in wayside schoolhouses, than it could spare the efforts of the men of talent, and learning, who carry on the work in loftier places. And yet, while this is generally acknowledged, and by none with more emphasis, than by these men of talent and learning, the teachers in our Common Schools do not find it always easy to realize these things as true,—and very difficult indeed do they find it, to believe in its hearty acknowledgment by men, whose labors, in comparison with their own, occupy so large a space in the public eye. Coming rarely into contact with them, seeing them only in their public capacity, as leaders in the great educational movements, agents in the bringing about of results, quite beyond the power of humble individuals like themselves, no wonder that Common School teachers may be inclined to consider themselves without the range of the other's interest and sympathy; no wonder that they hesitate to appropriate to themselves the title of co-workers with them in the same cause.

Yet in the work of teaching, where evident success is sometimes long delayed, and where to the young and inexperienced, the results seem often quite disproportioned to the efforts used, sympathy is invaluable, as a means of strengthening failing courage, of renewing flagging interest, and this self-isolation of Common School teachers, as a class, or as individuals, cannot fail greatly to interfere with their pleasure and their success in their work. From no class of persons could sympathy and interest come so gracefully, as from men of greater power and acquirements, engaged in the same work, from none



could they be so gratefully received. For their work is the same. It may differ vastly as to its details, but its trials, its difficulties, its discouragements, its pleasures, and its rewards are the same, whether met in the wayside schoolhouse, or in lofty College halls. And though Common School teachers may hesitate to claim it as a right, this kindly sympathy—this open acknowledgment of fellowship in labor, is a gift which their more highly endowed brethren honor themselves in bestowing.

As to the manner in which this sympathy is to be expressed, this acknowledgment made, circumstances and individual opinion must decide. The visiting of schools—not formal but friendly—may, where the time can be bestowed, be of great use. All that has been said of the value of visiting in others, will apply in their case with still greater force. A little assistance in the way of advice, the loan, or even the recommending of a book, a frank word, unspoiled by too apparent condescension—a tacit acknowledgment that, as far as their work is concerned, teachers stand on equal ground—all these—mere trifles to the bestower, may yet be very powerful as helps to the more humbly placed and more sparingly endowed receiver.

Nor would this expression of interest be valuable merely as a matter of sympathy and encouragement in the work of teaching. By even a brief and limited intercourse with superior minds, by a kind word and hint from one whose position and acquirements command his respect, more than by any other means that can be named, may a young teacher be stimulated towards those higher attainments so desirable, indeed so absolutely necessary to full success in his work.

I may be exposing myself to a charge of indiscretion, by even seeming to intimate that there is not sufficient interest felt by our Principals and Professors in the welfare and success of their humble fellow-laborers. But there can be no possible impropriety in saying that the expression of this interest might, perhaps, be a little more general and cordial, could they be persuaded to regard the matter from a Common School teacher's point of view. And having said this, enough is said.

With regard to the usefulness of a well sustained "Association of Teachers" to the cause of education in any district, there cannot be two opinions. "Union is strength," "Two are better than one," "A threefold cord is not easily broken," "In the multitude of counsellors there is safety," are proverbs that apply to this, as to other matters. As a means of mutual benefit, as a means of extending and intensifying the power of teachers to do well their work in the community, they must be valuable. As a means of ranking teacher's better known to each other, as a means of cultivating that "*esprit de corps*," so valuable in all united labor, the worth of these Associations can hardly be overestimated. By a judicious arrangement of the order of exercises, by a series of lectures, essays, and conversational discussions of questions relating to the cause of education, more highly endowed teachers may make them useful as a means of instruction to the younger and more inexperienced. All teachers, when it is possible, ought to identify themselves with such an Association. All who are interested in the progress of the cause of education, will do well to use their influence for the encouragement of those, upon whom the responsibility of sustaining these Associations chiefly depends—Without the co-operation of teachers, and of educated people generally, these Associations must fail of accomplishing their design. They may be sustained in a certain sense by a few. That is, the meetings of the Association may regularly take place, officers may be annually chosen and the routine of business may be gone through, but only a few will be the better for it. The earnest and enlightened co-operation of all classes in the work of sustaining them, would do much to ensure to the cause of education among us, that measure of success which all good men and true earnestly desire to see.

The questions—"What ought our Common School system to aim at?" and "How can the object aimed at be most effectually attained?" having been briefly and imperfectly answered, the Essayist's work is done. It can be no part of his duty to attempt to impress upon the various classes, who bear the responsibility of success or failure, the importance of the trust committed to them. The circumstances which unite to make the subject of Christian education, one of the vital questions of the day, to our section of country, and to Canada generally, must be seen and appreciated by all thoughtful minds. Now when the interest with which our daily developing resources is regarded, bids fair to turn the tide of emigration towards us, if the consequent mingling of new elements in society is to work for good and not for evil, as the years pass on, none need be told, that it must be through the moral and intellectual culture of the people. And all must see, that education among us must be emphatically Christian education. Amid the terrible events that are transpiring in the world, the wars and rumors of wars—the changes sudden and strange which seem to our wavering faith, to be shaking the very foundation of things, who

does not feel that we need a sure place on which to rest our feet, the knowledge of a refuge which doubt can never successfully assail?

"Righteousness exalteth a nation, but sin is a reproach to any people," said the wise man, and every page of the world's history since his day reiterates and proves the wise man's words. In this our free country, where the suffrage is all but universal, where the humblest farmer or mechanic may indirectly by his vote influence the conduct of our national affairs, where offices of trust and emolument are in a sense open to all, it is scarcely possible to overestimate the value of Christian education to the young. In the new views that seem to be opening before us as a people in the changes which enlarging resources, and an increasing population must bring, we see tokens of advance or retrogression according as we as a people shall avail ourselves of, or neglect the means of moral and intellectual culture which may be ensured to all. For if we would have "our future copy fair our past," if our breaking dawn is to brighten into the perfect day of national prosperity, if Canada, our land by birth or adoption, is to take a worthy place among the nations, it must be through the enlarged intelligence, the higher morality, the firmer, purer, truer Christian principle and practice of her people.

### On the Preparation of Lessons at Home.

BY MR. ARNOLD, PRINCIPAL OF BRITISH CANADIAN SCHOOL, MONTREAL.

Read before the McGill Teachers' Association, 10th March 1865.

The subject of the Paper I am about to read is—The Preparation of School work at home.

It might appear to some teachers of little experience, that there is no question about the necessity of children's preparing all their school work at home. They will say it is a time-honored and almost a world-wide custom; and where is the reason for questioning a practice, which has met the approval of teachers of all classes and almost of all ages and nations, where education is attended to. But are there not a great many other old and universal customs which we of modern times are very unwilling to follow? I must acknowledge, however, that it would require a good deal of moral courage in any teacher to try to bring about a change in this respect—a change amounting to almost a revolution in school teaching. What a storm of opposition would it not raise against him from nine-tenths of the parents and guardians of our children? While the accusation of carelessness and indifference would, most probably, be laid again to him by many. Notwithstanding, however, all the opposition of parents and others, I am fully under the conviction that it is the teacher's duty to use his utmost exertions to produce this change as soon as possible. I will endeavour to adduce several reasons for making this assertion.

1st. Instead of learning more I think the child will, in the end learn much less, for what he commits to memory, will, in general, be so imperfectly done, that it will take him longer to unlearn it than to acquire twice as much, and that too in a proper manner, under the direction and by the assistance of the teacher.

2nd. The teacher's time will be taken up in hearing the recitation of these imperfect lessons, and in punishing for neglect, which might be spent much more profitably in giving that instruction which would assist the children, not only in committing them to memory, but in understanding and applying them in a practical way.

3rd. Children take a distaste to, and in time, become disgusted with what is daily so difficult; and for the neglect of which, or what is more frequently the case, for the impossibility of its performance, they are so frequently punished.

4th. It is injurious to children's health to study long and difficult tasks that too often only bewilder and confuse their minds.

5th. It is a source of disquiet and annoyance to those parents who are either unable or unwilling to render the necessary assistance to their children, in preparing these tasks.

Many other reasons could be given, but I think the foregoing will suffice to prove that long and difficult lessons should not be given to children, under thirteen or fourteen years of age, to be committed to memory at home, unless they have previously been well explained by the teacher, and every assistance given to enable them, not only to learn such lessons with ease, but to understand, and as far as possible, apply them afterwards.

I said that children would learn less by having long tasks assigned them to be prepared after they leave school for the day. This I think, under ordinary circumstances, can be easily proved. For example: Give a boy or girl a page of Grammar, with an equal quantity of Geography, a portion of Reading and Spelling, with a few examples in Arithmetic, and perhaps some Latin and French, and occasionally, if not frequently, in the case of girls, two or three hours practice on

the Piano. And all these tasks the hard-hearted teacher—for I can apply to him no milder term—expects to be recited or performed the next day without the slightest hesitation or failure.

Now I ask the teacher, who has any sense of feeling, whether it is right or just towards a child to expect from him what is utterly impossible. And I would further ask, Is it not a positive act of cruelty to punish for not learning that which he is unable to accomplish in the time, and with the assistance he is, in the majority of cases, likely to receive?

I do not, however, go so far as to affirm that nothing should be given children to do at home. On the contrary, I believe that if a moderate amount of work were appointed, and that of a kind which would assist in creating a desire for more, instead of begetting a hatred for all useful knowledge, the teacher's object would be more fully and much more easily attained.

For instance.—It would not be a difficult matter to infuse into the child's mind a taste and a desire for reading entertaining and instructive books, to write a few lines neatly and carefully from some reading lesson or other book, or work out a few exercises in Arithmetic, which had been previously explained. In fact, he might be induced to spend, and that too very willingly, an hour or two in the evening, in a very pleasant and profitable way; and at the same time, gradually acquire a wish to extend his knowledge—a wish which I think, should not be fully satisfied, much less satiated, as is too often the case, when lessons are given, that are long, dry, and to the little child entirely unmeaning.

The greatest care should be taken that the boy be so taught that when he is taken from school, a desire might still remain to know more, with many regrets that his opportunities for so doing have been withdrawn.

The opposite feeling to this, however, is too often exhibited, at the time he is about to become, as he fancies, his own master. His joy is almost unbounded when he learns that he is, at last, to escape from the bondage that has held him from the time of his earliest recollection; and looks upon his books, as the cause of all the pain and misery which he has so long endured. And what does he do with them? Why what we all are naturally inclined to do to that which is the source of our trouble and sorrow—kicks them aside with the determination that such objects of his hatred shall never trouble him again.

It is well known that these are too often his real feelings at the time; and the cause, in ninety nine instances out of a hundred, is cramming; with the consequences of not swallowing what the stomach loathes and detests from its having so often been surfeited with similar doses.

I think it is the duty of the teacher to present every thing to children in the most attractive and pleasing form, so that a love of learning might be infused into the mind during their school days, and not cease when they are over; but that self-study may then commence, from a love of study for the pleasure it will bring; for it is then, properly speaking, that their real education begins.

When, for example, have our self-taught men commenced their course of self-instruction; and what has been the incentive to this course? They have not usually begun under twelve or fourteen years of age, nor have they set themselves to a task, which requires, particularly at first, much laborious study, perhaps under almost insuperable difficulties, and a great deal of self-denial, because they had been tied down to it, and threatened and punished almost daily for the non-performance of impossibilities from the age of five or six to that of thirteen or fourteen.

No the boy so treated, for so long a period, remains as far as his education is concerned, almost the same for life, as when he left the place which had been the scene of so many of his youthful troubles.

No, it has been, in most instances, those who were denied the opportunities of a school education, and at the age when they began to feel the want of it, that they have been roused to the determination of straining every nerve to become possessed of that which their more favoured companions look upon with so much indifference: and they toil on steadily and perseveringly, not however, from fear of corporal punishment, should daily success not crown their efforts; and be driven to every expedient, by which relief may be sought from such irksome tasks, or escape the punishment which they are sure to receive if they are not performed in a manner that meets the approval of an exacting and arbitrary teacher.

The difficulties which at first present themselves, are overcome one by one, and bye-and-bye, his studies are, like his food, taken with a zest, which others cannot enjoy, simply from the fact of their having been crammed to satiety, and punished with so much severity when at school.

It must not be supposed, however, that I wish to indulge children in laziness and indolence, nor to screen them from deserved punishment; not at all. I would always give them sufficient to keep them

from falling into habits of idleness, and even punish for neglect; but I think we should not exact a daily routine of dry, hard tasks to be got by heart, which we ourselves could scarcely master in the time allotted for its accomplishment.

The second reason I gave against this system, was that too much of the teacher's time is taken up in hearing the recitation of imperfect lessons, and punishing the numerous defaulters.

Every teacher of a large school will, I am satisfied, acknowledge the utter impossibility of properly hearing all his classes say the lessons they had learnt, or rather, not learnt at home during the previous evening, in the three school hours of the morning. And again—Where is the time and the opportunity for the necessary explanation of these tasks. Not a word can be explained, not a remark made, for fear of interruption, because the child is supposed to repeat it unhesitatingly word for word according to the book; though trembling all the while for fear of the punishment that awaits the slightest failure.

And when the three hours are over, and every one has been heard, what are they the wiser? What advancement have they made even should every word have been repeated correctly? Would not half an hour spent by the teacher in reading over, and explaining these lessons, and questioning the classes for the purpose of getting their own ideas as to their meaning and application, have effected ten times as much, in the way of real progress, as the three hours spent as I have described. Not to speak of the pleasure both to teacher and pupil when knowledge is imparted in this way.

Something might also be said in favour of this system in preference to that which almost universally prevails, if we take into consideration the opportunities the teacher has in adding to his own stock of information; for he cannot very well explain a lesson thoroughly, without acquiring some new ideas himself. Even an occasional remark which he may get from a class of intelligent children, if allowed to express their ideas freely, will at times extend his own, and thus assist him in more fully explaining the subject of the lesson. Many instances of this nature have occurred in my own experience, and I have no doubt, other teachers will be ready to make the same acknowledgement.

All this, however, is a little beside the direct subject of the loss of time occasioned by this method of teaching. Still if we take a right view of the matter, I think any thing that tends to improve and enlighten the mind of the teacher cannot fail to aid in developing the mental faculties of the child, and thus conduce to the progress of his school, and if greater improvement is thus effected, a certain amount of time must consequently be saved.

The next point in connexion with this subject is, the injurious effects to the health, both of the mind and body which the study of long and difficult lessons might produce on children of feeble intellects, and weakly constitutions, for it tends to confuse and bewilder them, instead of causing a healthy growth and an increase of strength that a moderate amount of work, properly prepared, would gradually effect. Again, the constant fear of punishment which the child feels hanging over him, is itself often the source of many ills morally and physically, that we would fain attribute to any other cause than the right one. Look into the child's face and say whether the mind is at ease, and he is in the enjoyment of that childish happiness which ought to be plainly visible on his countenance. No, instead of this sorrow and misery are there clearly depicted and have, perhaps, already stunted the mind, and broken his spirit; and how is it possible that these effects can be produced, without a corresponding amount of injury to the body? A severe whipping, properly administered, once a day, would do him much less harm.

There is a law in existence against cruelty to animals of the inferior order; and a society formed in England of which I think the Prince of Wales is chairman, for the prevention of such acts and for bringing those who commit them to punishment. And are we I ask less guilty who practice systematic cruelty on unoffending human beings? Is it also to be wondered at that we do not secure the love and respect of children when we manifest so little regard for their feelings?—feelings too, which are sometimes of a most sensitive nature? Children have often a more correct sense of what is just and right than we are apt to give them credit for; and therefore, if we treat them harshly and unjustly, are we to be surprised if their feelings towards us are not marked with that regard and respect we so unreasonably and unjustly claim? If habitual cheerfulness, and ease of the mind, promote the health of the body, I think there is no need of saying any more in support of the assertions already advanced on this head.

The last reason I gave for a change in this method, was, because it is often a source of disquiet and annoyance to those parents who are either unable or unwilling to render the necessary assistance to their children in preparing the tasks appointed.

Every teacher knows this to be the truth. Ask the child why he did not prepare his lessons at home, and his answer frequently is—O

they were too hard. Well why did you not get your parents to assist you. "I asked them sir, but they were too busy." At other times they were too tired, or perhaps going out to spend the evening. From a feeling of shame the child is unwilling to tell you that his parents are unable to give him the help he needs and which he is entitled to; but we know that this is often the fact.

Now allow such to be the case, which I am sure few will deny, is justice done in expecting these lessons to be prepared, when the teacher, in most cases, gives out the lessons in the evening, without a word of explanation, and when the child gets home, determined, perhaps to exert himself to the uttermost, faithfully to perform his duty, when he finds the difficulties so great that he is discouraged and gives up in despair. And is this to be wondered at when we reflect that neither aid nor encouragement is to be expected from those who profess to be so deeply interested in his education? These very parents too would generally be the first to oppose the inauguration of a system by which their children could be relieved from the drudgery which cannot be performed alone and in which they cannot or will not assist them; notwithstanding they were fully convinced that their improvement would be accelerated ten fold by its introduction. The idea of children having nothing, or very little to do at home, would be sufficient to draw forth their condemnation of any system, no matter how good in other respects, if its tendency were to bring about or encourage such an alarming state of things. They do not consider that if the labouring man or the mechanic requires rest after eight or ten hours bodily work, surely the same privilege ought not to be denied to children after five or six hours close application, in school to the work of the brain, particularly when a comparison is made between the strength of the child and that of the man, and between mental and bodily labour.

When I commenced this paper it was my intention to give many examples, which have, at different times come under my notice, in confirmation of the opinion which has been expressed on this subject, but find that I have extended it to too great a length already, and would therefore only further remark,—That it will probably be said that I am condemning an old established custom in teaching, which our forefathers made, and one that has been approved of and followed to the present day, and am trying to bring about a change that I have not introduced into my own school. I must certainly plead guilty to the first part of this accusation, and am only partially free from the second part; but what I give my children to learn by heart at home amounts to very little and is given rather to satisfy parents than from the expectation that any good results will proceed from it.

I know, also, that by this very admission, I am laying myself open to blame for acting a false part. But a man must be possessed of a very high degree of moral courage to initiate, what would certainly be regarded as an innovation, and which would, in all probability, deprive him of his means of support, perhaps for years; for I am fully convinced that if I were to announce that no lessons should hereafter be prepared at home, my school would soon become very thinly attended. And the possibility of being able to convince parents that it would tend to promote the health and happiness of their children, as well as further their advancement in learning, would be almost as difficult as to remove a mountain, or cause the sea to dry up.

No, the change must come from the combined effort of many of our leading teachers; and be persisted in and followed out, till its effects on the mind and constitution of the child are so clearly visible, as to admit no longer of any doubt about the matter.

In conclusion I would say that I trust the subject of this paper will not be considered of little or no importance, for I can assure those who hear me, that after nearly thirty years experience in teaching, I am more and more impressed with the conviction that our duties and responsibilities in this matter are of the most weighty and serious nature, and the sooner we take a right view of them the better.

### Conducting Recitations.

It is an educator's duty to study methods of developing the intellect of his pupils. It is not sufficient that he should content himself with a preparation concerning the subject to be presented; he should constantly strive to develop a system of imparting such knowledge in such a manner as shall best develop the pupil. There are evidently two primary objects to be regarded by the educator in conducting a recitation. These two are imparting information to the mind and developing the mental strength and powers of the pupil.

It is said that he who provides labor for the poor by which they can earn a living is a greater benefactor, and more truly wise, than he who simply gives from his own store. The philosophy of it undoubtedly is in the fact that he is the greatest benefactor who teaches self confidence, and hence self support. Thus is it in teaching. He is the

best educator who teaches the pupil the most self reliance—who develops the greatest amount of mental power in the pupil.

What is more lamentable to a really true educator—one who is earnestly aware of the importance of this self reliance—than to see a recitation conducted in such a manner as to educate simply to self distrust and confusion.

So far as I am able to decide, there are two things that an educator should not do: allow pupils to recite while sitting; nor recite the lesson for the pupil. Let me illustrate.

A few months since I was present at an examination of a class of young ladies in Mental Philosophy. The teacher was a man of much experience, but I observed that there was a general lack of independence, interest, enthusiasm, while reciting, on the part of the class. The examination was creditable, but the instructor remarked to me that he had so much difficulty in securing recitations which were energetic, natural, full of life; that they were far too mechanical on the part of the young ladies, who recited simply from the head, not from the heart, soul. I observed that the class recited while sitting, and the teacher occasionally asked a question that very plainly suggested its answer. This method of reciting I deem calculated to prevent good recitations—good development of independence. The standing position is best adapted to enable one to express his thoughts freely and forcibly. Just imagine John B. Gough, or Henry Ward Beecher, addressing an audience while sitting in their chairs on the rostrum! Try it yourself, my kind reader, and see if you are not less energetic, less forcible, more restrained, less natural, in your reading while sitting than while standing—your thoughts flow less rapidly, vividly—you feel more inclined to be indolent—your blood flows more quietly. I once had a student—a young lady of medium ability—in Geometry. She did quite poorly for one who had studied it before as much as she had—three books of Legendre and six of Robinson's Geometry. I was obliged to recommend her to the beginning class, after a trial. She told me she had recited thus:—The teacher enunciated the propositions for the class—helped them to construct the figures, if they could not do them, and then if the pupils hesitated in the demonstrations he would always prompt; he never reviewed daily; thus he never had any failures! This young lady could do nothing at all but fail when required to do her own reciting, unaided by me; she had no self confidence; and constant fear encircled her about.

I attended an examination of a class in Geometry in one of our oldest Academies in this state, and was pained as well as astonished at what I saw. The class was in Bk. iv, in Legendre—they took the books to the board and drew the figures on the board from the book, and only closed it when called upon to recite, and then to be aided by the teacher if they hesitated.

If such teaching is correct then "woe is me!"

Suppose a teacher should relieve his pupil in piano music from fingering the difficult passages in the music by doing it for him at all times; how long would it be before such a pupil could play?

It would seem to be the part of good sense to require the class to do their own work. You may say that the pupils fail then so often. Very well; let them fail. But we have to go over the ground so slowly, if they must do all the reciting. Granted. A little food, when the digestive organs are healthy, gives more strength than much food swallowed when the organs are not capable of digesting it, because of dyspepsia.

I am asked if I would not explain anything in recitation. I would explain very much, but not until the class have recited, or tried to recite, and failed. The place for reciting is the place to discipline the class—the place to review—to explain more fully the ground already passed over, to drill and develop the faculties of the pupil that he may have command over them at all times.

Suppose you conduct the recitation entirely by question and answer, instead of simply announcing the topic and requiring the pupil to proceed with the entire discussion, or until requested to be seated. Do you not as questioner, do fully half of the reciting for the pupil? Does it not, as a general thing, take as much, or even more, knowledge of the subject to ask the questions intelligently than it does to answer them? You cannot be with your pupils in active life. They must know how to ask as well as answer questions. Many young men, when called upon to conduct business for themselves utterly fail. Why? Their fathers were good business men, but they did all the business themselves, requiring nothing of the sons but to look on. To look on simply, and to do, are two quite distinct things.

In music no one would think of striking half the notes on the key board, at every lesson, and let the pupil strike the other, and easier, half. Why do so in other things?

I have, at the present time, a pupil in Algebra—a lady of good abilities—who told me, but a few weeks since, that she used to recite well until she entered my class, but now she could do nothing; however, if "she had her old teacher she would now recite well." "Well,"

said I, "how did your old teacher conduct the recitation?" "By question and answer." "Prompt any?" "Sometimes." The young lady felt sad because she failed so much—but she soon could both commence and end a discussion without help—i. e., ask her own questions as well as answer them.

Suppose you wish to impress upon the class the fact that you are "posted?" Then occupy all the time yourself; ask no questions, require no answers; simply let your tongue loose and display yourself! But this is unworthy a teacher.

Let no books be used in recitation in almost all studies—use no book yourself. Your example will then have a very stimulating effect upon the class.

Another thing I would notice. Practice no set reviews, but review every day a portion of the ground already passed over during the term. Let the class understand they are held responsible for all passed over during so much of the term—thus proceed until the close of the term. You are then ready for examinations every day.

Many teachers fail because of the long lessons they assign. Assign enough, but do not forget that the pupil is still younger than you are.

Lastly, be earnest in the recitation room—let your manner be impressive, be indicative of the importance you feel and would have them feel; for if you do not feel interested you must not complain if your pupils do not.—*New York Teacher.*

J. H. H.

### Too much Help.

A comparison is sometimes made between the pupils trained in cities who attend school nine or ten months in the year, and the pupils of schools in small towns who attend five or six months, and sometimes even less than that.

This comparison reveals the fact that, in many instances, the pupils in country schools attain an average proficiency in study fully equal to that of pupils in the city, and an average proficiency in health and energy of character much greater. So that, upon entering active business pursuits, the country boys continue in advance of their rivals bred in the city. Many of the most successful merchants and professional men in this State are pointed to, with the remark: "They received not their training from the city schools; they got their rudimentary instruction in the old red school-house that stands near the cross-road upon a bleak field, many miles away from any populous town. But for some reason they prove far superior to those who have enjoyed the bountiful provision made for instruction in the city schools." Hence the inference that there is something wrong about the city schools, either in arrangement or instruction.

We assume that the error is one of practice, and is constantly increasing; that it began in the metropolitan schools, and is permeating all the institutions for instruction of the country. The error may be briefly stated in this: "Too much direct help, too much pampering." A teacher comes before a class which is going to begin a new and difficult subject. He tells the class that their path is a perplexing one, but he will help them through. He directs their attention to the chief obstacles; tells in what the intricacies consist, and how they may be solved. He then leads them through, carefully guarding them against every error and mistake; and thus almost before the pupils are aware, with little work on their own part, with no excitement of curiosity or exercise of ingenuity, they are over the hard passage of their way, and pressing on still further. That is what we mean by too much help. It secures a rapid advance, but gives no corresponding self-reliance or strength; it carries over much ground in one direction, but gives no independent originality wherewith to strike out new paths in other directions; and often places pupils rapidly so far onward, that, unaided they cannot find their way back. The habit is thus formed of stopping short at every difficulty, and waiting for help: and the consequence is, that, when the obstacles are encountered that meet one at every step in the competition of practical life, there is no friendly arm to lean upon, no cultivated determination to brace up, but a faltering incompetency that ends in vain wishes and empty resolutions.

Analogous in its results to this constant helping in the pampering of pupils, which now seems to be regarded as almost indispensable. It takes the names of "something to interest pupils," "efforts to make school attractive," etc., etc. Now, we would yield to no one a stronger desire than we have to make schools both interesting and attractive. But we desire, first of all, to secure the development of a strong and resolute well-balanced character; we believe this can be attained only by severe discipline; and that you might as well look for the best bodily health when the child has had merely what the palate craves, as for the best mental health when there have been administered frequently, and in large quantities, as a part of school training, through the whole course of education, exercises which are designed merely for

a temporary amusement. A diversion may be introduced in the form of a story, or accounts of travels and scientific discoveries, and thus interest may be awakened and curiosity sharpened. But this is liable to grow into a habit of pouring information upon pupils indiscriminately, and results in deadening the active receptivity which is necessary to the best acquisition.

We want in our schools a thorough drill in the branches of learning prescribed. Can we have this when teachers are constantly wandering all over the heavens above, the earth beneath, and the waters under the earth, in pursuit of facts foreign to the instruction demanded, and designed merely to interest? The object of our schools is, not to make of pupils walking encyclopædians, but to give them the power of mind whereby they can assimilate and generalize from such facts as they get in after-life. How often do we see those, who in youth were eminent for "general information," destitute of the culture or discipline that can make the information available for a good purpose! We are not prepared to advocate the disjointed training pursued in many country schools; but we do say that the pupils there are more often thrown upon their own resources and compelled to think for themselves; that their attention is confined to few things, and a thorough mastery of them; and that for this reason there is often a better result secured, than with all the improvements and advantages of the large schools, where the attention is distracted, and the instruction too widely diffused.

We admit that this peculiarity of country schools arises often from the lack of competent teachers. The very fact that scholars cannot find an explanation which they desire sets them to labor for it; and when thus obtained, it is worth much more than is it when all the difficult work has been done by other heads. The most valuable lessons in military strategy are not those which we learn from the history of armies, containing myriads of soldiers who have every advantage of position, equipment, and supplies; but rather from those who have been driven to discouraging extremities, and whose only salvation lies in the utmost efforts of every soldier. So all our lessons in teaching are not to be derived from the practice of these schools, which, by the furnishing of conveniences for the lame, halt, and blind, and applying them to the whole as well as to the sick, soon bring all to feel to constant need of a physician.—*Mass. Teacher.*

### ARITHMETIC.

(Continued.)

Perhaps this is the proper place for the teacher to expound more fully the principles of multiplication and division, and to show how variously these can be worked.—Multiplication is a short-hand process of addition; division is a short-hand process of subtraction.—The teacher's duty is to illustrate to his pupils how variously required results in adding, subtracting, multiplying, and dividing can be worked out. The more variously the same result is obtained the wider the pupil's field of knowledge and experience becomes; and the greater the chance is, that if one particular view of a truth or subject does not lead to a correct knowledge of it, another may.—The intelligent wise-headed teacher studies how to reach his pupil's mind,—how to enlighten his understanding—how to exercise his judgment and reason, on every subject taught,—not by a one-sided view or mode of explanation, but by every side-view and way to make plain, he can conceive,—making each clear and thorough—penetrating and opening up each subject to its core.....

*Practice also should ever accompany explanations.*

A child's knowledge of a truth may, even, after much pains on the part of the teacher, and of not a little effort on his own part, be still very hazy; but suitable and varied practice will both brighten his understanding and give growth to his skill.

Examples.—Multiplication.

1.	2.
37286	37286
264	264
-----	-----
149144 = 37286 × 4	7457200 = 37286 × 200
2237160 = 37286 × 60	2237160 = 37286 × 60
7457200 = 37286 × 200	149144 = 37286 × 4
-----	-----
Ans. 9,843,504 = 38286 × 264	9,843,504 = 37286 × 264

3.

$$37286 \times 400 = 14914400$$

2 hund. = $\frac{1}{2}$ of 400 h.	7457200 = 37286 $\times$ 200
5 tens = $\frac{1}{2}$ of 200 h.	1864300 = 37286 $\times$ 50
1 ten = $\frac{1}{2}$ of 5 tens	372860 = 37286 $\times$ 10
2 units = $\frac{1}{2}$ of ten	74572 = 37286 $\times$ 2
2 do = $\frac{1}{2}$ of do	74572 = 37286 $\times$ 2

---

264                      Ans. 9843504 = 37286  $\times$  264

4.

300	
264	37286
36	300
	11185800

20 =  $\frac{2}{5}$  of 100 times.      745720 =  $\frac{2}{5}$  of 100 times.  
 10 =  $\frac{1}{5}$  of 20 do              372860 =  $\frac{1}{5}$  of 20 do  
 5 =  $\frac{1}{2}$  of 10 do                186430 =  $\frac{1}{2}$  of 10 do  
 1 =  $\frac{1}{5}$  of 5 do                  37286 =  $\frac{1}{5}$  of 5 do

---

36      134226 subtracted.

Ans. 9843504 = 37286  $\times$  264

5.

$$37286 \times 1000 = 37286000$$

200 = $\frac{1}{5}$ of 1000	7457200 = product of 200
50 = $\frac{1}{2}$ of 200	1864300 = do of 50
10 = $\frac{1}{5}$ of 50	372860 = do of 10
2 = $\frac{1}{5}$ of 10	74572 = do of 2
2 = $\frac{1}{5}$ of 2	74572 = do of 2

---

264      Ans. 9843504                      264

6.

37286	37286
200	8
7457200	298288
2386304	8

Ans. 9843504      2386304 = 64

7.

37286	37286
)264 =	132
2	74572
	1118580
	3728600
	4921752
	2

Ans. 9843504

8.

37286	2) 37286
11	264
410146 = 11 times.	528
4	528

1640584 = 44 times.

---

6                                      93215

Ans. 9843004 = 264 times.                      Ans. 9843504

9.

2) 37286	264
	2
18643	528
528	528

149144

---

37286

---

93215

Ans. 9843504

10.

37286	8)264
8	33
298288	33
894864	3
894864	3

Ans. 9843504

11.

37286	8)264
8	33
298288	11)33
298288	3

3281168

---

3

Ans. 9843504

12.

264	100)37286
100	372 <sup>86</sup>
26400	372
372	372

52800

---

184800

---

79200

---

9820800

22704  $\times$   $\frac{86}{100}$

Ans. 9843504

13.

37286	37286
264	264
7457200 = 37286 $\times$ 200	149144 = 74572 $\times$ 002
2237160 = 74572 $\times$ 030	2237160 = 74572 $\times$ 030

Ans. 9843504

14.

3728600	37286
37286	
3691314 = 99	2
2	2

7382628 = 198

2460876 = 37286  $\times$  66

Ans. 9843504 = 37286  $\times$  198 + 66

15.

37286	264
220	220
8202920	44
1640584 = 44	44

Ans. 9843504

More varieties might be given, but these, well illustrated with ample practice, should be sufficient to stir up the pupil's inquisitive and searching disposition, exercise and extend his ingenuity and skill—and thus help him on to a higher and more perfect knowledge of the powers and principles of numbers.—A correct knowledge of the preceding fifteen examples, should well prepare him for farther advances.—But in training in varieties, examples should have a gradative character, beginning with digits, as follows:

1	2	3
$5 \times 4 = 20$	$5 \times \frac{1}{2} \times 2 = 20$	$5 \times 2 \times \frac{1}{2} = 20$
4	5	6
$5 \times 10 = 50$	$5 \times 1 = 5$	$5 \times 1 = 5$
	$5 \times 1 = 5$	$5 \times 3 = 15$
$2 = \frac{1}{2}$ of 10	$5 \times 1 = 5$	
$5 = \frac{1}{2}$ of 10	$5 \times 1 = 5$	$5 \times 4 = 20$
20	20	20
1	2	3
$8 \times 9 = 72$	$2)8 \times 9 = 72$	$3)9 \times 8 = 72$
	4	3
	$4 \times \text{---}$	$3 \text{---}$
	18 = 72	24 = 32

4	5	6
$8 \times \frac{9}{3} = 62$	$3 \times 9 = 27$	$8 \times 9 = 72$
	$3 \times 9 = 27$	
	$2 \times 9 = 18$	$3 = \frac{1}{3}$ of 9 = 24
	— x —	$3 = \frac{1}{3}$ of 9 = 24
	$8 \times 9 = 72$	$3 = \frac{1}{3}$ of 9 = 25
		—
		9 x 8 = 72
7	8	9
$8 \times 2 \times \frac{9}{2} = 72$	$8 \times 5 \times \frac{9}{5} = 72$	$9 \times 5 \times \frac{9}{5} = 72$

The same results obtained by addings and subtractings.

1	2	3
$36 \times 8 = 288$	$36 \times 8 = 288$	$36 \times 8 = 288$
$12 \text{ ad. } 2 \text{ sub.}$	$15 \text{ ad. } 2\frac{6}{7} \text{ sub.}$	$500 \text{ ad. } 7\frac{3}{7} \text{ sub.}$
—	—	—
$48 \times 6 = 288$	$51 \times 5\frac{1}{7} = 288$	$536 \times 0\frac{5}{7} = 288$
$12 \times 8 \div 48 = 2$	$15 \times 8 \div 51 = 2\frac{6}{7} \text{ sub.}$	

Adding to multipliers and subtracting from multiplicands.

1	2	3
$36 \times 8 = 288$	$36 \times 8 = 288$	$36 \times 8 = 288$
$12 \text{ sub. } 4 \text{ ad.}$	$20 \text{ sub. } 10 \text{ ad.}$	$13\frac{1}{3} \text{ sub. } 5 \text{ ad.}$
—	—	—
$24 \times 12 = 288$	$16 \times 18 = 288$	$22\frac{2}{3} \times 13 = 288$
$36 \times 4 \div 12 = 12 \text{ sub.}$	$36 \times 10 \div 18 = 20 \text{ sub.}$	

Subtracting from multipliers and adding to multiplicands.

1	2	3
$36 \times 8 = 288$	$36 \times 8 = 288$	$36 \times 8 = 288$
$60 \text{ ad. } 5 \text{ sub.}$	$36 \text{ ad. } 4 \text{ sub.}$	$108 \text{ ad. } 6 \text{ sub.}$
—	—	—
$96 \times 3 = 288$	$72 \times 4 = 288$	$144 \times 2 = 288$
$36 \times 5 \div 3 = 60 \text{ ad.}$	$36 \times 4 \div 4 = 36 \text{ ad.}$	$36 \times 6 \div 2 = 108 \text{ ad.}$

An example in dividing showing how the same quotient can be obtained by different processes.

Example.

1	2
346)256438(741 quot. 2422	346)256438(001 346
—	—
1423	6092(017
1384	5882
—	—
398	50210(145
346	50170
—	—
52 rem.	200040(578
	199983
	—
	741 quotient.
	52 rem.
3	4
346)256438(570 197220	346)256438(018 6228
—	—
59215(171	50210(145
19166	50170
—	—
741 quotient.	200040(578
52 rem.	199983
	—
	741 quotient.
	52 rem.

If we increase the divisor the dividend must also be increased in the same proportion to obtain the same quotient as follows:

346	256438
3	3
—	—
1038)	769314(741 quotient.
	7266
	—
	4271
	4152
	—
	1194
	1938
	—
3)	156
	—
	52 rem.

Increasing the dividend requires an equal increase of the divisor; but when there is a remainder, it has to be divided by the figure or figures by which we increase either the divisor or dividend, as in the given example.

Diminishing the divisor or dividend a certain number of times, requires the other to be equally diminished to have the same quotient; and the remainder must be increased by the diminishing figure or figures.

Example.

2)346	2)256438
—	—
173)	128219(741 quotient.
	1211
	—
	711
	692
	—
	199
	173
	—
	26
	2
	—
	52 rem.

JOHN BRUCE,  
Inspector of Schools.

(To be continued.)

OFFICIAL NOTICES.



NOMINATIONS.

EXAMINERS.

His Excellency the Governor General in Council was pleased, on the 21st January last, to appoint the Reverend George Brown and Patrick Hackett, Esquire, members of the Board of Catholic Examiners for the District of Bedford, in the room and stead of the Reverends A.B. Dufresne and Charles Boucher who have left the District, and whose resignations in consequence His Excellency has been pleased to accept.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 21st January last, to approve of the following appointments of School Commissioners, viz:—  
County of Témiscouata.—Village of St. Edouard: Mr. William Hodgson.



County of Lotbinière.—St. Gilles: Mr. Michel Parent.  
 County of Vaudreuil—Ste. Marthe: Mr. Calixte Milard.  
 County of Chicoutimi.—Village of Bagotville: Reverend M. François Morin.  
 County of Dorchester.—Ste. Marguerite: M. Onésime Lafanume.

### DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

#### RICHMOND BOARD OF EXAMINERS.

*1st Class Elementary (E. & F.)*—Mr. Charles Phil. Charpentier; Miss Philomène Kérouac.  
*2nd Class Elementary (E.)*—Misses Sarah Martin Pearson and Eliza Lewis; (*E. & F.*) Misses Louise Gauthier and Hérmine Lyonnais.  
 Feb. 7, 1865.

J. H. GRAHAM,  
 Secretary.

#### BEDFORD BOARD OF EXAMINERS.

*1st Class Elementary (E.)*—Mr. Henry C. Knowlton and Miss Bridget Moran; (*E. & F.*) Miss Lucy H. Moran; (*E.*) Misses Arretta M. Sergeant, Martha D. Stone and Eunice Wallace.  
*2nd Class Elementary (E.)*—Misses Delia R. Brownson, Sarah Butler, Caroline C. Hadley, Elizabeth Hase; Mr. Daniel F. Chamberlain; (*F.*) Miss Françoise A. Chartrand; (*E.*) Misses Johanna C. Reid, Charlotte Ann Roberts and Mary Ann Savage.  
 Feb. 7, 1865.

W. GIBSON,  
 Secretary.

#### OTTAWA BOARD OF EXAMINERS.

*1st Class Elementary (E.)*—Misses Helen Dodge, Isabella Grant and Maria Mooney.  
*2nd Class Elementary (E.)*—Misses Amelia Désilva, Mary Jane Jackson and Elizabeth Oakely.  
 Feb. 7, 1865.

JOHN R. WOODS,  
 Secretary.

#### GASPÉ BOARD OF EXAMINERS.

*2nd Class Elementary (F.)*—Elzéar Daigault.  
 Feb. 7, 1865.

P. VIBERT, JR.,  
 Secretary.

#### QUEBEC BOARD OF PROTESTANT EXAMINERS.

*2nd Class Elementary (E.)*—Mr. Richard L. Redman; Miss Anna M. Thompson.  
 Dec. 16, 1864.

D. WILKIE,  
 Secretary.

#### BOARD OF EXAMINERS OF THREE RIVERS.

*1st Class Elementary (F.)*—Misses Zanaïse Bourgeois and Julie Anne Houde.  
*2nd Class Elementary (F.)*—Miss Marie Aveline Proulx.  
 Feb. 7, 1865.

J. M. DÉSILETS,  
 Secretary.

#### BONAVENTURE BOARD OF EXAMINERS.

*1st Class Elementary (E.)*—Miss Margaret Fairservice.  
 Feb. 7, 1865.

GEORGE KELLY,  
 Secretary pro tem.

#### RIMOUSKI BOARD OF EXAMINERS.

*2nd Class Elementary (F.)*—Miss Céline Lavoie.  
 Feb. 7, 1865.

P. C. DUMAS,  
 Secretary.

#### KANOUASKA BOARD OF EXAMINERS.

*1st Class Elementary (F.)*—Misses Philomène Bernier, Eléonore Bouchard, Justine Langelier and Geneviève Lapointe.  
 Feb. 7, 1865.

P. DEMAIS,  
 Secretary.

#### SHERBROOKE BOARD OF EXAMINERS.

*1st Class Academy (E. & F.)*—Mr. Thomas S. Ball.  
*2nd Class Academy (E.)*—Mr. Charles B. Daggett.  
*1st Class Elementary (E.)*—Misses Emma C. Ball, Jane Cockburn, Adèle Davis, Achsa M. Farnsworth; Messrs. Robert McLeod, John J. Proctor; (*E. & F.*) Misses Emma A. Sawyer, Arabine Williams, Jerusha Williams and Lucy A. Wilson.  
*2nd Class Elementary (E.)*—Misses Ellen Bailey, Eliza Dongan, Anna Masia Hall, Irene Perkins; Messrs. Oscar Lang and Justice J. Parker.  
 Feb. 7, 1865.

S. A. HURD,  
 Secretary.

#### QUEBEC BOARD OF CATHOLIC EXAMINERS.

*1st Class Elementary (F.)*—Misses Philomène Beaudry, Marie Eugénie Boisvert and Adèle Estelle de St. George.  
*2nd Class Elementary (E.)*—Miss Adèle Eugénie Estelle de St. George; (*F.*) Miss Agnès Fauchon.  
 Feb. 7, 1865.

N. LACASSE,  
 Secretary.

#### MONTREAL BOARD OF CATHOLIC EXAMINERS.

*1st Class Model School (F.)*—Mr. Edouard Simays; Misses Marie Hébert and Alphonsine M. Laberge.  
*1st Class Elementary (F.)*—Mr. Joseph Alphonse Allard; Misses Marceline Couture, Esther Emilie Gauthier, Marie Sophie Guerrier, Rose de Lima Lagacé, Marie Céline Leduc, Julie L'Heureux, Valérie Lussier, Odile Miron, Denise Picard, Zoé Potel, Césarine Ratel, Adèle Véronneau St. Denis; (*E.*) Miss Anna McHugh.  
*2nd Class Elementary (F.)*—Misses Philomène Bouthillier, Phélonise Gendron, Marie Lydie Langlois, Marie Leroux and Marie Louise Pigeon.  
 Feb. 7th and 8th, 1865.

F. X. VALADE,  
 Secretary.

#### MONTREAL BOARD OF PROTESTANT EXAMINERS.

*1st Class Academy (E.)*—Messrs. John McIntosh and Isaac Van Wart Schenck.  
*2nd Class Academy (E.)*—Mr. William F. Eastwood.  
*1st Class Model School (E.)*—Miss Elizabeth Maxwell.  
*1st Class Elementary (E.)*—Misses Lilia Ainsworth, Ruth Ann Baldwin, Elizabeth Collings; Mr. John McGruer.  
*2nd Class Elementary (E.)*—Misses Jamosina Copeland, Margaret McCrimmon and Elizabeth McGarry.  
 Feb. 7th and 8th, 1865.

P. A. GIBSON,  
 Secretary.

#### SITUATIONS WANTED.

An experienced teacher holding an Academy Diploma wishes to obtain a situation in an Academy. A French School where he would have an opportunity of learning the French language while teaching English would be preferred. Apply at the Education Office.

An English teacher with a Model school Diploma (English and French), and who has had much experience in teaching, is desirous of obtaining employment. Apply at the Education Office.

A gentleman who is competent to teach French, Latin, Greek, mathematics and all the branches included in an academic course, is desirous of obtaining employment. Apply at the Education Office.

## JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), FEBRUARY AND MARCH, 1865.

#### To Our Subscribers.

We regret the necessity which compels us so frequently to recur to our out-standing accounts, but so many of our subscribers are in arrears that the time has come when we must insist on payment. We would therefore notify such as are indebted for

more than the amount of their subscription for the current year that unless prompt payment be made, the Journal will be discontinued and legal proceedings instituted for the recovery of all arrears, although we confess that this alternative is repugnant to our feelings and would gladly be avoided.

All remittances, whether for the Journal or the Teachers' Savings Fund, should be made to A. de Lusignan Esq., Clerk of Accounts and Statistics.

#### A few words more on the question of Protestant Education in Lower Canada.

As we have said before, we have, on principle, abstained from all subjects of controversy in this journal; but the same reason which, some time ago, induced us to make a few observations on the meeting for the advancement of Protestant Education compels us now to contradict some assertions that have been published since.

Our Table showing the apportionment of the Superior Education Grant for instance, has been severely criticised because the bursaries given by government to the High Schools of Quebec and Montreal had been included in the grants put down to these institutions as were also the pensions and other allowances drawn by the McGill College. But, we may ask, are not the sums thus paid really subsidies to Protestant institutions, and were not the bursaries accorded to the Institute for the Deaf and Dumb at Montreal, similarly included in the grants to Catholic institutions? And here it should be observed that almost all the subsidized institutions maintain a certain number of bursars; and the government holds this as one of the conditions favorable to the granting of aid, so much so that particular mention of the fact is to be made in the annual reports. But were these amounts deducted on both sides, we should still find that the share absorbed by Protestant institutions is greater than that which the ratio of students or of the population warrants.

It has been said also that many institutions on the Superior Education list are undeserving of the position thus assigned them; but this is an assertion which completely ignores the fact that academies and model schools are placed in this very category by the Act specially providing for Superior Education. Without stopping to examine whether the reproach is well or ill founded or whether it applies with greater force to Catholic or to Protestant schools, it is evident that the moment it has been demonstrated that Protestant institutions receive a double share in the whole grant it is not they, but the Catholic colleges that have cause to complain of the grants to so-called undeserving academies and model schools.

Many other assertions invite criticism but we shall confine our remarks to the most important.

In a lecture already adverted to in these columns, Principal Dawson, while rendering perfect justice to the Department as to the past though expressing fear for the future under the confederation, commented upon the Third Reader published by the *Brothers of the Christian Schools* in the United States, which, he said, contained many things inconsistent with British sovereignty. It will suffice to say that this book has never received the sanction of the Council of Public Instruction.

Again, Principal Graham, who has published three voluminous letters in the *Montreal Herald*, quotes passages from Garneau's

History of Canada which he declares to be hostile to the British Government. We shall discuss neither the merit nor the appositeness of these quotations but shall merely observe that the extracts in question are taken from the preface to the large work published in three volumes, and that the Council of Public Instruction has only approved the school abridgment in which these passages do not occur. An abridged history by Mrs. Roy, has also been approved in the same manner. We have never admitted as Mr. Graham pretends, that the examination papers were drawn up exclusively from Mr. Garneau's work; on the contrary they were based on history itself and framed by a person who had studied the subject at its source. If we have said that candidates for teachers' certificates were bound to prepare themselves with the assistance of Mr. Garneau's history only in as far as that work was the best for the purpose, we have simply enunciated a patent truth, because the larger work of this author is, in fact, as yet the only one of that extent comprising the whole history of Canada. Mr. Graham insists on what he designates as the questions from the apocryphal books laid down in the examination papers on sacred history. The subject, we beg to remind him, is not theology but history; and those who hold that the book of the Machabees is not an inspired work cannot deny that it is valuable in an historical point of view. Besides, the matter does not, as we have said before, come within our province; the views of Protestant theologians have representatives in the Council of Public Instruction on whom nothing objectionable would have been imposed. (1)

Mr. Graham is especially irritated at certain observations which, he believes, go to impugn his veracity; the reporters alone, it appears, are to blame in the matter. He did not say that there was no examination on arithmetic, but that the tests applied were insufficient. Even as thus amended his strictures are still open to discussion; and very few persons will be found who shall accept as incontrovertible an assertion implying that a candidate who can solve any given problem in fractions, or in interest, does not know the four fundamental rules of arithmetic. The examination papers, it should also be added, only aim at establishing a *minimum* of examination.

Mr. Graham also denies having said that the Superintendent had attributed the reduction of the grant in the case of the St. Francis College to the reason which he gives, and we are now told that the explanation came verbally from one of the officers of the Department. In that case it should not have been made the subject of an attack since he had received, a few days afterwards, an authentic reply to his official letter informing him of the real cause to which the reduction was to be referred.

It would also be edifying to know when and where the present Superintendent assumed the title of Minister of Public Instruction as Mr. Graham asserts in one of his letters.

Lastly, as a specimen of the kind of matter which fills the eighteen columns taken up by his letters, we will only mention the reproach addressed to the Department because one Protestant

(1) The questions that have reference to the Book of the Machabees are the following:

56. Give an account of the martyrdom of the old man Eleazar and of the Machabees.

57. What was the end of Antiochus?

58. Relate the chief exploits of Judas Machabæus.

59. What was the condition of Judea from the death of Judas to the accession of Herod?

institution only has found a place on the list of girls' academies. The reason is simply this, *there were no applications*—the Protestant academies being almost without exception open to both sexes. It would be just as reasonable to complain that the Laval University is not on the list, despite the fact that no application has ever been made on its behalf. As to the rest, Mr. Graham may have already convinced himself of the truth of the proverb, by no means apocryphal, which declares that no man is a prophet in his own country. His letters have been answered by a newspaper published in the locality in which the Principal resides—the *Richmond Guardian*—in terms much more severe than any we should have cared to employ. We make the following extract for the edification of our readers:

"We insert to day Principal Graham's first reply to the strictures of the Superintendent of Education upon his speech, and those of the other gentlemen who inaugurated the agitation for the protection of Protestant Educational interests, at the recent Convention at Montreal. We shall of course publish those parts of the hon. Superintendent's review to which reference is made in the course of the discussion. We regret that the length of the review prevents its insertion in full in these columns. We considered it at the time a most complete, exhaustive, and crushing production—and the subsequent continuance of the agitation by the leaders of the movement in question is only another instance showing the persistence with which men cling to exploded theories. We have not the ghost of a shadow of sympathy with much that has been urged in opposition to the school law *per se*, or its administration by Dr. Chauveau, and are of opinion that the objections that have so far been given prominence to, in recent letters and speeches, will not be endorsed by those who have to do with the management of our Common Schools; in others mere side issues have been raised—as in Principal Graham's reply. That the system is defective in many respects we admit—in some essential particulars perhaps. But we deprecate any radical change as being utterly uncalled for; and that the present law or its administration by Dr. Chauveau is partial in its operation, we altogether deny. So far the agitation, while it has been characterized by a great amount of gas, has utterly failed to throw a solitary ray of light upon a very difficult subject."

#### Twenty-fourth Convention of the Teachers' Association in connection with the Jacques Cartier Normal School,

HELD OCT. 14, 1864 AND JAN. 29, 1865.

The chair having been taken at 9 o'clock A. M., the minutes of the last meeting were read and adopted.

Mr. Cassegren read a paper on *Intuition*.

The following subject, proposed by the President, was then debated: *What branches should be taught in Elementary and Model Schools respectively, and how far should each be studied?*

Rev. Mr. Verreau opened the discussion, ably expounding the opinions held on these points by divers authorities, and was followed by Mr. Caron, Inspector of Schools, and Messrs. Emard, Simays and Archambault.

The Superintendent of Education then made some observations on the subject of the debate, explaining how different opinions might be reconciled. He recommended the classification of the subjects to be taught into two categories, the first to include all the branches of which the teaching should be made obligatory, the other such as might be taught or omitted at pleasure. The first of these divisions would naturally include reading, writing, catechism, arithmetic, elements of grammar and of geography; the second, reading with analysis, history, book-keeping, and the elements of agriculture. Object lessons, he

added, should be introduced in all the schools, because, while imparting instruction, they had the effect of diversifying the studies and rendering them more agreeable.

The following table was then, after some further discussion, adopted by the meeting:

ELEMENTARY SCHOOLS.	
Subjects.	How to be taught.
Reading.....	Not limited.
Writing.....	do
Arithmetic.....	As far as Proportion.
Catechism.....	Not literally.
Grammar.....	Elements.
Geography.....	do
History of Canada.....	do
Sacred History.....	do
Object Lessons.....	do
MODEL SCHOOLS.	
Obligatory branches.	How to be taught.
Reading.....	With analysis.
Writing.....	Not limited.
Arithmetic.....	In all its branches.
Catechism.....	Literally.
Grammar.....	Syntax.
Letter writing.....	Elements.
Geography.....	With full particulars.
History of Canada.....	do
Sacred History.....	do
Book-keeping.....	Single and Double entry.
Optional branches.	
Literature.....	Elements.
Agriculture.....	do
Geometry.....	do
Algebra.....	do
Mensuration.....	do
Surveying.....	do

Mr. Valade, School Inspector, delivered a lecture on the *History of Canada*; after which, on motion of Mr. Paradis, the meeting adjourned to the last Friday in May.

Messrs. Boudrias, Priou, Bellerose and H. Pesant promised lectures for the next convention, when the following subjects will also be debated: *What are the best methods of teaching simple and compound Proportion?* and *What is the best French Grammar?*

#### Twenty-fourth Convention of the Teachers' Association in connection with the Laval Normal School.

HELD ON THE 27TH AND 28TH JAN. 1865.

In the absence of the Secretary, Mr. Lacasse was requested to act as such *pro tempore*.

The minutes of the last meeting having been read and adopted, Mr. St. Hilaire delivered a lecture on *Education*.

The Superintendent addressed the teachers present on various educational subjects of practical importance, such as reading with critical analysis, mental arithmetic, object lessons and the use of the black board.

The meeting then adjourned to the following day.

#### SECOND SITTING.

Mr. Bardy, Inspector of Schools, read a paper on the *Duties of School Inspectors*; after which the following subject was debated: *What are the principal amendments to be made in the School Laws in the interest of teachers?*

The Council of Public Instruction, the Department, the Savings Fund and the subject of teachers' salaries formed as many different points in the debate, which stands adjourned to the next meeting.

It was then, on motion of Mr. Dufresne, seconded by Mr. Tardif, unanimously

*Resolved*,—That in the opinion of this meeting the Rev. Mr. Langevin's treatise on the Art of Teaching is in every respect an excellent work, and is destined to supply a want long felt by the managers of schools in Lower Canada.

Two other resolutions recommending the work above mentioned to families, and more especially to School Inspectors and teachers, were also agreed to.

It was further resolved, on motion of Mr. Lacasse, that the Secretary

be directed to apply to the Inspectors of Schools for lists of all the teachers employed in their respective districts.

The Hon. P. J. O. Chauveau made some observations on the subject of the proposed amendments in the School Laws with the view of giving the teachers the benefit of his counsels in the discussion of that very important question.

A vote of thanks to the Superintendent for his attention to the Association closed the proceedings of the day.

Messrs. Thibault, Pelletier and Potvin entered their names as lecturers at the next meeting.

### Notices of Books and Publications.

RYERSON.—Remarks on the new Separate School agitation; By Dr. Ryerson. Lovell & Gibson, Publishers, Toronto; 1865.—26 pp.

SAGARD.—*Histoire du Canada*; By Frère Gabriel Sagard, Théodat. Fac-simile of the edition of 1636; Paris, 1st. vol. Tross. 12 fr.

Sagard's History of Canada published in 1636, of which this is an exact fac-simile, had become exceedingly rare, only two copies being known to exist in this country—one in the library of the Laval University, the other in the possession of one of our ablest collectors. *Le grand voyage au pays des Hurons*, by the same author, has also become almost a literary curiosity, six copies only, as far as we know, being now in Canada. We have recently had occasion to notice the fac-simile reprint of a still rarer work, i. e. Cartier's Second Voyage to Canada, of which the only copy known to exist is that in the possession of the British Museum. The present reprint will be in four volumes and will be sold at 43 frs.

CARAYON.—*Premières missions des Jésuites au Canada. Lettres et documents inédits.* Published by le P. A. Carayon; Paris, 1 vol. 8vo. xvi-304 p. 12 fr.

NAPOLÉON III.—*Histoire de Jules César avec une préface par S. M. l'Empereur des Français*; vol. 1st, large 4to, vi-361 p., Paris. With four maps and a Portrait of Julius Cæsar.

English and German translations are being prepared simultaneously. The Sultan has also ordered a translation in the Turkish language.

MARCOU.—*Notice sur les gisements des lentilles trilobitiformes taconiques de la Pointe-Lévis au Canada, par M. Jules Marcou, (extrait des Bulletins de la société Géologique de France)*; Paris, 16 p. and 2 Plates.

MARTIGNY.—*Dictionnaire des antiquités chrétiennes, contenant le résumé de tout ce qu'il est essentiel de connaître sur les origines chrétiennes jusqu'au moyen âge exclusivement, ouvrage accompagné de 270 gravures*; 8 vo, viii-681 p. Paris, Hachette. 15 fr.

LE FOYER CANADIEN.—The first four numbers for 1865 which come to hand under the same cover, contain among other articles, an excellent biographical sketch of the Rev. abbé Ferland, by Mr. Lajoie, and an essay by Mr. LaRue on the historical songs of Canada which is a sequel to his former article on the popular ballads current among the colonists.

GAGNON.—*Les chansons populaires du Canada, recueillies et publiées avec annotations, paroles et musique, par M. Ernest Gagnon*; 1st Part. Office of Le Foyer.

CAUCHON.—*L'Union des Provinces de l'Amérique Britannique du Nord, par l'Honorable Joseph Cauchon*; Quebec, 8vo. 152 p. Côté. The same work in English, translated by Mr. Macaulay.

CASGRAIN.—*Histoire de la Mère Marie de l'Incarnation, première Supérieure des Ursulines de la Nouvelle-France, précédée d'une esquisse sur l'histoire religieuse des premiers temps de cette colonie, par l'abbé H. R. Casgrain*; Quebec, 8vo. 467 p. G. E. Desbarats.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—Education as well as patriotism mourns the death of Edward Everett. Besides the numerous high civil and diplomatic offices which he adorned, he was for four years a laborious teacher—professor of Greek in Harvard College. Though but twenty-one years of age, when he received this appointment, his lectures gave a new impulse to the cause of Greek literature in America. During his professorship he translated Buttman's Greek Grammar and edited the *North American Review*. While acting as governor, he was very efficient in the organization of the Board of Education, and founding the normal schools. The state has ever had

reason to regret that his cherished plan of devoting the "surplus revenue of the United States," to the school-fund, was not adopted. His lectures and addresses on education alone are monuments of his masterly eloquence, as well as his zeal in behalf of public instruction. Mr. Everett has been present at every examination and exhibition of the Everett Grammar School, Boston, in which he took a deep interest. The schools of Boston closed on the day of his funeral.—*Massachusetts Teacher*.

—The Roman Catholic population of this city may take credit to themselves for their well appointed educational establishments, and more especially for being the first this fall to set up night-schools for young men. In other cities night-schools are carried on under the auspices of Mechanics' Institutes, and the scheme is made extremely efficient by the addition of classes for young women. Indeed a Mechanics' Institute that does not embrace some means for educating young men other than the circulation of books and the keeping up a reading room is a mere sham. The lending library will be found patronized only by the novel reader or literary dabbler, while books of instruction in the practical arts and sciences are untouched, because the young people who resort to these places for mental food have not the elementary education necessary to enable them to read scientific books with profit to themselves. A library is merely a help to a system of instruction. An advertisement appeared in our columns lately, on behalf of those students who wish to devote a part of their time to teaching. Now, the abilities of some of these young men might be turned to account in teaching night schools. It is to be hoped the hunt will not be lost, and that our Protestant population will see the necessity for these schols as well as Roman Catholics.—*Kingston News*.

### LITERARY INTELLIGENCE.

—M. Edmond About wrote in a report of the Fine Arts Exhibition, "M. Lepere is skilful, educated, more than intelligent." M. Lepere inquired, by note, of the writer what he meant. "What do you mean to say, sir? I am very much afraid you mean to say that I am better educated than intelligent, and that the comma signifies nothing. And even if it is there, it might not have been there." M. About replied: "The comma proves, sir, that I look upon you as a man who is educated, and more than intelligent." M. Lepere was not satisfied, and appealed to the law to redress his grievances. M. About answered: "I am challenged to explain, and say that if that comma be a serious, solid, established, intentional comma, and if I meant to say that M. Lepere was both an educated man and a man of remarkable intelligence, I hasten to declare that I was still under that impression when I wrote my article, that is to say, a fortnight ago.—*Publishers' Circular*.

—From a document recently published, it appears that the Imperial Library of France (sometimes called the Royal and sometimes the National Library) contains 2 million printed volumes, 200,000 manuscripts, 3 million prints, and over 300,000 charts and topographical maps, sketches &c., besides its valuable collections of medals and antiques.—*Paris Union*.

—Public lectures by eminent men are much in fashion just now in France. Among those who have recently applied for permission to participate in this mode of popular instruction are the Prince de Broglie, and counts de Montalembert and de Falloux.

### SCIENTIFIC INTELLIGENCE.

—Life everywhere! The air is crowded with birds—beautiful, tender, intelligent birds, to whom life is a song and a thrilling anxiety—the anxiety of love. The air is swarming with insects—those little animated miracles. The waters are peopled with innumerable forms—from the animalcule, so small that one hundred and fifty millions of them would not weigh a grain, to the whale, so large that it seems an island as it sleeps upon the waves. The bed of the sea is alive with polyps, corals, star-fishes, and with shell-animalcules. The rugged face of the rock is scarred by the silent boring of soft creatures, and blackened with countless muscles, barnacles and limpets.

Life everywhere! On the earth, in the earth, crawling, creeping, burrowing, boring, leaping, running. If the sequestered coolness of the wood tempt us to saunter into its checkered shade, we are saluted by the din of numerous insects, the twitter of birds, the scrambling of squirrels, the startled rush of unseen beasts, all telling how populous is this seeming solitude.—If we pause before a tree, or shrub, or plant, our cursory and half-abstracted glance detects a colony of various inhabitants. We pluck a flower, and in its bosom we see many a charming insect busy in its appointed labor. We pick up a fallen leaf, and if nothing is visible on it, there is probably the trace of an insect larva hidden in its tissue, and awaiting its development. The drop of dew upon this leaf will probably contain its animals, under the microscope. The same microscope reveals that the "blood-rain" suddenly appearing on bread and awakening superstitious terrors, is nothing but a collection of minute animals (*Monas prodigiosa*); and that the vast tracts of snow which are reddened in a single night, owe their color to the marvelous rapidity in reproduction of a minute plant (*Protoccus nivalis*.) The very mold which covers our cheese, our bread, our jam, or our ink, and disfigures our damp walls, is nothing but a collection of plants. The many colored fire which sparkles

on the surface of a summer sea at night, as the vessel plows her way, or which drips from the oars in lines of jeweled light is produced by millions of minute animals.—*New York Teacher.*

—The American Academy of Sciences held its annual meeting in Washington last month. Prof. Agassiz read a paper "On glacial phenomena and the present configuration of the State of Maine," which gave rise to an animated discussion. Some of the other papers read were: "On the dimensions and proportions of American soldiers," by Dr. B. A. Gould of New York; "On a method of exhibiting certain statistics of hospitals," by Dr. John L. Leconte; "On the changes that have taken place on Charleston bar since the sinking of the obstructions, as developed by the constant survey," by Prof. J. E. Hilgard. Gen. Meigs, Prof. O. M. Hood, and Dr. Kirtland have been elected to the vacancies in the American Academy of Sciences, caused by the deaths of Gen. Totten and Professors Silliman and Hubbard. The corresponding members elect are Sir R. I. Murchison, geologist, president of the royal society; Alexander Braun, the Prussian botanist; G. B. Aing, astronomer royal; F. Wöhler and Victor Reynault, chemist.—*Mass. Teacher.*

NECROLOGICAL INTELLIGENCE.

—The death of the Rev. Abbé Ferland which occurred suddenly at Quebec on the 11th January last, leaves a blank that will be very sensibly felt in the Canadian world of letters. As Chaplain of the garrison, his kindness and urbanity had endeared to him many friends, while his acknowledged talent as a writer had found a host of admirers among his fellow countrymen and the reading public generally. Mr. Ferland (Jean B. Antoine) was born at Montreal on the 25th December 1805 and had, therefore, just completed his 59th year when he died. He was of an old family that, coming from Poitou, France, had settled on the Island of Orleans and whose name was originally Freland. The subject of our sketch, when a boy, proceeded with his parents to Kingston and there received a part of his education under the care of Mgr. Gaulin, the bishop of that diocese, who, perceiving the capabilities of his young pupil, transferred him to the college of Nicolet, where he completed his studies and remained as professor long after he had been ordained a priest. Having, as *curé*, ministered to the spiritual wants of several parishes successively, and having also creditably acquitted himself of several missions of more or less importance, he was appointed Professor of History at the Laval University and Chaplain to his co-religionists in garrison at Quebec, for which ministry his perfect knowledge of the English tongue and his amiable disposition and manners rendered him eminently qualified. His funeral service was performed in the Cathedral, the archbishop officiating, and Col. Gordon, the officers of the garrison and several detachments of troops under arms being in attendance.

—It is with extreme regret that we are called upon to record the death of the Hon. George Moffatt which occurred rather unexpectedly on the morning of the 26th February at his residence in Montreal.

Mr. Moffatt was born on the 13th August 1787, at Sidehead, in Wreodale, Durham county, England, and was only 13 years of age when he came to Canada on the invitation of Mr. Ogilvy of the firm of Parker, Gerrard & Ogilvy. He was educated at Sorel, under the care of Mr. Nelson, father of Drs. Robert and Wolfred Nelson, and at an early age entered the service of the above named firm, for many years one of the most influential in the country. He subsequently passed into the employment of Messrs. McTavish & McGillivray, then a leading house engaged in the fur trade, and, in the interest of his new employers, attended many adventurous expeditions into the great Nor-west territory.

For more than 50 years he was a partner in the house of Gerrard, Gillespie & Moffatt which at his death still existed under the name of Gillespie, Moffatt & Co. In 1829, he was appointed a member of the Legislative Council of Lower Canada by Sir James Kempt, and during the rebellion formed part of the *Special Council*. In 1841 he was, together with Mr. Benjamin Holmes, elected to represent Montreal in the first Parliament of United Canada. Mr. Moffatt had been for some time previously the leader of the British party in Lower Canada, and had taken a very active part in the political contests of this eventful period. An incident related by the *Montreal Gazette*, which happened about this time, will aptly illustrate his firmness in exacting the respect which he held to be due to the dignity of that branch of the Legislature of which he then formed a part.

While in England, Lord Melbourne having, at an interview, made use of the expression *upstarts* in referring to the Legislative councillors, our colonial representative at once wrote a letter to the minister which compelled him to make a full apology.

In 1843, being opposed to the policy of the Baldwin-Lafontaine cabinet, whose decision to remove the seat of Government from Kingston to Montreal he viewed in the light of a breach of faith towards Upper Canada—the possession of the capital having been guaranteed to that section of the province by Lord Sydenham—Mr. Moffatt chose rather to resign than vote against the material interests of his constituents or against his own personal convictions. He also declined the honor of a seat in the Upper House proffered by Lord Metcalfe, believing that he could not accept of any compensation for a sacrifice made to his principles. Such personal traits indicate a proud and noble character and reflect honor on the memory of a statesman. During the crisis of 1843-1844, he naturally

assisted with Lord Metcalfe, and, together with Mr. de Bleury, again contested the election for the city of Montreal with the Opposition candidates, Messrs. Drummond and Beaubien. A violent struggle ensued, but the ministerialists were declared the victors. At the following general election he declined the candidature and withdrew altogether from the political arena never again to enter it, except momentarily during the excitement which attended the passage of the *Rebellion Losses Bill*, a measure which he opposed.

Mr. Moffatt was rather above the medium height, with a fine, open countenance, very dignified yet graceful in his bearing. Although not eloquent, he spoke with force and his words carried conviction to the minds of his hearers. The evening before his death he had remained in his office until six o'clock closing his letters for the European packet, and appeared to be in his usual good health and spirits. He had attained the age of 77 years when he died.

—Two gentlemen who in their time have been instrumental in promoting Education in this country, and who have now passed away from the scene of their labors, claim a brief notice at our hands; we allude to Messrs. Burrage and Jeffrey Hale. The first, who had come to Canada to take charge of a grammar school under the auspices of the Royal Institution, was during many years secretary to that corporation, and when he died, was still in receipt of a pension for the services he had rendered in that capacity. He had many pupils in Quebec, where he also conducted an academy at which several prominent men of that city were formed. Mr. Jeffrey Hale was the son of Receiver General Hale, and a zealous and liberal friend of learning. He founded and maintained several schools and acted gratuitously as secretary to several benevolent and charitable societies during many years. He was the brother of the Hon. Messrs. Hale of Portneuf and Sherbrooke.

STATISTICAL INTELLIGENCE.

—The Postmaster-General's report for 1863 shows that the correspondence of the kingdom has risen from about 70,000,000 of letters in 1839 (the last year preceding the introduction of penny postage) to upwards of 640,000,000 of letters in 1863. The tables show that the increase in the number of receptacles for letters throughout the kingdom has increased at the rate of 52 per cent., whilst the inhabited houses throughout the kingdom have increased at the rate of only 8 per cent. The foreign and colonial letters coming into the United Kingdom for delivery are about one-fifth of the whole number of letters delivered, and the letters despatched to foreign countries and colonies are nearly equal in number to those which are received. The most remarkable increase is in the case of France. In 1854, before the reduction of postage thither, the correspondence amounted only to 3,000,000 letters; in 1857 it was 4,206,000; and in 1863 it had reached 6,373,000. It is believed that 15 per cent. of the total number of letters posted in London contain printed enclosures, mostly advertisements.

OFFICIAL DOCUMENTS

TABLE of the Apportionment of the Superior Education Fund for 1864, under the Act 18th Vict., Cap. 54.

LIST No. 1.—UNIVERSITIES.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1863.	Annual grant for 1864.
McGill College . . . . .	292	2407 00	2359 00
To the same for one year's salary of the Secretary to the Royal Institution, the salary of the Messenger, and for contingent expenses. . . . .	.....	671 00	671 00
Bishop's College. . . . .	167	1500 00	1687 00
Total. . . . .			4717 00

LIST No. 2.—CLASSICAL COLLEGES.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1863.	Annual grant for 1864.
Nicolet.....	249	1721 00	1687 00
St. Hyacinthe.....	231	1721 00	1687 00
Ste. Thérèse.....	211	1377 00	1350 00
Ste. Anne de la Pocatière.....	252	1721 00	1687 00
L'Assomption.....	191	1377 00	1350 00
Ste. Marie, (Montreal).....	238	1377 00	1350 00
High School of McGill College.....	250	1128 00	1128 00
"    "    of Quebec, for the education of 30 pupils named by Government.....	137	1128 00	1128 00
St. Francis, Richmond.....	120	750 00	1012 00
Three Rivers.....	103	600 00	588 00
Morrin.....	30	400 00	392 00
<b>Total.....</b>			<b>13359 00</b>

LIST No. 3.—INDUSTRIAL COLLEGES.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1863.	Annual grant for 1864.
Joliette.....	141	845 00	829 00
Masson.....	277	1000 00	900 00
Notre-Dame de Lévis.....	150	845 00	829 00
St. Michel de Bellechasse.....	136	845 00	829 00
Laval.....	84	338 00	322 00
Rigaud.....	145	845 00	829 00
Ste. Marie de Monnoir.....	174	500 00	580 00
Ste. Marie de Beauce.....	121	338 00	332 00
Rimouski.....	115	500 00	490 00
Lachute.....	182	178 00	225 00
Verchères.....	167	338 00	332 00
Varennes.....	105	253 00	248 00
Sherbrooke.....	55	253 00	248 00
Longueuil.....	337	342 00	336 00
St. Laurent.....	246	500 00	490 00
<b>Total.....</b>			<b>7829 00</b>

LIST No. 4.—ACADEMIES FOR BOYS, OR MIXED.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1863.	Annual grant for 1864.
Aylmer, (Catholic).....	75	228 00	222 00
Aylmer, (Protestant).....	34	228 00	222 00
Beaufarnais, St. Clément.....	228	228 00	222 00
Bonin, St. Andrews, Argenteuil.....	126	228 00	222 00
Baie de Feuvre.....	146	152 00	148 00
Baie St. Paul.....	70	169 00	164 00
Barston.....	60	152 00	148 00
Berthier.....	140	340 00	330 00
Buckingham.....	49	152 00	148 00
Belœil.....	84	340 00	330 00
Chambly.....	75	178 00	173 00
Cap Santé.....	18	152 00	148 00
Clarenceville.....	63	304 00	295 00
Clarendon.....	34	152 00	148 00
Cassville.....	75	152 00	148 00
Compton.....	82	152 00	148 00
Cookshire.....	48	152 00	148 00
St. Cyprien.....	140	152 00	148 00
Charleston.....	73	480 00	300 00
Danville.....	107	228 00	222 00
Dudswell.....	40	152 00	148 00
Dunham.....	65	304 00	295 00
Durham, No. 1.....	62	135 00	131 00
St. Eustache.....	105	228 00	222 00
Farnham, (Catholic).....	238	203 00	197 00
Farnham, (Protestant).....	50	228 00	222 00
Freighsburg.....	55	203 00	197 00
St. Colomban de Sillery.....	195	152 00	148 00
Ste. Foye.....	55	152 00	148 00
Gentilly.....	108	152 00	148 00
Granby.....	119	304 00	295 00
Georgeville.....	55	152 00	148 00
St. Grégoire.....	116	152 00	148 00
Huntingdon.....	88	338 00	328 00
St. John, Dorchester, (Catholic).....	267	304 00	295 00
St. John, Dorchester, (Protestant).....	39	304 00	295 00
St. Jean, Isle d'Orléans.....	103	152 00	148 00
Knowlton.....	65	304 00	295 00
Kamouraska.....	75	338 00	328 00
Laprairie.....	92	203 00	197 00
Lotbinière.....	31	135 00	131 00
L'Islet.....	105	228 00	222 00
Montreal Catholic Commercial Academy.....	142	228 00	222 00
Montmagny.....	233	253 00	246 00
St. Marthe.....	80	152 00	148 00
Missisquoi.....	40	233 00	226 00
Pointe-aux-Trembles, Hochelaga.....	80	304 00	295 00
Phillipsburg.....	49	152 00	148 00
Sherbrooke.....	77	338 00	328 00
Sorel, (Catholic).....	350	400 00	388 00
Sorel, (Protestant).....	34	135 00	131 00
Stanbridge.....	60	228 00	222 00
Sutton.....	84	192 00	187 00
Shefford.....	90	304 00	340 00
Stanstead.....	180	542 00	526 00
St. Timothée.....	120	125 00	131 00
Three Rivers, (Protestant).....	20	150 00	146 00
Vaudreuil.....	100	152 00	148 00
Yamachiche.....	125	228 00	222 00
Quebec Commercial and Literary Acad.....	92	152 00	148 00
St. Andrews, Argenteuil.....	108	23 00	93 00
Roxton.....	50	133 00	129 00
Bedford High School.....	55	.....	100 00
St. Hyacinthe Girouard Academy.....	375	.....	150 00
<b>Total.....</b>			<b>13394 00</b>



LIST No. 5.—ACADEMIES FOR GIRLS.

LIST No. 6.—MODEL SCHOOLS.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1863.	Annual grant for 1864.
Ste. Anne de Lapérade.....	166	135 00	133 00
St. Ambroise de Kildaro.....	115	93 00	93 00
L'Assomption.....	178	135 00	133 00
St. Aimé.....	112	114 00	112 00
Baie St. Paul.....	93	114 00	112 00
Belœil.....	84	93 00	93 00
Boucherville.....	122	93 00	93 00
Cedars.....	62	93 00	93 00
Chambly.....	130	152 00	143 00
St. Césaire.....	185	127 00	125 00
St. Croix.....	75	152 00	149 00
Cowansville.....	40	152 00	149 00
St. Charles, Industry.....	316	203 00	199 00
Châteauguay.....	104	93 00	93 00
St. Clément.....	264	152 00	149 00
St. Cyrien.....	162	93 00	93 00
St. Denis.....	120	93 00	93 00
St. Elizabeth.....	119	203 00	199 00
St. Eustache.....	125	96 00	96 00
St. Grégoire.....	233	228 00	224 00
Ste. Geneviève.....	90	93 00	93 00
St. Henri de Mascouche.....	98	93 00	93 00
St. Hilaire.....	70	93 00	93 00
St. Hugues.....	85	304 00	298 00
St. Hyacinthe, Sœurs de la Charité.....	320	135 00	133 00
St. Hyacinthe, Sœurs de la Présentation.....	209	135 00	133 00
L'Islet.....	70	135 00	133 00
Île-Verte.....	69	133 00	131 00
St. Johns, Dorchester.....	449	228 00	224 00
St. Jacques de l'Achigan.....	189	203 00	199 00
St. Joseph de Lévis.....	285	304 00	298 00
Kakouna.....	82	169 00	166 00
Kamouraska.....	75	152 00	149 00
Laprairie.....	133	93 00	93 00
Longueuil.....	352	304 00	298 00
St. Lin.....	94	93 00	93 00
St. Laurent, Jacques-Cartier.....	131	203 00	199 00
Long Point.....	37	152 00	149 00
Montreal, (board for 12 Deaf & Dumb Females.).....		449 00	440 00
Ste. Marie de Monnoir.....	148	152 00	149 00
Ste. Marie de Beauce.....	121	169 00	166 00
St. Martin.....	92	93 00	93 00
St. Michel de Bellechasse.....	95	228 00	224 00
St. Nicolas.....	57	93 00	93 00
St. Paul de l'Industrie.....	61	93 00	93 00
Pointe-Claire.....	79	93 00	93 00
Pointe-aux-Trembles, Hochelaga.....	122	203 00	199 00
Pointe-aux-Trembles, Portneuf.....	113	203 00	199 00
Rivière-Ouelle.....	80	174 00	171 00
Rimouski.....	102	228 00	224 00
Ste. Scholastique.....	130	101 00	99 00
Sherbrooke.....	152	304 00	298 00
Sorel.....	401	350 00	343 00
Ste. Thérèse.....	137	93 00	93 00
St. Thomas de Pierreville.....	70	152 00	149 00
St. Timothée.....	125	135 00	133 00
St. Thomas de Montmagny.....	182	228 00	224 00
Varennes.....	96	169 00	166 00
Yamachiche.....	116	152 00	149 00
St. Benoit.....	96	152 00	149 00
Three Rivers.....	252	228 00	224 00
Ste. Famille.....	69	193 00	191 00
Terrebonne.....	140	93 00	93 00
Trois Pistoles, No. 1.....	50	133 08	131 00
Vaudreuil.....	89	93 00	93 00
St. Denis Street Academy, Montreal.....	131	150 00	186 00
Berthier, (County of Berthier).....	114		100 00
Total.....			10520 00

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1863.	Annual grant for 1864.
St. Andrew's School, Quebec.....	37	511 00	501 00
British and Canadian Sch. Soc., Montreal.....	114	676 00	663 00
Col. Church and School Soc., Sherbrooke.....	110	169 00	166 00
British and Canadian Sch. Soc., Quebec.....	192	740 00	726 00
National School, Quebec.....	240	375 00	368 00
Point St. Charles, Montreal.....	190	250 00	245 00
Society of Education, Quebec.....	521	946 00	927 00
“ “ Three Rivers.....	353	509 00	499 00
Free School in connection with the American Presbyterian School Soc., Montreal.....	110	338 00	332 00
Lorette, Girls' school.....	1132	676 00	663 00
“ “ Boys' “.....		133 00	133 00
Stanford.....	40	56 00	56 00
St. Francis, Indian school.....	25	169 00	166 00
Quebec, Lower Town, Infant school.....	50	169 00	166 00
Quebec, Upper Town, Infant school.....	80	205 00	201 00
St. Jacques, Montreal.....	700	845 00	828 00
To the Cath. Com. of the City of Quebec.....	622	338 00	332 00
Deschambeault.....	53	152 00	149 00
St. Constant.....	99	114 00	112 00
St. Jacques le Mineur.....	138	114 00	112 00
Point Claire.....	66	152 00	149 00
Lachine.....	235	74 00	74 00
Côte des Neiges.....	75	74 00	74 00
St. Antoine de Tilly.....	28	74 00	74 00
St. Edouard de Napierville.....	121	74 00	74 00
Ste. Philomène.....	53	74 00	74 00
St. François du Lac.....	107	74 00	74 00
Laprairie.....	42	74 00	74 00
Lacolle.....	67	74 00	74 00
Côteau St. Louis.....	116	74 00	74 00
Rivière du Loup.....	66	74 00	74 00
Ste. Anne de Lapérade.....	99	74 00	74 00
St. Romuald de Lévis, (Etch.).....	201	74 00	74 00
St. Charles, St. Hyacinthe.....	128	74 00	74 00
St. Grégoire.....	56	74 00	74 00
St. Henri, Hochelaga.....	130	74 00	74 00
Beaumont.....	85	74 00	74 00
St. Andrew, Kamouraska.....	74	74 00	74 00
Ste. Anne des Plaines.....	96	74 00	74 00
St. Césaire.....	186	74 00	74 00
St. Joachim, Two Mountains.....	67	74 00	74 00
Boucherville.....	116	74 00	74 00
Lachine, Dissentients.....	68	74 00	74 00
Malbaie.....	118	74 00	74 00
Ste. Rose.....	84	74 00	74 00
St. Denis, Kamouraska.....	110	74 00	74 00
Chicoutimi.....	128	140 00	138 00
St. Sévère.....	73	74 00	74 00
Bury.....	57	74 00	74 00
Châteauguay.....	78	74 00	74 00
St. Hilaire.....	53	74 00	74 00
Ste. Scholastique.....	90	74 00	74 00
St. Joseph de Lévis.....	302	74 00	74 00
St. Michel Archange.....	128	74 00	74 00
St. Jean Deschailions.....	66	74 00	74 00
St. Gervais.....	30	74 00	74 00
St. Nicolas, Lévis.....	37	74 00	74 00
St. Isidore, Laprairie.....	80	74 00	74 00
St. Henri de Lauzon.....	60	74 00	74 00
Grande Baie.....	81	74 00	74 00
Sommerset.....	40	152 00	149 00
Ste. Geneviève de Batiscan.....	115	56 00	74 00
St. Valentin.....	92	56 00	56 00
St. Vincent de Paul.....	49	56 00	56 00
Ste. Martine, (boys).....	128	56 00	56 00
Bécancour.....	165	56 00	56 00

## LIST No. 6.—MODEL SCHOOLS.—(Continued.)

## LIST No. 6.—MODEL SCHOOLS.—(Continued.)

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1863.	Annual grant for 1864.	NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1863.	Annual grant for 1864.
St. Hubert.....	55	56 00	56 00	St. Frederick, Drummond.....	53	74 00	74 00
St. Jérôme.....	46	56 00	56 00	Iberville.....	120	74 00	74 00
Ste. Gertrude.....	36	74 00	74 00	St. Irénée.....	60	74 00	74 00
St. Charles, Bellechasse, (boys).....	87	74 00	74 00	St. Philippe.....	72	74 00	74 00
St. George, Cacouna.....	90	56 00	56 00	St. Calixte de Sommerset.....	104	74 00	74 00
Pointe-aux-Trembles, Portneuf.....	71	74 00	74 00	St. Roch de l'Achigan.....	86	74 00	74 00
Ste. Cécile, Beauharnais.....	167	74 00	74 00	St. Henri, Dissentients.....	73	74 00	74 00
Eboulements.....	76	74 00	74 00	Henriville, Iberville.....	108	56 00	56 00
Prot. Model School, Panet Street, Montreal.....	249	74 00	74 00	Arthabaskaville.....	122	56 00	56 00
St. Laurent, Montmorency.....	100	74 00	74 00	St. Anselme, (Convent).....	80	56 00	74 00
Rawdon.....	18	74 00	74 00	Carleton.....	76	74 00	109 00
St. Gervais.....	55	74 00	74 00	Côteau du Lac.....	59	74 00	74 00
Notre-Dame de la Victoire, Lévis.....	180	74 00	74 00	Deschambeault, (Convent).....	91	56 00	74 00
Rigaud, (Convent).....	86	74 00	74 00	St. Henri, Hochelaga, (Convent).....	196	56 00	56 00
St. Vincent de Paul, (Convent).....	114	74 00	74 00	Ste. Hélène, Kamouraska.....	84	56 00	56 00
Sch. of Visitation St., Queb. Sub., Montreal.....	800	74 00	74 00	Inverness.....	35	56 00	56 00
St. Jean, Port Joly, (girls).....	15	74 00	74 00	St. Julie, Megantic.....	50	56 00	56 00
Lacolle, Dissentients.....	135	74 00	74 00	St. Lambert, Lévis.....	67	56 00	56 00
Ste. Anne, No. 2, Kamouraska.....	64	56 00	56 00	Mataane.....	58	56 00	56 00
Meibourne, (girls).....	84	74 00	74 00	Magog.....	40	74 00	74 00
German Protestant School of Montreal.....	55	56 00	56 00	Ste. Martine, (girls).....	102	56 00	56 00
Pointe du Lac.....	101	74 00	74 00	Nicolet.....	76	56 00	56 00
St. Edouard, Témiscouata, (girls).....	108	74 00	74 00	St. Placide, Two Mountains.....	73	74 00	74 00
Château-Richer.....	57	74 00	74 00	Ste. Ursule.....	94	56 00	56 00
Lotbinière.....	62	74 00	74 00	Sault-aux-Récollets.....	82	74 00	74 00
Rivière-Ouello.....	44	74 00	74 00	Sherrington.....	121	93 00	93 00
St. Narcisso.....	82	74 00	74 00	Huntingdon.....	63	74 00	74 00
St. Paschal.....	108	74 00	74 00	Henryville, (Convent).....	141	56 00	56 00
Ste. Famille, Island of Orleans.....	56	74 00	74 00	West Shefford.....	46	75 00	75 00
Ste. Foye.....	112	74 00	74 00	St. Romuald de Lévis, (girls).....	114	.....	74 00
St. Stanislas.....	97	74 00	74 00	West Farnham.....	21	.....	56 00
Leeds.....	63	74 00	74 00	West Brome.....	33	.....	56 00
St. Henri de Mascouche.....	88	74 00	74 00	Berthier, B., Dissentients.....	35	.....	56 00
Ecureuils.....	121	56 00	56 00	Côteau Landing, (girls).....	66	.....	56 00
St. Jean Chrysostôme, No. 2.....	48	56 00	56 00	St. Stanislas.....	80	.....	56 00
Rivière-des-Prairies.....	25	56 00	56 00	Château-Richer, (girls).....	74	.....	56 00
St. Louis de Gouzague.....	140	56 00	56 00	St. Anicet.....	101	.....	56 00
St. Léon.....	87	56 00	56 00	St. Jean-Baptiste Village.....	284	.....	74 00
St. Aimé.....	124	74 00	74 00	St. Janvier.....	56	.....	56 00
St. Patrick Cath. Sch., Point St. Chs., Mont.....	105	74 00	74 00	Ste. Anne, Kamouraska.....	140	.....	74 00
St. John's Suburb, Quebec.....	81	74 00	74 00	St. Denis, (Richelieu).....	62	.....	74 00
St. Alexandre, Iberville.....	67	74 00	74 00	St. Sulpice.....	92	56 00	56 00
L'Acadie.....	123	74 00	74 00	St. Pierre les Becquets.....	56	.....	56 00
Ste. Claire, D.....	96	74 00	74 00				
St. Charles, Bellechasse, (girls).....	104	74 00	74 00				
Cap St. Ignace.....	92	74 00	74 00				
Escoumins.....	57	74 00	74 00				
St. Edouard, Témiscouata, (boys).....	80	74 00	74 00				
				Total.....			17237 00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES FOR 1864.

COUNTIES.	MUNICIPALITIES.	Reasons for granting supplementary aid, and determining the amount thereof.	Amount of the usual annual grant.		Amount of assessment levied.		Amount of Supplementary aid applied for.		Supplementary aid granted.	
			\$	c.	\$	c.	\$	c.	\$	c.
Argenteuil	Mille-Isles	New settlement and poor	63	54	234	00	40	00	26	00
"	Township of Morin	" " 1 schoolhouse built	51	32	200	00	40	00	26	00
"	Goro & Wentworth	" " " "	128	42	212	00	40	00	26	00
"	Chatham, No. 1 (Dissts.)	Population small and maintaing 2 schools	41	00	91	93	40	00	26	00
Arthabaska	Ste Eulalie	New settlement and poor	12	22	88	00	80	00	26	00
"	St. Leonard	" " 1 schoolhouse built (\$100)	29	50	83	00	80	00	26	00
"	Chester (West)	" " 2 " " (\$180)	84	90	324	00	60	00	26	00
"	Chester (East)	" " 1 " " (\$ 90)	88	98	198	00	60	00	26	00
"	Ste. Clotilde	" " 1 " " (\$ 94)	21	36	98	11	40	00	26	00
"	St. Valère	" " " "	57	26	112	00	80	00	26	00
"	Warwick	" " 1 " " (\$140)	150	46	619	68	60	00	16	00
"	" (Dissentients)	" " 2 " " (\$295)			94	45	125	00	16	00
"	St. Venueslas	" " 2 " " (\$200)	13	78	72	00	80	00	26	00
"	St. Norbert	" " " "	139	30	140	00	40	00	26	00
"	Victoriaville	" " 2 schoolhouses about to be built	110	96	300	00	80	00	26	00
"	St. Christophe	" " 2 schoolhouses built (\$200)	167	26	180	00	80	00	26	00
"	Chénier	New municipality					80	00	26	00
"	Tingwick	A considerable debt to be paid off							26	00
Bonaventure	Matapédia	Poor settlement and maintaining 2 schools	35	04	137	00	40	00	26	00
"	Hopo	" " " "			98	68	184	00	60	00
"	" (Dissentients)	" " several schoolhouses built (\$500)			6	75	60	00	16	00
"	Nouvel	" " schoolhouses repaired, involving outlay of \$80	84	18	200	00	40	00	20	00
"	Ristigouche	" " maintaing 2 schools	58	90	108	00	50	00	20	00
"	Rustico	" " " 2 " "	43	06			40	00	26	00
"	New-Richmond	" " " 2 " "			185	00	40	00	16	00
"	" (Dissts.)	" " " 2 " "	170	70	124	00	40	00	16	00
"	Carleton	" " " 2 " "	108	30	466	00	40	00	26	00
"	Maria	" " " 4 schools, and schoolhouse about to be built (\$250)	206	10	290	00	60	00	20	00
"	Shoolbred	Poor settlement and maintaining 2 schools	92	30	190	00	40	00	26	00
"	Port-Daniel	" " " 2 " "	130	58	180	00	80	00	26	00
"	Rist'gouche (Indians)	Inhabitants too poor to pay a contribution	50	00			80	00	40	00
Beauce	Aylmer	New settlement maintaining 4 schools	97	78	223	00	50	00	26	00
"	St. Frédéric	" " " 5 " "	169	58	232	00	60	00	26	00
"	Forsyth	" " " " "	76	54	110	00	40	00	16	00
"	St. Ephrem	" " " 3 " "	104	02	215	00	40	00	26	00
"	St. Victor	" " " 4 " 1 schoolhouse built (\$460)	130	78	348	00	40	00	26	00
"	Lambton	" " " 2 " "	99	48	188	00	40	00	26	00
"	Metgermette	" " " " "	66	36	80	00	40	00	26	00
"	Aubert-Gallion	" " " 6 " "	200	10	315	84	40	00	26	00
Bellechasse	Armagh	Poor municipality, recently established	73	26	74	00	50	00	16	00
Bagot	St. André	Population increased rapidly and maintaining 7 schools	194	00	2139	00	80	00	26	00
Brome	Bolton, (Dissentients)	Inhabitants poor and supporting 2 schools	45	00	169	64	80	00	26	00
Chicoutimi	Laterrière	Poor municipality maintaining 3 schools	96	26	300	00	40	00	26	00
"	St. Jean	" " " "	39	34	60	00	40	00	26	00
"	St. Joseph	" " " "	69	04	227	55	40	00	26	00
"	Ouiatchouan	New and poor settlement	45	58	100	00	40	00	26	00
"	Grande-Baie	" " " "	154	86	418	45	100	00	26	00
"	Chicoutimi, (Village)	" " 1 schoolhouse built (\$1600)	90	66	288	00	200	00	26	00
"	Bagotville	" " maintaining 5 schools	148	80	480	00	40	00	26	00
"	Bagotville (Village)	" " " "	48	62	111	00	40	00	26	00
"	Hébertville	" " maintaining 2 schools	104	46	112	00	60	00	26	00
Champlain	St. Maurice (Dissentients)	Few inhabitants	13	00	67	00	40	00	16	00
"	St. Tite	New municipality in operation since July					40	00	26	00
"	St. Narcisse	" " poor	110	66	180	00	60	00	26	00
"	Forges-Radnor	" " " "	46	00	71	25	50	00	26	00
"	N.-D. de Montcarmel	" " maintaining 3 schools	55	62	172	00	60	00	26	00
Compton	Winslow (North)	" " " 3 " "	80	62	196	00	40	00	26	00
"	Winslow (South)	" " " 5 " "	102	18	205	00	40	00	26	00
"	Clifton	" " " 5 " 1 schoolhouse b. (\$150)	61	50	160	00	40	00	26	00
"	Newport & Auckland	" " " " "	45	56	304	00	60	00	26	00
"	Lingwick	" " " 4 " "	63	76	380	00	60	00	26	00
"	Hereford	" " " 7 " "	41	38	260	00	45	00	26	00
Charlevoix	Settrington	" " " "	61	04	20	00	40	00	26	00
"	Isle-aux-Coudres	Revenue small and maintaining 4 " schoolhouses built (\$304)	79	14	158	00	40	00	26	00
"	St. Irénée	Means very limited, maintaining 3 schools	112	82	240	00	50	00	26	00
"	St. Urbain	" " " 2 " "	66	02	143	50	40	00	26	00
"	St. Agnès	" " " 4 " sch. repaired (\$140)	149	68	308	00	50	00	26	00
"	Petite-Rivière	Poor municipality and few inhabitants	82	30	91	00	80	00	12	00
"	St. Fidèle	" " maintaining 3 sch. Schoolhouses repaired (\$80)	94	52	180	00	30	00	26	00
"	De Sales	New and poor settlement 1 schoolhouse built	45	00	30	00	40	00	26	00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES FOR 1864.—(Continued.)

COUNTIES.	MUNICIPALITIES.	Reasons for granting supplementary aid, and determining the amount thereof.	Amount of the usual annual grant.		Amount of assessment levied.		Amount of supplementary aid applied for		Supplementary aid granted.	
			\$	c.	\$	c.	\$	c.	\$	c.
Charlevoix	St. Placide	New and poor settlement. 2 schoolhouses built.	\$	60.74	\$	120.00	\$	40.00	\$	26.00
Châteauguay	Ormsdown, (Dissentients)	Few inhabitants and poor.		25.00		69.00		160.00		20.00
Dorchester	Standon	New settlement and population small.		48.50		70.00		30.00		20.00
Drummond	St. Germain	Poor municipality supporting 5 schools. 1 sch.house built (\$145)		177.84		399.00		45.00		26.00
"	Grantham	Small and thinly settled munic. heavily assessed to pay off debts		143.58		279.65		80.00		80.00
"	Wickham	Revenue small and supporting 3 sch. 1 schoolhouse built (\$109.)		71.04		354.00		50.00		26.00
"	Durham, No. 1	Population scattered and supporting 12 schools.		183.34		387.56		80.00		26.00
"	St. Pierre	" " 11 "		198.40		864.38		40.00		26.00
"	St. Bonaventure	" " 3 "		105.24		147.00		80.00		26.00
"	Wendover	New and poor municipality.		53.74		100.16		80.00		26.00
Gaspé	Newport	" " " 2 schoolhouses built.		46.90		114.00		80.00		26.00
"	Pabos	" " " " " "		42.72		288.00		80.00		26.00
"	Grande-Rivière	Means restricted and maintaining good schools. Building erected for a Model school.		149.00		400.00		80.00		26.00
"	Perce	Poor and heavily-taxed to maintain good schools.		169.4		600.00		80.00		26.00
"	Cap-Désespoir	" " " " " "		131.34		300.00		80.00		26.00
"	Isle-Bonaventure	Ratepayers poor and not numerous.		30.00		40.00		40.00		12.00
"	York & Haldimand	Population small and heavily burthened.		32.34		150.00		40.00		26.00
"	Cap-des-Rosiers	" " " " " "		39.94		100.00		60.00		26.00
"	Anse-à-Grisfonds	" " " " " "		100.84		180.00		40.00		26.00
Hochelaga	Coteau St. Louis, (Dissts.)	" " " " " "		30.00		260.00		40.00		12.00
Huntingdon	Huntingdon, (Dissts.)	Poor municipality, maintaining 2 good schools.		20.00		160.00		40.00		26.00
"	Hemmingford	" " 3 schools.		100.00		132.00		40.00		26.00
L'Islet	St. Hubert	" " 5 "		149.86		225.00		40.00		26.00
"	St. Cyrille	" " 2 "		73.70		141.00		80.00		26.00
Joliette	St. Ambroise, (Dissts.)	Few inhabitants.		30.00		100.00		40.00		16.00
"	St. Melanic	Inhabitants poor and maintaining 5 good schools.		158.60		496.00		40.00		26.00
"	St. Alphonse	" " 3 "		215.58		337.00		40.00		26.00
Kamouraska	Mont-Carmel	Poor settlement with few inhabitants and maintaining 2 schools.		67.60		94.95		40.00		26.00
"	(Dissts.) Ste. Hélène	Ratepayers poor and supporting 5 schools.		143.58		200.50		80.00		26.00
"	St. Onésime	" " crops destroyed by fire.		88.60		88.00		40.00		26.00
"	St. Alexandre	" " maintaining 5 schools.		196.14		256.60		80.00		26.00
Lotbinière	St. Flavien	" " Building 1 schoolhouse.		115.88		218.00		50.00		26.00
"	St. Gilles	" " 2 schools.		97.30		37.00		40.00		26.00
"	St. Agapit	Very poor municipality.		38.70		38.30		25.00		16.00
Lévis	St. Lambert	Ratepayers poor and supporting 6 good schools.		186.08		234.70		40.00		26.00
"	Etchemin, (Village)	Maintaining two superior schools.		90.66		272.00		40.00		30.00
Megantic	Inverness, (Dissts.)	Means restricted and maintaining 2 schools.		40.92		90.00		40.00		16.00
"	St. Julie	" " 2 "		158.04		350.00		40.00		26.00
Montmagny	Isle-aux-Grues	" " 2 "		68.28		100.73		40.00		18.00
"	Grosse-Isle	Population very small.		4.18		60.00		40.00		40.00
Montmorency	Laval	" " Inhabitants poor and not numerous.		42.98		80.00		40.00		20.00
"	St. Ferréol	" " 1 schoolhouse built (\$400).		98.50		98.00		40.00		16.00
Maskinongé	St. Didace	" " maintaining 4 schools.		159.62		202.00		120.00		26.00
"	Peterborough	New and poor settlement.		48.16		60.00		40.00		16.00
"	St. Paulin	New parish maintaining 3 schools.		120.40		207.00		40.00		26.00
Montcalm	Kilkenny	" " 3 " \$352 levied to build a schoolh.		170.84		198.00		120.00		26.00
"	St. Liguori	Poor municipality " 4 "		172.18		400.36		80.00		26.00
Nicolet	St. Gertrude	" " 5 "		160.64		249.00		60.00		26.00
Ottawa	Lowe	New settlement with a small population supporting 2 schools.		92.92		135.52		40.00		26.00
"	Wakefield	" " 1 schoolhouse built.		55.62		60.02		40.00		26.00
"	Hartwell	" " " " " "		32.78		231.00		40.00		26.00
"	St. André Avelin	Ratepayers poor and supporting 4 schools (\$100)		172.30		413.00		40.00		26.00
Pontiac	Calumet	Poor municipality supporting 3 schools.		118.70		393.25		80.00		26.00
Quebec	St. Dunstan, (Dissts.)	Population small and poor.		28.54		72.00		25.00		20.00
"	St. Dunstan	" " " " " "		28.54		80.00		40.00		20.00
Rimouski	Métis	Poor municipality maintaining 3 schools.		57.08		124.00		40.00		26.00
"	(Dissts.) St. Fabien	Poor municipality maintaing 5 schools.		139.46		193.00		30.00		26.00
"	St. Simon	" " 7 "		136.46		358.24		48.00		26.00
"	McNider	" " 3 "		137.62		140.15		40.00		26.00
Richmond	Cleveland, (Dissts.)	Inhabitants poor and supporting 2 schools. 1 schoolhouse built.		35.26		53.00		40.00		20.00
"	Shipton, (Dissts.)	" " " " " "		11.00		150.00		20.00		20.00
"	Windsor	" " 5 "		70.10		323.00		40.00		26.00
Saguenay	Escoumains	Very poor settlement.		116.34		101.00		40.00		20.00
"	Tadoussac	" " Building a schoolhouse.		61.78		80.25		50.00		26.00
Shefford	Granby, (Dissts.)	Inhabitants poor and supporting 7 schools.		131.40		231.00		150.00		40.00
St. Maurice	Shaouinigan	New settlement maintaining 4 schools. 1 schoolhouse built.		114.18		286.00		60.00		26.00
"	St. Sévère	Means restricted; " 4 "		105.82		176.00		80.00		26.00
Stanstead	Hatley, (Dissentients)	Population poor and scattered, maintaining 2 schools.		...		130.00		40.00		20.00
"	Barford	" " 6 "		79.14		300.00		50.00		26.00
St. Jean	L'Acadie, (Dissentients)	Population small and scattered.		28.00		68.00		80.00		20.00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES FOR 1864.—(Continued.)

COUNTIES.	MUNICIPALITIES.	Reasons for granting supplementary aid, and determining the amount thereof.	Amount of the usual annual grant.		Amount of assessment levied.		Amount of supplementary aid applied for.		Supplementary aid granted.	
			\$	c.	\$	c.	\$	c.	\$	c.
Témiscouata	St. Antonin	Poor municipality maintaining 3 schools.	100	72	264	00	40	00	26	00
"	St. Eloi	" " 6 "	157	92	193	52	40	00	26	00
"	St. Modeste	New and poor settlement. 1 schoolhouse built.	70	10	120	00	50	00	26	00
Terrebonne	Abercrombie	" " " " " "	55	96	55	96	30	00	26	00
"	Ste. Agathe de Beresford	" " " " " "	42	96	50	00	40	00	26	00
Two Mountains	St. Canut, No. 1	Means restricted and more schools wanted.	50	34	132	00	50	00	20	00
Wolfe	Weedon	New municipality maintaining 4 schools. 1 schoolhouse built.	91	46	460	00	40	00	26	00
"	Weedon, (Dissentients)	" " 1 " 1 " repaired.			50	00	30	00	16	00
"	Ham (North)	" " " 6 " built.	68	96	427	00	40	00	26	00
"	Wotton	" " 7 " " "	173	32	376	94	50	00	26	00
"	St. Gabriel de Strauford	" " 2 " " "	46	70	188	00	40	00	26	00
"	St. Camille	" " 4 " " "	54	94	100	00	40	00	26	00
"	Garthby	Population small and very poor.	31	08	76	00	40	00	26	00
Yamaska	St. Zéphirin	Maintaining 6 schools one of which is a Model school.	144	38	271	46	40	00	26	00
"	Ste. Brigitte	Newly established municipality and poor.					40	00	40	00
Champlain	Batiscau	Inhabitants poor and supporting 4 schools.					26			00
Total									3886 00	

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