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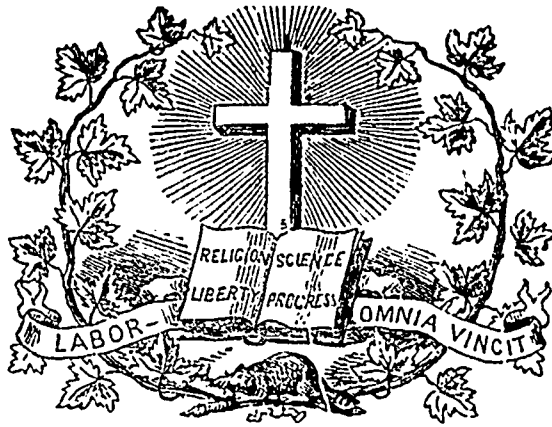
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# JOURNAL OF EDUCATION.

Volume VI.

Montreal (Lower Canada) March, 1862.

No. 3.

**SUMMARY — LITERATURE;** Notes of Travels in the East. Jerusalem by J. R. Forsyth (continued). — Education: Fruits of Kindness. — What Seventy boys Became. — Who Murder Innocents? — The tools great men work with. — OFFICIAL NOTICES: Division, annexation and separation of School municipalities. — Appointments: Examiners. — School Commissioners and Trustees. — Diplomas granted by Boards of Examiners. — Situation wanted. — LITERATURE: Teachers' certificates. — Vaccination. — Education in Newfoundland. — Teaching as a profession. — District of Bedford Teacher's convention. — A month's conference of the Teacher's association in connexion with the Loyal Normal School. — MONTHLY SUMMARS: Educational intelligence. — Scientific intelligence. — OFFICIAL DOCUMENTS: Rules and regulations for the establishment of new Boards of Examiners and to define the jurisdiction of old ones. — Rules and regulations for the examination of candidates for Teachers' certificates or diplomas in Lower Canada. (to be continued).

## LITERATURE.

### Notes of Travel in the East.

(Continued from our last.)

#### JERUSALEM.

The Jaffa Gate is the usual way of entering Jerusalem, except for those who approach from crossing the desert. As the traveller draws near to the city, he is struck by the high, regular and imposing walls, with which it is surrounded; and though these would, undoubtedly, quickly crumble beneath an Armstrong or a Whitworth piece of artillery, they are found sufficient to keep the roving Arab and Bedouin in check.

The Mount of Olives rose in front of us, but on the other side of the city; and although it is only two hundred feet higher than the site thereof, it creates an impression, that Jerusalem is situated on a low and level surface; whereas, in reality, the mountain on which it is built is 2200 feet high.

On entering the Jaffa Gate—the most crowded of all the entrances—the traveller, when fairly between the walls, becomes painfully aware that he is indeed in an Eastern city. There is a total want of sewerage; the streets are narrow, and so badly paved (though paved with marble taken from the ruins of the temple, and used for this purpose,) and so slippery withal, that I could not help fearing that my jaded horse would stumble. Although I was assured to the contrary by the dragoman, who kindly laid hold of the bridle, the brute came down flat on his side, knocking me against a stone wall, and bruising me rather severely. I walked the remainder of the way, and soon arrived at Hauser's hotel, in Christian street, situated on the side of Hezekiah's Pool, which is immediately under the dining-room windows. There is another hotel; both are very comfortable, and the terms moderate. In fact, it is infinitely better to take up

one's quarters in either of these than to go to any Convent, where everything is given grudgingly and as a favor,—where one is not his own master, and yet is expected to give twice as much as would be charged for better accommodation at the hotels; and where, if the weary traveller does sleep, it is in spite of the untiring efforts of the numerous insect tribe.

The 29th of March was the day on which I arrived in the Holy City,—a day much to be remembered by me. Although it was late in the afternoon, we had two hours to look about us; and we endeavoured to employ them profitably. We visited, in the first place, the Pacha's Palace, or Governor's House, built upon the site of Herod's fortress of Antonia, which was destroyed by Titus, during the siege of Jerusalem, A.D. 70. It is highly probable that it was in this fort that Jesus was brought before Pilate, who, being at that time Governor of Judea, had his temporary residence in this stronghold when in Jerusalem; his ordinary place of abode being in Cæsarea. The present structure is upon the ancient foundations, at the north-west angle of what had been the Temple Courts: it is now used as barracks, and from its flat roof we first beheld the site of Solomon's Temple, lying as it were at our feet; on the sacred spot now stands the Mosque of Omar. We had also a good view, from this point, of the Holy Sepulchre. We then passed along the *Via Dolorosa*; and I may here mention, that I found it much more satisfactory and gratifying to the feelings to accept the current traditions of the inhabitants with regard to the different localities and scenes mentioned in Scripture, than to impugn, and cavil at their correctness. This is the spirit, also, in which the majority of travellers ought to visit the holy region, whatever may be their pretensions to learning and knowledge; for instance, when the pilgrim stands on Mount Calvary, where the Church of the Holy Sepulchre is reared, what can it avail to dispute about the minutely exact locality? Jerusalem and its precincts are now so limited, that the traditional spot cannot be very far distant from the real one, on which He suffered—He

"Who shared on earth our common lot,  
But the world comprehended not  
His deity.

Yes,—the glad messenger of love  
To guide us to our home above,  
The Saviour came;  
Born amid mortal cares and fears,  
He suffered in this vale of tears  
A death of shame."

*Coplas de Manrique—Longfellow's translation.*

I confess that much of the delight, which I felt in Judea, would have been marred and lost, if I had visited it in a captious, carping or doubting spirit.

The *Ecce Homo* arch is very conspicuous; it crosses a street and supports a ruinous gallery, from which (according to prevalent tradition) Pilate shewed our Saviour to the multitude, when they exclaimed, "His blood be on us, and on our children!" And, standing here, it is impossible for the traveller not to reflect how fearfully this self-imprecated curse has been visited on the nation.

Next morning, we arose betimes, and spent the whole day in visiting different places in this most interesting city, where, as Fisk observes, "Prophecy had had its accomplishment, and Promise its fulfilment."

We commenced our rounds by going out at the Zion Gate, where we were surrounded by those frightfully wretched sufferers the Lepers, this being their quarter. Most of them were so fearfully mutilated, that they could only crawl after us to solicit alms. Certainly, until I witnessed this spectacle, I never formed any adequate conception of the dreadful nature and extent of this loathsome disease, so often mentioned in Scripture. It is impossible to erase from the memory the impression caused by the painful scene. It is only in a miserable locality, near this gate, that these wretched outcasts are allowed to take up their abode. At Ramleh, on my return, I saw one family suffering under this awful affliction, but no where else out of Jerusalem.

After this, we passed Joab's tomb; and proceeded through the valley of the Son of Hinnom, at the extremity of which is situated Tophet, infamous of old for the sacrifices offered to Molech—to propitiate whom children were made to pass through the fire, and other abominations were committed. We then visited, in succession, the Pool of Siloam, Absalom's tomb, the tombs of Zechariah and St. James, and also of Jehoshaphat; from which last this great valley has derived its name, though evidently under a mistaken notion.

Jerusalem lies, as it were, between these two valleys and has another running across called the Tyropœon Valley, which separates the Hill of Zion on one side from Aera, and on the other from the Temple grounds. Over this declivity a bridge must at one time have existed, whereby the Kings of Judah might pass over to the Temple; and, in fact, the spring of the arch is still discernible. We crossed the brook Kedron, and returned to the city by the St. Stephen's gate, we then proceeded to the Church of the Holy Sepulchre, where we passed a considerable time. The church is used by the Roman Catholics, Greeks and Armenians, and is very gorgeously decorated, especially that part of it, which is shewn as the tomb of Joseph, in which the body of Jesus was laid.

I had never before witnessed the ceremonies of the Greek Church; they appear to me to resemble strongly those of the Latin—the chief difference between the two churches consisting in the calendar. The Greeks retain the old style, repudiate the use of images and the doctrine of purgatory, admit the laity to communion in both kinds, and sanction the marriage of the secular clergy.

On the following day, we again left the city, passing through St. Stephen's gate; we then descended a very steep declivity to the brook Kedron, which we crossed by a bridge,—and, having visited the Garden of Gethsemane, we soon found ourselves ascending the Mount of Olives. The very name of Gethsemane, in such a vicinity, excites feelings of intense interest; but the Christian traveller can hardly rest satisfied with the assertion, that the circumscribed enclosure within stone walls, now exhibited by the Latin Monks, as the scene of the occurrences of that dread night, is the genuine Gethsemane. In fact the Greeks show, in opposition, another space lately inclosed; but the Olive trees in this are only in their infancy, while those in the Latin enclosure are evidently of great age. The probability, I think, is that, at the time of Christ's sojourn on earth, the whole valley was in a state of culture, and that the garden so-called was not confined to such a limited space, but extended over the cultivated ground,

The ascent to the Mount of Olives, on this side, is very precipitous, and on the summit stands the Church of the Ascension, now a mosque. From the top of this building there is a magnificent view, bounded by the mountains of Moab,—the intervening space including the city of Jericho, the outline of the Jordan, and the Dead Sea looking like molten lead. The bold bluff of the mountains of Moab is remarkably striking, so abrupt and yet so clearly defined, with the Dead Sea at their base, that they seem within a few thousand yards, though, in reality, they are some twenty miles distant. From the summit of one of these, Moses was permitted, before his death, to view the Promised Land; though the place of his sepulture was never discovered, and the Israelites, prone "to start aside like a broken bow," were thereby prevented from offering idolatrous rites to the remains, or at the tomb of their great Lawgiver.

We next visited the Jews' *Place of Weeping*, where they are permitted to come, every Friday, and mourn over the foundations of the Temple. The place, where they meet for this purpose, is on the external side, where there are exposed to view five courses of immense stones, each about twenty feet in length. These so exactly resemble the tiers of stone in the walls of Abraham's tomb at Hebron, that there can be no doubt of their great antiquity; and, in fact, the tomb of the patriarch was re-constructed, or inclosed, by Solomon. The Temple itself was razed to the ground, but part of the foundations still remain; and to this spot, where these are visible, the Jews flock to weep and wail over their lost temple and departed glory, kissing the stones and reciting texts from the Old Testament. Here they read the Penitential Psalms and the Lamentations of Jeremiah, presenting a vivid picture of their abject and degraded condition.

The Jews resident in the Holy City do not exceed six thousand in number; they are mostly of Spanish origin, and very poor.

Their ancestors were driven out of Spain by the short-sighted policy of Ferdinand and Isabella, towards the close of the fifteenth century; and their descendants still speak a kind of corrupt Spanish, and with the exception of a few, they are in a miserable condition. The five chapters of the Lamentations of Jeremiah present a true, though sad, picture of the present state of Jerusalem and its Jewish inhabitants. The very opening of the book is thrillingly accurate:—"How doth the city sit solitary, that was full of people! how is she become as a widow! she that was great among the nations, and princess among the provinces, how is she become tributary! She weepeth sore in the night, and her tears are on her cheeks."—And again: "Judah is gone into captivity because of affliction, and because of great servitude: she dwelleth among the heathen, she findeth no rest: all her persecutors overtook her between the straits."

"It is a touching scene," (says the writer in Murray's Handbook, in eloquent terms,) "which presents itself to the stranger, every Friday, on this retired spot, the *Place of Weeping*; Jews of both sexes, of all ages, and from every quarter of the earth, raise up a united cry of lamentation over a desolated and dishonoured sanctuary. Old men may be seen tottering up to these massive stones, kissing them with fond rapture, burying their faces in the joints and cavities, while tears stream down their cheeks, and accents of deepest sorrow burst from their trembling lips!"

During my brief sojourn in Jerusalem, I was fortunate enough to be admitted to their principal Synagogue, on the Day of Atonement. A large number of wealthy Jews, from all parts of the world, were present, for it is a prevalent custom, among the scattered race, to visit the Holy City at this season. We were surprised at seeing so many of these zealous Israelites clad in gorgeous garments, and were forcibly reminded of the beautiful painting (by Holman Hunt) of "Finding Our Lord in the Temple," in which the dresses of the Rabbis and the attendants are represented as very rich and brilliant. When we entered, we could not find seats; but one of our party, Mr. Brown, of St. Louis in the United States, a very good linguist, was recognised by a Spanish Rabbi, who happened to be expounding the Scriptures at the time. Mr. Brown had crossed from Marseilles to Alexandria in company with this same Rabbi, and had made his

acquaintance. When he perceived that we could find no seats, he paused in his discourse, and said a few words to another person, who was with him at the reading-desk or raised dais, in the middle of the building; and we were invited to take our seats alongside of them, one of our number being a Minister of the Gospel. Few Christians, probably, have ever been so favored in a synagogue; for the Jews are jealous and intolerant in such respects, and the eyes of many seemed to look upon us as unduly privileged. We remained, with our hats on, for an hour and a half; and during this time we witnessed the very interesting ceremony of the elevation of the Law. The parchments are carried round, and the people touch the fringe, kissing their fingers afterwards.

No women were in the building—they remain outside at the windows; and it would appear that, in matters spiritual at least, they are regarded or treated as inferior to the male sex. I have, since my return, been informed by way of explanation, that the ark, in which the Pentateuch is deposited, is considered as a *holy place*, and can only be approached by the male line of the priestly family of Aaron; that on the Day of Atonement (on which anniversary I was present), on the Festival of the New-Year, and some other stated occasions, the Parchments are carried round, the Priest repeating, "This is the Law of Moses," and blessing the people in the words which are directed to be used, in the 6th chapter of the Book of Numbers:—"The Lord bless thee, and keep thee: The Lord make his face shine upon thee, and be gracious unto thee: The Lord lift up his countenance upon thee, and give thee peace."

The Jew has no longer High Priest, Sacrifice or Temple; but he continues to live in hope; and, annually, numbers find their way to the Holy City, there to die, and to be buried in the Valley of Jehoshaphat, where (both Jew and Mahomedan believe) the final judgment will take place.

In company with Mrs. Finn,—who, with her husband the Consul, takes great interest in matters connected with the Jewish inhabitants of Jerusalem,—I visited several schools and hospitals, founded, for the benefit of this ancient race, by the charity and liberality of English and Prussian protestants. These were all remarkably clean and tidy, in marked and pleasing contrast with every thing around them.

Great efforts have been made, in a spirit of enlarged philanthropy, to induce the poor Jews to labour for a livelihood, instead of existing on the miserable pittance annually doled out to them, or the supplies of bread and other necessaries begged for and collected by the servants of the synagogues for the sustenance of the needy. A farm has been purchased, for the promotion of this important purpose, by the Jerusalem Agricultural Association; and from this well-intentioned project happy results are anticipated. Sir Moses Montefiore has done much towards founding schools in Jerusalem, for the benefit of his impoverished co-religionists. He is also, at present, in conjunction with a wealthy Hebrew of New Orleans, building a large range of almshouses outside the Zion gate, and they have employed an English architect, to ensure the due accomplishment of their beneficent intentions. These wealthy and benevolent men deserve high commendation for their charitable undertakings, and they do well to leave such memorable "Footprints on the sands of Time."

Before leaving the Jews' quarter, I may state, that it is the most filthy and uninteresting part of the city, being literally "heaps of stone" and rubbish. Taking up my prayer-book, I could not help reflecting how completely had been verified the words of the first verse of the seventy-ninth Psalm:—"O God, the heathen are come into thine inheritance, the Holy Temple have they defiled; and made Jerusalem an heap of stones."

(To be continued.)

## EDUCATION.

### Fruits of Kindness.

Many years ago a certain minister in the United States of America, was going, on Sunday morning, from his house to his school-room. He walked through a number of back streets, and as he turned a corner, he saw assembled around a pump a party of little boys who were playing at marbles. On seeing him approaching they began to pick up their marbles and run away as fast as they could. One little fellow, not having seen him as soon as the rest, could not accomplish this so soon; and before he had succeeded in gathering up his marbles, the minister had closed upon him and placed his hand upon his shoulder. There they were, face to face, the minister of God and the poor little ragged boy who had been caught in the act of playing marbles on Sunday morning. And how did the minister deal with the boy? for that is what I want you to observe. He might have said to the boy, "What are you doing here? You are breaking the Sabbath; don't you deserve to be punished for thus breaking the command of God?"

But he did nothing of the kind. He simply said, "Have you all your marbles?" "No," said the little boy, "I have not." "Then," said the minister, "I will help you to find them. Whereupon he knelt down and helped to look for the marbles, and as he did so he remarked, "I liked to play at marbles when a little boy very much, and I think I could beat you; but," added he, "I never played marbles on Sunday."

The little boy's attention was arrested. He liked his friend's face, and began to wonder who he was. Then the minister said, "I am going to a place where I think you would like to be—will you come with me?"

Said the boy, "Where do you live?" "Why, I live at such and such a place," was the reply. "Why that is the minister's house!" exclaimed the boy, as he did not suppose that a kind man and the minister of the gospel could be the same person.

"Why," said the man, "I am the minister myself, and if you will come with me I think I can do you some good."

Said the boy, "My hands are dirty; I cannot go." Said the minister, "Here is a pump—why not wash?" Said the boy, "I am so little I can't wash and pump at the same time."

Said the minister, "If you'll wash, I'll pump." He at once set to work, and pumped and pumped and pumped; and as he pumped, the little boy washed his hands and his face till they were quite clean. Said the boy, "My hands are ringing wet, and I don't know how to dry them."

The minister pulled from his pocket a clean pocket handkerchief, and offered it to the boy.

Said the little boy, "But it is clean." "Yes," was the reply, "but it was made to be dirtied."

The little boy dried his face and hands with the handkerchief, and then accompanied the minister to the door of the Sunday School.

Twenty years afterward, the minister was walking in the streets of one of the large cities of America, when a tall gentleman tapped him on the shoulder, and locking into his face, said:

"You don't remember, twenty years ago, finding a little boy playing marbles round a pump? Do you remember that boy's being too dirty to go to school, and your pumping for him and speaking kindly to him, and taking him to school?"

"O!" said the minister, "I do remember." "Sir," said the gentleman, "I was that boy. I rose in business, and became a leading man. I have attained a good position in society; and on seeing you to-day in the street, I felt bound to come to you, and tell you that it is to your kindness and wisdom and Christian discretion—to your having dealt with me lovingly, that I owe under God all that I have attained, and all that I am at the present day."—J. C. RYLE.

### What Seventy Boys Became.

Many people begin the education of their children with an exhibition of toys, marvellous tales, silly romances, and wind up with the circus and theatre. The degrading influence and sorrowful con-

sequences of this mode of education will be best illustrated by stating a few facts that have passed under my own observation. So far as my memory goes, about thirty boys, educated in this way—i. e., in contempt of all useful knowledge and occupation, spent their days in reading novels, the lives and confessions of pirates and murderers, &c., and their nights in the streets, dram-shops, gambling saloons, circuses and theatre—at the age of forty-five, one had been hung for murder, one for robbing the mail, and three as pirates; five died in the penitentiary, and seven lived and died as useless vagabonds about the streets; three were useful mechanics, and the fate of the remainder is unknown.

Of about forty educated with me by a really moral and scientific teacher, under the old foggy Puritanic system of restraint, as it is now called by Young America, at the age of fifty-five one was a member of Congress, one judge of the Supreme Court, two judges of the Circuit Court, three physicians, five lawyers, fourteen were dead, and of the remainder farmers and mechanics, and so far as known not one of them ever was called before the bar of his country on a criminal charge, and they all had comfortable homes, except two or three, and every one was passably respectable.—Dr. EDWARD LAWTON.

### Who Murder Innocents ?

Mr. Slashaway, who writes for the Ocean Magazine, says the teachers murder them. Mrs. Prim, who picks the mote out of other people's eyes, says the same. Mr. Tradewell, who comes home at night with the headache, and does not like to be troubled with the children's lessons, iterates the same grave charge. And all lazy boys and girls offer themselves as the living witness that they expect to die of hard study.

We protest—

Who sends the children to bed with stomachs overloaded with indigestible food? Not the teacher.

Who allows Susan Jane to go out in wet weather with cloth shoes and pasteboard soles? Not the teacher.

Who allows the little child, in cold weather, to go with its lower extremities half bare, or but thinly clad, because it is fashionable? Not the teacher.

Who allows John and Mary, before they have reached their "teens," to go to the "ball" and dance until the cock crows? Not the teacher.

Who compels the children, several in number perhaps, to sleep in a little, close, unventilated bedroom? Not the teacher.

Who builds the school-house "tight as a drum," without any possibility of ventilation? Not the teacher.

Who frets and scolds, if "my child" does not get along as fast as some other child does? Not the teacher.

Who inquires, not how thoroughly "my child" is progressing, but how fast? Not the teacher.

Who murder the Innocents?—*Mass. Teacher.*

### The Tools Great Men Work with.

It is not tools that make the workman, but the trained skill and perseverance of the man himself. Indeed, it is proverbial that the bad workman never yet had a good tool. Some one asked Opie by what wonderful process he mixed his colors. "I mix them with my brains, sir," was his reply. It is the same with every workman who would excel. Ferguson made marvellous things—such as his wooden clock, that accurately measured the hours—by means of a pen-knife,—a tool in everybody's hand, but then everybody is not a Ferguson. A pan of water and two thermometers were the tools by which Dr. Black discovered latent heat; and a prism, a lens, and a sheet of pasteboard enabled Newton to unfold the composition of light and the origin of color. An eminent foreign *savant* once called upon Dr. Wollaston, and requested to be shown over his laboratory, in which science had been enriched by so many important discoveries, when the doctor took him into a study, and, pointing to an old tea-tray on the table, containing a few watch-glasses, test-papers, a small balance and a blow-pipe, said; "There is all the laboratory I have!" Stohard learnt the art of combining colors by closely studying butterflies' wings; he would often say that no one knew what he owed to these tiny insects. A burnt stick and a barn door served Wilkie in lieu of pencil and canvas. Berwick first practiced drawing on the cottage-walls of his native village, which he covered with sketches in chalk; and Benjamin West made his first brushes out of the cat's tail. Ferguson laid himself down in the fields by night in a blanket and made a map

of the heavenly bodies by means of a thread with small beads on it, stretched between his eye and the stars. Franklin first robbed the thunder-cloud of its lightning by means of a kite made with two cross-sticks and a handkerchief. Watt made the first model of the condensing steam-engine out of an old anatomist's syringe, used to inject the arteries previous to dissection. Gifford worked his first problem in mathematics, when a cobbler's apprentice, upon small scraps of leather, which he beat smooth for the purpose; while Rittenhouse, the astronomer, first calculated eclipses on his plow-handle.—*Smiles' Self-Help.*

## OFFICIAL NOTICES.



### DIVISION, ERECTION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, the 7th instant,

1. To divide the school municipality of Laval, in the county of Montmorency, into two municipalities, one of which to be called the school municipality of Laval shall comprise Lower Laval, Dawsonstown, Upper and Central Laval; the other, to be called Laval Island, shall include all the territory of that island and without its limits the whole of that tract extending from the land of Jean Le Rossignol, inclusive, to the northern and north-eastern boundaries of the said municipality of Laval.

2. To erect into a school municipality the new parish of Ange-Gardien, in the county of Ottawa, with the following limits: Bounded 1st. by Rivière du Lievre, 2ndly. by the Township of Templeton, 3rdly. by the River Ottawa, and 4thly. by lot number Twenty-eight included in Buckingham, comprising the first, second, third and part of the fourth concessions from lot number Twenty to number Twenty-eight inclusive.

His Excellency the Governor General in Council was pleased on the 13th instant,

1. To annex to the school municipality of Batiscan, in the county of Champlain, that part of the range designated *de Picardie*, situated in the school municipality of Champlain.

2. To annex to the school municipality of St. Robert, in the county of Richelieu, the following portions of St. Aimé, viz:—1st. That part of the Thiersant range, bounded on the south-west by the line between the land of the late Paul Lafleur and the lands of Joseph Hébert, and Simon Brouillard; on the north-west by the parish of St. Robert, and on the north-east by the parish of St. Michel d'Yamaska; 2ndly. That part of the St. Thomas range bounded, on the north-east, by the line between the land of Antoine Parenteau and that of Joseph Pétrin; on the south-east, partly by the line between the said Thiersant and St. Thomas ranges, and partly by the line between the land of Joseph Desrosiers and the land of Félix Hubert; on the south-west partly by the line between the land of Joseph Desrosiers and that of Joseph Desrosiers *fils de Louis*, and partly by the line between the land of Guillaume Houle and that of Félix Hébert; and on the north-west by the line between the said St. Thomas range and the reserves of Ste. Sophie.

The last above mentioned annexation shall take effect from the 1st July next.

His Excellency the Governor General in Council was pleased, on the 13th Inst.,

1. To divide the township of Stukely, in the county of Shefford, into two school municipalities,—which division shall only take effect from the 1st July next—as follows, viz:—

South Stukely shall comprise the first five ranges of the said township. North Stukely shall include the rest of the said township.

2. To annex to the school municipality of l'Île Verte, in the county of Temiscouata, the whole of that part of the first range of St. George of Cacouna, extending from the line of l'Île Verte towards the south-west, to the land of Joseph Vaillancourt inclusive.

## APPOINTMENTS.

### EXAMINERS.

His Excellency the Governor General in Council was pleased, the 14th instant, to appoint Charles Déry and Henri Garon, Esquires, to be members of the Board of Examiners of Kamouraska, in the room and stead of J. M. Hudon and Jean-Bte. Martin, Esquires, resigned.

## SCHOOL COMMISSIONERS AND TRUSTEES.

His Excellency the Governor General in Council was pleased, on the 4th Feby. last, to approve of the following appointments, viz:—

County of Montmorency.—Laval: M. Magloire Boucher, to be School Commissioner.

County of Quebec.—St. Dunstan: Messire Hyacinthe Gagnon, Priest, and Messrs. Joseph Pepin and Stephen O'Neil, to be School Trustees.

On the 15th of the same month:

County of Ottawa.—Low: Messrs Martin Kiely, John Egan, John Fields, Thomas Havron and Martin O'Malley, to be School Commissioners.

On the 7th instant:

County of Gaspé.—Percé: Messrs. Pierre Galarnau and Joseph Couture, *filz de Joseph*, to be School Commissioners.

County of St. Jean.—St. Luc: Mr. François Poirier, to be School Commissioner.

On the 18th instant:

County of Arthabaska.—Tingwick: Mr. Charles Thurber, to be School Trustee.

## OTTAWA BOARD OF EXAMINERS.

Mr. Edward A. Glasford obtained, on the 4th instant, an Elementary school diploma.

JOHN R. WOODS.  
Secretary.

## CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Miss Catherine Cardin and Miss Catherine Primeau obtained Elementary certificates on the 4th June 1861.

Miss Margaret Corbett and Mr. Michael Walsh obtained Elementary certificates on the 4th December 1861.

Misses Phélie Rémillard, Marguerite Mirault, and Elise Létourneau obtained Elementary certificates on the 4th March 1862.

Mr. Hermidas Chagnon and Miss Perpétue Gagnon, have obtained Model school diplomas.

Mr. David Lafond, Mrs. Florentine Blain and Mrs. Richard Burke, Misses Virginie Biroleau, Marie Louise Lefebvre, Justine Mason, Philomene Miron, Parmélie Brien-Desrochers, Philomène Lagacé, Sophie Decœur, Adéline Lussier, Thais Touchette, Marie Louise Decousse, Marie Vélina Ranger, Céline Seignory, Marie Georgina Beaudin, Emélie Brouillet, Philomène Boursier, Félicite Thibert, Edwidge Picard, Ann Goodman, Mary Goodman and Anastasie Greffe have obtained Elementary school diplomas.

4th March, 1862.

F. X. VALADE,  
Secretary.

## PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Mr. Robert McArthur has obtained a diploma for Academies.

Messrs. Georgé W. Bailey, Henry Curran, Edmond Therrien, and Misses Mary Ann Bell and Sarah Jane Derrick has obtained Elementary school diplomas.

5th March, 1862.

A. N. RENNIE.  
Secretary.

## CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Misses Marie Justine Dussault, Dina Lavoie and Emérence Petit dite St. Pierre obtained Elementary school diplomas, on the 3rd December, 1861.

Miss Anne Angèle Goulet obtained an Elementary school diploma on the 4th March, 1862.

Miss Marie Adélaïde Frevette and Miss Marie Léa Leclerc obtained Elementary certificates on the 21st Inst.

N. LACASSE,  
Secretary.

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## SITUATION WANTED.

Mr. Henry Edward Doherty possessing an elementary diploma would accept of a situation in a college. He has been already employed in a similar institution in Lower Canada, and can teach English and French. Apply at the Temperance Hotel, College Street, Montreal.

Mr. V. E. Bate, an experienced English teacher in possession of an Elementary diploma, is desirous of obtaining a situation in a French School. Inquire at this Office.

School commissioners and trustees can have an engagement with a principal of the highest qualification either for an Academy or Model School by applying personally or by letter—at this office.

A young lady possessing the highest order of literary attainments would be desirous to engage as teacher in Town or Country.

Any communication addressed to this office, will be promptly attended to.

A young lady provided with an Elementary certificate, and who has been several years engaged in teaching, is desirous of a situation in a village school. This teacher can give lessons in French and English. Inquire at this Office.

Mr. Joshua Blezard, an English teacher, would accept of a situation in an Elementary school. Address: Point Cavagnol, C. E.

## JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) MARCH, 1862.

## Teachers' Certificates.

We commence in this number the publication of the Rules and Regulations of the Council of Public Instruction for the guidance of the Boards of Examiners. In augmenting the number of these Boards, the Council has thought fit to give only to a few the power of granting certificates or diplomas for Academies and Model schools; and it was also thought necessary to secure an examination that should give proof of, at least, that knowledge and aptitude in the candidates which are indispensable for the exercise of the important profession to which they aspire. The Council desired to prescribe a minimum test, but if any of the four questions to be chosen from the programmes should be found by the Examiners not sufficient they will still be at liberty to put to the candidate other questions than those in the lists.

It is to be hoped that by means of these regulations the teacher's certificate will acquire greater value. Subject, as at present, to revocation in case of immoral conduct or neglect of professional duties, the diploma will carry with it proof of sufficient education, and will be a true title to public consideration.

The facility with which candidates may in future present themselves for examination, in all parts of the country, will place it within the power of the Department of Public Instruction to tolerate uncertified teachers no longer in any parish or school district, no matter how poor or isolated it may be. Exceptions to this general rule have been greatly reduced in number, through the exertions of the Department; henceforth, we trust, none will exist.

## Vaccination.

Inquiries having been addressed to this Department from several quarters to know whether a teacher would be justified in excluding from his school all children belonging to families in which the small-pox may exist, we unhesitatingly answer in the affirmative; and school commissioners and trustees should countenance the teacher who takes this course. If he have a family, the duty would be prompted both by the common interest of self preservation and regard for the health and comfort of all who might be exposed to take the disease from intercourse with his pupils.

It is the opinion of several distinguished physicians whom we have consulted on this subject, that in the present sanitary condition of our schools, many of which are overheated and ill-ventilated, the presence of children coming from infected families and often contaminated themselves, would be a sure means of spreading the contagion in the locality.

As the small-pox is committing great havoc at present in several parts of the country, we take this opportunity to

urge upon parents the necessity of having their children vaccinated; and this preventative should be renewed at least once in seven years. It is inconceivable that parents should neglect to have recourse to this safeguard, unattended as it is with pain or inconvenience in its application, and capable of preserving their children from an infection so dangerous and which seldom fails to leave painful traces of its presence after it. The Corporation of Montreal has very wisely directed that a fine be imposed on parents neglecting this duty, while it has provided for the gratuitous vaccination of poor children. This is a very necessary measure and should be adopted throughout the country. We invite teachers to urge upon parents the great importance of availing themselves of the protection vaccination affords and which is so easily obtainable.

### Education in Newfoundland.

Mathew Ryan, Esq., of this city, has kindly called our attention to several interesting reports of school examinations gleaned from late Newfoundland papers, by which it is seen that the progress of education in the island is keeping pace with the general advance elsewhere. The institutions mentioned below were severally founded by Roman Catholics, Members of the Church of England and Wesleyan Methodists, assisted as we are led to believe, by the Legislature. Our correspondent, who is a native of Newfoundland, adds:—

"I have not at present in my possession sufficient data from which to speak of the state of elementary Education on the island, but I believe it to be respectable,—quite in keeping with the pleasing details subjoined.

"Of course it would be gratifying to me at any time to be instrumental in laying before the Canadian public such facts as these, so creditable to the self-improving exertions of a sister colony, but I feel the more happy at having it in my power to do so at present, when so much is being reported of political and social disorder in certain parts of the island, reports of which I may observe that when analysed they only tell of an electioneering riot or two, after some twenty years of profound peace.

"Responsible or popular government in Newfoundland, as everywhere else, may have its blemishes, but withal it is a vast improvement upon the old oligarchical system as the very educational progress referred to, proves, for of old there were no Academies and not many schools of any kind."

The several institutions, the public accounts of the examinations of which we have read with much pleasure, while of course we cannot copy them in *extenso*, are St. Bonaventure's College (R.C.), the Church of England Academy, the St. John's Wesleyan Academy, and the Harbor Grace Grammar School.

At the first named college, the proceedings were presided over by the Right Rev. Dr. Mullock R. C. Bishop, who at the close paid a marked compliment to the Very Rev. President of the College, for the success of his exertions in the government of the college, which was so clearly manifested. The subject matter of examination in Greek and Latin classics, in Mathematics &c. indicates a high standard of education, and the selections for recitation afford evidence of sound literary taste. In addition to the selections, several original pieces were read by the pupils. Music, vocal and instrumental, in which the proficiency of the pupils seems to have been very remarkable enlivened the whole proceedings. Among the selections we notice "Laudate" of Zingarelli and the "Anvil Chorus" from *Trovatore*.

The Archdeacon, in the absence of the Lord Bishop of the diocese, presided at the usual annual examination of the Church of England Academy, which consisted of Latin and Greek exercises, Arithmetic, &c. He expressed great satisfaction at the amount of knowledge and ability displayed by the boys.

The St. John's Wesleyan Academy is under the direction of a Board or Committee; the President, the Rev. E. Botterell, other clergymen and many friends of education were present at the examination. The *Express* has the following account of the proceedings.

"As a whole, the Institution has made decided progress during the past year, and the senior pupils are considerably in advance of what the higher classes were at the previous Christmas examination. The senior classes of young ladies, specially, have made rapid progress, and the ease and fluency with which they read,

translated and parsed Latin and French gave evidence of careful culture. The proceedings were enlivened by recitations, and several well composed original essays were read by pupils of both sexes.

"We understand the number of pupils during the past six months was 72 (of whom 20 were young ladies,) besides two pupil-teachers—number of classes, 25 as follows:—Natural History, 29 studying; Geometry and Surveying, 4; Algebra, 25; Arithmetic, 46; Latin, 35; Spanish, 15; French, 14; English Grammar, 32; Geography, 35; History, 19; English Reading, 14."

"The spacious school room was tastefully fitted up for the occasion, the decorations being designed and executed by the senior students themselves. In front of the platform, at the eastern end of the room, were three arches composed of evergreens, intertwining with exquisitely formed artificial roses, furnished by the young ladies of the Institution, over which were displayed in bold gilt letters, the words "God save our Queen," and from the centre was suspended a large gilt Crown. The decorations throughout the room were quite equal, and perhaps in some parts, superior to those described."

Speaking of the Harbor Grace Grammar School examinations, the same paper says:

"We have seldom spent a more pleasant time, and we do say that the thanks of this community are due to Mr. Roddick, for his untiring zeal in the management of such a school, and his ability as a teacher.

This institution is a credit to our country, and we hope that the present government will pay that attention to it, which it deserves, and foster it, by all the means in their power, as it is an institution that has already proved itself a blessing to the youth of the country."

In conclusion, we must say that the perusal of the newspapers, which Mr. Ryan had kindly placed at our disposal, has impressed us most favorably as to the zeal displayed in the cause of education by the several religious denominations of Newfoundland, and of the success with which it is attended.

### Teaching as a Profession.

We publish with great pleasure the following letter from a young, active and intelligent teacher, who with much courage and ability has taken up the cudgels to vindicate the rights of his profession against what he considers, perhaps not unjustly, a disparaging remark in a recent article in *Blackwood*.

But whether the world will or will not appreciate at its full value the noble art of teaching, its position has been defined once for all in the eyes of every true Christian. The greatest sanction that could be given to any profession, has been given it, by the GREAT TEACHER who did nothing but teach by his words as well as by his examples. Indeed, the lowliness in which this profession is kept is in itself additional evidence of its greatness. Let the teacher while he fully appreciates the importance of his calling remember, that if the external forms of it, are not always as pleasant and as brilliant as he might wish them, it is perhaps because much is to be achieved in this world by the *meek and the lowly*, and by them alone; and while he has to deal with the *little ones*, let him be reminded that unless he has their *faith and their simplicity*, he will fail in his mission. Such has been the secret of the successful efforts of many humble and pious teachers, and the reverse has been the cause of the signal failure of many who had undertaken teaching merely as a *business* to be made lucrative if possible, and to be contemptuously discarded as soon as a more profitable one came in sight.

This is however no reason why the teacher should be debarred from a legitimate ambition, and why he should not expect to meet at the hands of his fellowmen with that consideration which he really deserves. But let it be his aim more to deserve it than to obtain it; should he fail in the latter object, he certainly will have more than any one else ample motives for overlooking the temporary injustice done him individually or even that which, we admit, is generally done to his class, and which it seems, is more tenaciously persisted in, than most other social wrongs.

The article in *Blackwood*, reminds us also of the fact that in large cities in catholic countries the task of *cutting and polishing* the minds of the little boys and girls of the laboring classes, is in a great measure that of men who having made the solemn *vows of poverty and of humility*, would with very bad grace complain either "of their remuneration or of their social position." It is however a matter of fact that in most cases a tolerable living is secured for them and the greatest respect paid them, by those who benefit by their exertions. Were it otherwise they would have to submit to

it, and they do so cheerfully when the case happens. Such a degree of abnegation is not to be expected from lay teachers in general, and no one could dream of it in the case of a married teacher where it would cease to be *self sacrifice*, and would amount to the sacrifice of others dearer than oneself.

All we mean to say is that the less the teacher will care for purely temporal advantages and honors, the nearer he will be to the true spirit of his profession. At the same time, as we have already stated, emulation and a reasonable desire for promotion ought not by any means to be excluded from his mind. These in the imperfect state of our nature are legitimate elements of success not to be disregarded. In fine, while we should like to see the world give the teacher his due remuneration and consideration, we should be sorry on the other hand if he altogether depended on those conditions, and if in the vain pursuit of honors and profits, not within his reach he made himself in fact more miserable and less useful.

Sherbrooke, C. E., March 14th 1862.

MR. EDITOR,

In the January number of *Blackwood* in an article on "The Poor and their Public Schools," a paragraph attracted my attention, which it seemed to me worth while to answer, not so much on account of the article itself as because the same misapprehension seems to exist in the minds of many nearer to us than the writer, and who might be expected to take juster views. The paragraph runs as follows:

"It is well that all parties should understand each other on this question. Far be it from us to degrade the schoolmaster. We agree with Mr. Snell so far as this, that much has been done of late years, and rightly done, to raise him. But if Mr. Snell means to assert that the men whom the state wants, and whom the state is to pay, for cutting and polishing the minds of the little boys and girls of the laboring classes, are those who claim a social equality with surgeons and lawyers, he very much mistakes the feeling of the country."

Mr. Snell is master of "one of the best schools in Somersetshire," and complained that "the best masters were dissatisfied, both with their remuneration and social position." And such are the comments upon that complaint of a periodical holding a high position in the literature of Britain, and the exponent of a large portion of English thought and culture. Proh Pudor! So this is the relative position which education is expected to accept among the questions of the day? Inferior to those which concern the physical nature, the business relations, or that political management which styles itself statesmanship.

The proper position of a calling is determined by two things. The subject matter with which it has to do, and the fitness of those occupied in it for accomplishing its proper work. The reputation of it in the sight of the public may or may not correspond to its proper position, but those engaged in it at least should understand and appreciate it as it is. What now is the material upon which the teacher works? It is *mind*. His object is to train it, to develop in it the *power of thought*. If you please he is the servant of the state, if you do not prefer to say the servant of God, employed to cut and polish the minds of the young. What vocation is nobler? Does not the statesman, the minister of the Gospel himself have to build on the foundation which he lays? If indeed we can suppose the teacher's task be done when he has poured a little grammar or geography into the heads of his pupils, he would deserve little praise. That surely could not suffice to put the teacher "in loco parentis" in regard to his pupil. But the constant moral power and influence going from teacher to pupil, the attractive force of a loving and superior mind, are influences which mould the mind, especially of youth, as surely as the learned essays of the statesman.

But, it may be said, with all this fine spun theory, those engaged in the service of education do not themselves honor it to this extent, by preparing themselves for such a work, by pressing forward to such a standard. Too true! Exactly here I am at issue with the writer in *Blackwood*, because he seems inclined to discourage such effort rather than to promote it. There are, however, many such men, and women too, who do honor to the profession and to humanity. Who has not spoken with reverence the name of Dr. Arnold? What teacher in America has not learned to respect the names of Barnard and Horace Mann? And hundreds of others in humbler positions, but with equal zeal and fidelity, have done good service in this work. Has medicine yet become so mathematical in its teaching that it can afford to sneer at its sister sciences? Or has the Law so completely filled its votaries with its

sublime ideal, that it can cast the first stone? Perhaps it is to Politics that we are to look, for an example of universal disinterestedness and devotion to the public good? Let the long list of systems of healing, the popular prejudice against lawyers, the portraits drawn by politicians of each other answer for me. Heaven forbid that I should depreciate the value in the state of the good physician, the honest lawyer, or the true statesman; but still I affirm that the earnest teacher has a work to do which underlies all the superstructure of society, and that to him the state should accord the honor as well as the remuneration, of her most faithful and necessary servant.

And to those fellow teachers who may read this I appeal, to use every endeavor, by earnest persevering labor and careful thought, to convince the public that our aims are as high as our profession of itself is glorious.

M.

#### District of Bedford Teachers' Convention.

This Convention met at Knowlton on the 14th and 15th February. We are indebted to the *Waterloo Advertiser* for a report of the proceedings, from which we condense the following particulars. Mr. P. H. Reid having been chosen Secretary *pro tem.*; a Prayer was offered by Rev. R. Lindsay, and Mr. R. W. Lang was appointed to receive resolutions. The question was then propounded: "How can a longer term of service be secured on the part of the teachers in our Common Schools?" This gave rise to an interesting discussion in the course of which Rev. Mr. Lindsay and others impressed upon their hearers the necessity of making teaching more truly a profession.

Mr. R. W. Lang then gave an able illustration of teaching arithmetic; and, after a short adjournment, the members of the Association entered into the discussion of the following question: "How can the greatest interest in study on the part of the scholars be secured." Among the various means suggested were the cultivation of friendly feeling between the teacher and pupil, appeal to principle in the child's mind, &c., Rev. Mr. Scott, of Durham, dwelling upon the importance of moral culture as well as the necessity of inculcating principles of patriotism.

The best method of teaching grammar and the subject of recitation by writing, were then inquired into, — Mr. Marsh of Knowlton, suggesting that the latter might, in a measure, take the place of composition.

Dr. Parmelee, Inspector of Schools, gave an account of the condition of the Schools within the District, and of their progress.

The evening session of the first day was occupied by two lectures: one by Mr. McLaughlin, of Durham, on "Physical Education," the other by R. W. Lang, of Frost Village, on the "Literature of the Elizabethan Era."

On resuming, the question taken up was, "How can the public be interested more directly in our Common Schools?" Messrs. Marsh, Lang, and the Inspector of Schools took part in the discussion, during which valuable information was elicited. The subject of *corporal punishment* next occupied the attention of the Association. Mr. Dunkin, of Montreal, remarked on this subject that mildness with firmness, judiciously employed would generally prevent gross misdemeanors, and so the use of the rod.

Dr. Parmelee and others made some remarks on spelling and general reading. Christopher Dunkin Esq., as member of the Council of Public Instruction, kindly consented to address the Convention. In the course of his remarks he alluded to the duties of the Council and the difficulties under which it had labored, expressing a hope that the District might soon have a Board of Examiners, and that the Academies might soon be in a position more efficiently to aid the Normal Schools in their work. After the customary votes of thanks to the people of Knowlton, the speakers and Mr. Dunkin, the Convention adjourned.



### Fiftieth Conference of the Teachers' Association in connection with the Laval Normal School.

This conference took place on the 25th January last, in the hall of the Normal school. Among those present were Rev. Principal Langevin, M. Lacasse, President; and Inspectors Juneau and Hardy.

The minutes of the preceding conference were read and approved.

The Secretary read a paper on the *origin and formation of the French language*.

The Rev. Principal lectured on the *utility of object lessons in the schools*; and at the request of the meeting, summed up his observations on this question as follows:—

1. Object lessons are very useful in the schools, provided they are given in a manner suitable to the age, capacity and condition of children.

2. These lessons, if too long or too frequent, would be attended with serious inconvenience: 1st by diverting children from more important studies, which require constant application; 2ndly, by giving them very imperfect notions on a great many subjects, and this prematurely.

3. Object lessons should rather be restricted to things of every day occurrence, and made as practical as possible.

4. The master should first explain the lessons, then question the children, sometimes individually, and sometimes in classes or simultaneously.

On motion of M. Norbert Thibault, seconded by M. Jos. Létourneau, it was

*Resolved*,—That the members of the Teachers' Association in connection with the Laval Normal School shall meet together to commemorate the fifth anniversary of their first Conference.

On motion of M. O. Legendre, seconded by Mr. N. Thibault, a committee of five members was appointed to carry out the foregoing resolution.

The meeting then adjourned.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—We copy from the *U. C. Journal of Education* the following extract from the report of the Committee of the Toronto deaf and dumb institution:

"The number of pupils resident in the school was at present twenty-one, an increase of nine over the number at the last annual meeting. The number of day pupils remained the same, namely, six. The number of applicants had increased in Feb., 1861, to 86 at the present time. Nothing but the want of adequate funds stood in the way of these causes being provided for, and but very slight encouragement would, there could be no doubt, very largely increase the number of applicants. Within the past few months the Superintendent (Dr. Morris) had succeeded in commencing the instruction of the blind, and had now three girls and one boy under tuition. The progress they had made was a satisfactory proof of the capability of the teacher engaged in the instruction. The committee had sent Dr. Morris to Quebec to urge the government for additional aid, and the mission had so far been satisfactory as to secure the doubling of the annual grant, and would have obtained the use of the Parliament buildings had they not been subsequently required for military purposes. It was much to be regretted that this disappointment had occurred, for every day showed more forcibly the desirableness of buildings larger and better suited to the purpose than those now occupied by the school. The committee alluded to the fact that eight or nine years ago the Legislature voted \$80,000 for the express purpose of erecting an Asylum for the deaf and dumb and the blind in Upper Canada. This showed that Parliament was not only willing but desirous that something effectual should be done for these unfortunate classes. During the past year the superintendent, accompanied by the head-master and some of the pupils, visited and held meetings in several towns and villages. Much interest had been excited by the efforts of the Society, and a considerable sum of money had been paid over to the Treasurer. At Whitby the sum of \$37 35 had been realised; at Oshawa \$21 40; at Berwick \$7 73; at Brampton \$36 94; at Rockwood \$13 67; at Guelph \$90 71; at Georgetown \$32 41;

at Norval \$21 03; at Lindsay \$13 86; at Peterboro \$34 47; at Stewarttown \$23 78; at Bowmanville \$16 83; at Port Hope \$24 18; at Cobourg \$11 60.—Total, \$388 06. In addition to these sums various amounts had been since collected and sent in from other places previously visited by the deputation, in all \$224 82. Another very considerable sum had also been paid in, collected by the pupils of various Grammar, Union, or Common Schools. Thus, the pupils of the Union school, Port Hope, sent \$40; Normal school, \$12 25; Berwick common school \$20 10; young ladies of Bowmanville Grammar School, \$13 60; Richmond-hill Grammar School, \$8; Hamilton Central School, \$97; Rockwood School, \$26 40; Grimsby Grammar School, \$10.—Total, 311 99. The following County Councils continued to evince their good-will towards the school by still voting money for the support of poor children within their respective bounds.—York and Peel, Simcoe, Norfolk, Wellington, Peterboro' and Victoria. The committee having incurred liabilities beyond their power to meet at present, trusted the clergy of all denominations would bring the matter before their congregations; and, in conclusion, desired to express their heartfelt gratitude to the Giver of all Good, not only for the general success and prosperity of the school, but especially for its exemption from the visitation of sickness, when almost every house in the vicinity suffered severely, particularly from the recent malignant and wide-spread epidemic of scarlet fever. From the Superintendent's report it appeared that there was a great want of accommodation in the present building. The impossibility of separating the girls and boys was a serious evil, and caused much trouble and anxiety. Notwithstanding the want of drainage in the yards, no serious illness to the Institution had been experienced. The conduct of the pupils had been very good. The progress of the Deaf and Dumb was satisfactory, and would have been much greater were there a resident male teacher. The education of the Blind, four of whom were now under the tuition of Miss Cody, was satisfactory. There was a scarcity of apparatus, however, but still their progress was solid. The Blind were learning music, but not yet geography. Soon a map of the Holy Land would be prepared for them.

—Speaking of the lectures at the Clarendon Academy the *Pontiac Pioneer* says:—

"The late lectures of this course were delivered by the Rev. Messrs. Gribble, Morton, Creighton and Wardrope,—Messrs. Gribble and Morton taking for their subjects the same as recently delivered in this village, a synopsis of which we published. We have only to add that the people of Clarendon fully endorse our opinion on the matter. The Rev. D. Wardrope took for his subject "Ventilation," which was most ably handled. The anatomy of the chest, the composition of the atmosphere and its action on the blood, were fully described. The learned gentleman was very happy in his style, and communicated much valuable information.

The Rev. Mr. Creighton's subject was "The Literary Character of the Bible." After the exordium, he described the character of the Authors of the Sacred Volume—their style, and lastly the state of proficiency in the sciences that had been attained by the various nations mentioned in the Bible. The lecture was an interesting one, its only fault being its brevity. We hear the attendance on each occasion was large."

—The annual report of the Superintendent of Public Schools in New Jersey shows that the number of these in operation last year was 1669, which were attended by 137,578 pupils, or 62,214 on an average. In forty-two cities and townships the schools are free. The amount of money raised and expended in 1861, was \$549,123, an increase of \$17,383, as compared with 1860. Of this sum \$80,000 was appropriated by this State for the support of public schools, \$10,000 for the Normal School, and \$1200 for the Farnum Preparatory Institute. The remainder was mostly raised by local taxation, \$40,440 having been derived from "other sources."

—The Department of Education for Eastern Canada will be among the contributors to the great Exhibition in London, the articles sent for exhibition being copies of the *Journal of Education* and *Journal de l'Instruction Publique*, specimens of school books printed in Canada and approved by the Council of Public Instruction, and samples of the seats and desks used in the Normal Schools and many other educational institutions in the country.

—The pupils of the Laval Normal School, recently gave a literary, scientific and musical reunion, which met with great success. Recitations and addresses abounding with patriotic sentiments were listened to with evident delight; Mr. Ahern initiated his fellow students into the mysteries of the telegraphic art, and a few amateurs who had kindly lent their valuable services on the occasion did much to captivate the numerous assembly with sweet musical performances, the entertainment being altogether in accordance with the great precept of Horace: *Utile dulci*.

### SCIENTIFIC INTELLIGENCE.

—Mr. Green, the famous diver, relates singular stories of his adventures, when searching in the deep waters of the ocean. He gives some sketches of what he saw on the Silver Banks, near Hayti:

"The banks of coral on which my divers were made, are about forty miles in length, and from ten to twenty in breadth.

"On this bank of coral is presented to the diver one of the most beautiful and sublime scenes the eye ever beheld. The water varies from ten to one hundred feet in depth, and is so clear, that the diver can see from two to three hundred feet, when submerged, with little obstruction to the sight.

"The bottom of the ocean, in many places on these banks, is as smooth as a marble floor; in others it is studded with coral columns, from ten to one hundred feet in height, and from one to eighty feet in diameter. The tops of these more lofty support a myriad of pyramidal pendants, each forming a myriad more; giving a reality to the imaginary abode of some water nymph. In other places the pendants form arch after arch, and as the diver stands on the bottom of the ocean, and gazes through these into the deep winding avenue, he feels that they fill him with as sacred an awe as if he were in some old cathedral, which had long been buried beneath "old ocean wave." Here and there the coral extends even to the surface of the water, as if these lofty columns were towers belonging to those stately temples now in ruins.

"There were countless varieties of diminutive trees, shrubs and plants, in every crevice of the coral where the water deposited the least earth. —They were all of a faint hue, owing to the pale light they received, although of every shade, and entirely different from plants I am familiar with, that vegetate upon dry land. One in particular attracted my attention; it resembled a sea-fan of immense size, of variegated colors, and of the most brilliant hue.

"The fish which inhabit these silv'ry banks, I found as different in kind, as the scenery was varied. They were of all forms, colors, and sizes— from the symmetrical goby, to the globe-like sunfish; from those of the dulcist hue, to the changeable dolphin; from the spot of the leopard to the hues of the sunbeam; from the harmless minnow to the voracious shark. Some have heads like squirrels, others like cats and dogs; one of small size resembled a bull terrier. Some darted through the water like meteors, others could scarcely be seen to move;

"To enumerate and explain all the various kinds of fish which I beheld while diving on those banks would, were I enough of a naturalist so to do, require more space than my limits would allow, for I am convinced that most of the kinds of fish which inhabit the tropical seas can be found there. The sun-fish, saw-fish, white shark, blue or shovel-nosed sharks, were often seen. There were also fish which resembled plants, and remained as fixed in their position as a shrub. The only power they possessed was to open and shut when in danger. Some of them resembled the rose in full bloom, and were of all hues. There were ribbon fish, from four or five inches to three feet in length. Their eyes are very large, and protrude like those of the leopard, from three to ten feet long. They build their houses like the beaver, in which they spawn, and the male or female watches the ova till it hatches. I saw many specimens of the green turtle, some five feet long, which I should think would weigh from four to five hundred pounds."

—The celebrated M. Biot, the oldest member of the French Academy, and the Institute of France, died recently. We glean the following particulars of the life of this great *savant* from the *Paris Cosmos*.

M. Biot who had attained his 88th year, was born the 21st April 1744. He was undoubtedly the greatest celebrity of which the scientific world could boast at the time of his death; he had the honor to belong to three of the classes of the Institute,—Academy of France, Academy of Inscriptions and Belles Lettres, and Academy of Science,—an honor we (*Cosmos*) think he was the first to enjoy. He was but 29 years of age when made a member of the last named body, in 1803. He formed part of the geometrical section, as his early labors had been devoted to analysis and astronomy, and no one was more intimately acquainted than he with the celestial mechanism of Laplace, whose calculations he had gone over, explaining the more abstruse parts by annotations. The most remarkable works he gave the world were the *Traité de Géométrie analytique*, published in 1802; his great work *Physique expérimentale*, 1817; and the *Traité d'Astronomie*, first published in three volumes in 1805, and in six large volumes, with an atlas, in 1850. It is a fact worthy of remark that he had reached his 76th year when he brought this colossal labor to a successful termination without receiving aid, it is said, from any collaborator.

His greatest discovery is that of rotatory polarization, upon the principles of which he was the first to lay down rules, having devoted forty years to this subject. He was long a defender of the Newtonian theory of the emission of light, but it would appear by one of the notes to his *Mélanges* that he afterwards became reconciled to the now generally received theory of the undulation of light. M. Biot was an indefatigable toiler, and his regular habits prolonged a life entirely devoted to science and learning.

## OFFICIAL DOCUMENTS.

### Rules and Regulations for the establishment of new Boards of Examiners and define the Jurisdiction of old Boards.

Article First.—The present Boards of Examiners of Québec, Montreal, Three Rivers and Sherbrooke shall retain the power to

grant diplomas for Academics, Model and Elementary schools; such diplomas to be valid within the following limits only:

Those granted by the Catholic and protestant Boards of Examiners of Québec, within the counties or parts of the counties of the judiciary districts of Three Rivers, Arthabaska, Québec, Beauce, Montmagny, Kamouraska, Rimouski, Chicoutimi, Saguenay and Gaspé; those granted by the Catholic and Protestant Boards of Examiners of Montreal, within the counties or parts of the counties of the judiciary districts of Three Rivers, Arthabaska, Richelieu, Joliette, Terrebonne, St Hyacinthe, Iberville, Beauharnais, St. Francis, Bedford, Montreal, and Ottawa, those granted by the Boards of Examiners of Three Rivers, within the counties or parts of the counties of the judiciary districts of Three Rivers and Arthabaska; and those granted by the Board of Examiners of Sherbrooke, within the counties or parts of the counties of the judiciary districts of Bedford and St. Francis.

Article Second.—The Boards of Examiners of Kamouraska, Stanstead, Gaspé and Aylmer shall in futuro have power to grant diplomas for elementary schools only. The diplomas granted by the Board of Kamouraska shall be valid within the counties of Kamouraska, Rimouski and Temiscouata only; those granted by the Board of Gaspé, within the counties of Gaspé and Bonaventure only, those granted by the Board of Stanstead, within the counties and parts of the counties of the judiciary districts of Bedford and St. Francis only; and those granted by the Board of Aylmer, within the counties of Ottawa and Pontiac only.

Article Third.—New Boards of Examiners, authorized to grant elementary school diplomas, shall be established at the following places:

One to meet at Portage-du-Fort, whose diplomas shall be valid within the County of Pontiac only;

One to meet at Richmond, whose diplomas shall be valid within the Counties of Richmond, Drummond and Wolfe, only;

One to meet at Ste. Marie de la Beauce, whose diplomas shall be valid within the County of Beauce, only;

One at Chicoutimi, whose diplomas shall be valid within the Counties of Chicoutimi, Charlevoix and Sagueny, only;

One at Rimouski, whose diplomas shall be valid within the County of Rimouski, only;

One to meet at New Carlisle, whose diplomas shall be valid within the Counties of Bonaventure and Gaspé, only;

One to meet at Waterloo, County of Shefford, whose diplomas shall be valid within the Counties of Shefford, Brome, and Missisquoi only. This Board shall be divided into two sections, Catholic and Protestant.

The above Rules and Regulations, passed by the Council of Public Instruction of Lower Canada, at the tri-monthly meeting of the council held on the 11th November 1861 and the 11th February 1862, were approved by His Excellency the Governor General in Council on the 18th March 1862; and they shall take effect on and after the First day of July next.

LOUIS GIARD,  
Recording Clerk.

### Rules and Regulations for the Examination of Candidates for Teachers' Certificates or Diplomas in Lower Canada.

Article First.—All Boards of Examiners shall meet on the first Tuesday in the months of February, May, August and November in each year, and not at any other time; except, however, in case there should be no quorum, when the members present, or the Secretary, may adjourn the meeting to a time at least fifteen days later; and notice of such adjournment shall be given to each member at least eight days in advance. It shall not be necessary to give public notice in newspapers of meetings of the Boards of Examiners.

Article Second.—Each candidate must, at least fifteen days before the appointed time, give notice to the Secretary, of his

intention to present himself for examination; and the names of candidates shall be entered upon a list by the Secretary as their notices are received, and on the day of examination they shall be called in the order in which they are inscribed. The notices of candidates may be made according to form A.

Article Third.—No candidate can be admitted to an examination without having previously deposited with the Secretary of the Board of Examiners, a testimonial of good morals and religious instruction, signed by the *curé* or the minister of his place of residence; and also, an extract from the register of baptisms or the civil register of births of his place of nativity, showing that he is at least fully eighteen years of age; in case, however, a candidate can show that it is not in his power to obtain a certificate of birth, it shall suffice if he produce a certificate proving that he is eighteen years of age. The candidate must also declare in writing that he has not undergone an examination before any other Board of Examiners to obtain a teacher's diploma for Lower Canada within the previous six months.

Article Fourth.—Each Board of Examiners shall cause to be kept a Record of Examinations, in which the Secretary shall enter the names of candidates, together with the other information specified in schedule B, which shall be the form of the Record. The Secretary shall also transmit to the Superintendent of Education in each month of January, a statistical synopsis of said Record for the year preceding, according to form C.

Article Fifth.—Candidates shall be examined separately and not in presence of each other, except when the tests shall be dictation, arithmetical problems, or composition, which may be undergone simultaneously.

Article Sixth.—Candidates must first write from dictation at least one page of printed text from the third Reader of the progressive series which shall have been approved by the Council of Public Instruction; or until such books shall have been so approved, in French from *le Devoir du Chrétien*, or *l'Abregé de l'Histoire du Canada*, by Garneau, approved for schools, and in English from *Borthwick's British Canadian Reader*. The page shall be drawn by lot at the time of the trial; and no other mode of indication shall be used in the dictation than simply reading. If the result of this test contain too many mistakes in orthography, or if the handwriting be not found good the candidate may be rejected without further examination. The test shall be applied in the two languages when candidates are desirous of obtaining diplomas authorizing them to teach French and English.

Article Seventh.—Candidates must next read aloud one page, selected by lot, in the third Reader of the series approved by the Council of Public Instruction, or in one of the books designated in the preceding article, in a manner showing their capacity to teach reading, and they must also explain the matter read in a way to show they could make it intelligible to pupils. This test must be undergone in the two languages by candidates who desire to obtain diplomas authorizing them to teach in both.

Article Eighth.—The certificates or diplomas of each degree, to wit: for Elementary schools, Model schools, and Academies, shall be subdivided into certificates of a first and second class, and shall specify whether the holder is authorized to teach English and French. The wording shall be as in the form, schedule D.

Article Ninth.—When the candidate shall have undergone in a satisfactory manner the two first tests prescribed, the Secretary shall, by order of the Board, write down in the Record folio and column destined for the purpose, the figures 1, 2 or 3: figure 1 shall indicate that the test was very satisfactory in its results, figure 2 that it was sustained sufficiently well, and figure 3 that the result was not satisfactory. It shall be necessary to take the handwriting into account in summing up the result of the dictation, independently of the orthography. The members of the Board shall then proceed to examine the candidate upon the different branches, in the manner indicated in the article following, and the Secretary shall as before enter upon the Record, by order of the Board, the figures 1, 2 or 3 indicating the result of the examination on each subject. To be entitled to receive the second class certificate it shall be necessary to obtain at least the

figure 2 in all tests and subjects of examination. To be entitled to the first class certificate, it shall be necessary to obtain the figure 1 in the two first tests and in at least two thirds of the subjects of the examination. Candidates who may have failed in only two subjects of examination, shall, however, be permitted to demand another trial in each of these subjects, and if the result of this fresh trial be favorable it shall be substituted for that of the first.

Article Tenth.—Candidates for the Elementary School Certificate must undergo an examination in each of the programmes of schedule F, to wit: French Grammar, English Grammar, Geography, Sacred History, History of Canada, and the Art of Teaching. The questions shall be drawn by lot from among those of the programmes, and not less than four in each programme shall be put. The candidate shall, moreover, as regards arithmetic, solve a problem in fractions and another in the rule of simple interest. Candidates for the Model school certificate, if they be not already in possession of an Elementary school diploma, shall undergo the tests above prescribed, and also answer at least four questions in each of the programmes of schedule G, to wit: French Grammar, English Grammar, Geography, Sacred History, History of Canada, universal history or histories of England and France, literature, Book-keeping, Elements of Algebra and Geometry, the Art of Teaching and Agriculture, which questions shall be drawn by lot; and candidates shall, moreover, solve a problem in compound interest, a problem in algebra, and another in mensuration. They shall also be required to write a literary composition upon a subject indicated, for which exercise the maximum time allowed them shall be two hours, during which they must not receive the aid of any person, nor have any book at their disposal, except a dictionary. Candidates for diplomas to teach Academies shall, if not possessed of the Model school certificate, undergo the same examination as that required for Model schools; and farther, shall answer four questions in each of the programmes of schedule H, to wit: Natural Philosophy, Chemistry, Natural History, Algebra, Geometry and Trigonometry, Astronomy, Universal History, History of France and History of England, Moral and Mental Philosophy, which questions shall be drawn by lot; and the candidate shall also translate from the Latin about half a page of Caesar's Commentaries, and from the Greek, one of Aesop's fables, with grammatical analysis: the pages shall also be drawn by lot.

The examiners shall word the questions in those parts of the programme in which merely the subject is indicated as they may judge proper; and there is nothing to prevent them from putting to the candidates other questions than those contained in the programmes if they believe that it should be done, provided the required number of questions drawn by lot, in each programme, shall have been put. To the questions in the English and French grammars, shall be added the grammatical analysis of half a page taken from one of the books mentioned in the sixth Article; and the result of this analysis shall be appreciated jointly with that of the examination upon the subjects of the programmes.

Candidates for certificates to teach in one language only shall not be held to any of the tests or examinations in the other tongue.

Article Eleventh.—When a candidate shall not have obtained the diploma applied for, the Board may grant a delay, at the expiration of which he may again present himself; but the Board shall not be bound to examine a candidate thrice rejected.

Article Twelfth.—The Secretary shall preserve the dictation and composition written by the candidates. During the fifteen days following each session of the Board he shall transmit to the Superintendent of Education, a list in duplicate of the certificates granted, after the form schedule E.

Article Thirteenth.—Female candidates for diplomas to teach Academies shall be exempt from examination in Greek and Latin. Candidates for Model school certificates and certificates for Academies may choose between an examination in universal history or the histories of England and France, the first exempting them from the last two.

Article Fourteenth.—The Superintendent of Education, or any

person delegated by the Council of Public Instruction, may at all times inspect the Record and all documents of each Board of Examiners.

Article Fifteenth.—The Superintendent of Education shall furnish the divers Boards of Examiners with the diplomas, records, blank forms, books, maps and globes necessary to carry out the present Regulations. The expenses shall be charged to the account he is authorized to open, as casual expenses of the Department of Education incurred in carrying out the regulations of the Council of Public Instruction.

Article Sixteenth.—The Boards of Examiners authorized to grant certificates for academies and model schools may devote exclusively one or two of their quarterly sessions to the examination of candidates for these two kinds of diplomas and only grant such during the sessions so set apart. They shall give notice of these sessions in the *Journal de l'Instruction Publique* and the *Journal of Education* for Lower Canada. Two insertions shall suffice.

Article Seventeenth.—Henceforth, no Inspector of Schools shall be appointed Secretary to a Board of Examiners; and any Secretary of a Board of Examiners who may be appointed Inspector of Schools shall vacate his office of Secretary.

The above Rules and Regulations, passed by the Council of Public Instruction of Lower Canada, at the tri-monthly meeting of the council held on the 11th November 1861 were approved by His Excellency the Governor General in Council on the 18th March 1862; and they shall take effect on and after the First day of July next.

LOUIS GIARD.  
Recording Clerk.

**SCHEDULE A.**

**FORM OF APPLICATION TO BE ADMITTED TO EXAMINATION.**

To the Secretary of the Board of Examiners of  
Sir,

This is to inform you that I  
a native of  
aged

residing  
and belonging to the

Religion, [or Church,] intend to present myself for examination before the Board of Examiners of at its session in the month of next, to obtain a diploma for

To this application I annex a certificate of birth [or of age], and a testimonial of good morals and religious instruction; and farther, I declare not to have undergone an examination by any Board of Examiners in Lower Canada to obtain a teacher's diploma during the last six months.

(Signature of the Candidate.)

**SCHEDULE B.**

History of France.	French Reading.
History of England.	English Reading.
Geometry.	French dictation.
Astronomy.	English dictation.
Chemistry.	French Reading elucidated.
Natural philosophy.	English Reading elucidated.
Natural History.	Writing.
Latin, translated from Cæsar.	French grammar.
Greek, transl. from Æsop's Fables.	English grammar.
Mental and Moral Philosophy.	Geography.
Degree and class of diploma granted.	Book-keeping.
	Sacred History.
	History of Canada.
	Arithmetic.
Time to which the candidate has been put off for a new examination if unsuccessful.	Art of teaching.
	Elements of agriculture.
	Algebra.
	Mensuration.
	Literary Composition.
	Elements of literature.
	Universal History.

Date of examination.	Name of candidate.	Where born.	Residence.	Age.	Religion.	Name of the curé or minister who signed the testimonial of good morals and religious instruction.
Results of test and examinations.						

**C**

Form of Statistical synopsis to be transmitted annually to the Superintendent.

DIPLOMAS GRANTED TO MALE TEACHERS.	No. of diplomas for Elementary schools. 2nd class.	DIPLOMAS GRANTED TO FEMALE TEACHERS.	No. of diplomas for Elementary schools. 2nd. class.
	No. of diplomas for Elementary schools. 1st. class.		No. of diplomas for Elementary schools. 1st. class.
	No. of diplomas for Model schools. 2nd class.		No. of diplomas for Model schools. 2nd. class.
	No. of diplomas for Model schools. 1st. class.		No. of diplomas for Model schools. 1st. class.
	No. of diplomas for Academies. 2nd. class.		No. of diplomas for Academies. 2nd. class.
	No. of diplomas for Academies. 1st. class.		No. of diplomas for Academies. 1st. class.
	No. of candidates examined.		No. of diplomas for Academies. 2nd. class.
	Number of days during which each session of the Board lasted.		No. of diplomas for Academies. 1st. class.
	Date of each session of the Board.		No. of diplomas for Academies. 1st. class.
	<b>TOTAL.</b>		<b>TOTAL.</b>

## D

## FORM OF DIPLOMAS FOR ACADEMIES.

We hereby certify that \_\_\_\_\_ a native of \_\_\_\_\_ aged \_\_\_\_\_ residing \_\_\_\_\_ and belonging to the \_\_\_\_\_ Religion [or Church], having produced a testimonial of good morals and religious instruction signed by \_\_\_\_\_, and having in a very satisfactory manner undergone an examination in \_\_\_\_\_, and in a satisfactory manner in \_\_\_\_\_ he has received a diploma of the \_\_\_\_\_ class authorizing him to teach French and English [or one of the two as the case may be] in all the Academies and Schools in [describe here the territorial jurisdiction of the Board.]

In witness whereof, by order of the members of the Board we have hereunto affixed our signatures and the seal of the said Board this \_\_\_\_\_ day of \_\_\_\_\_ in the year \_\_\_\_\_

President.

Secretary.

## FORM OF DIPLOMAS FOR MODEL OR ELEMENTARY SCHOOLS.

We hereby certify that \_\_\_\_\_ a native of \_\_\_\_\_ aged \_\_\_\_\_ residing \_\_\_\_\_ and belonging to the \_\_\_\_\_ Religion [or Church], having produced a testimonial of good morals signed by \_\_\_\_\_ and having undergone an examination in a very satisfactory manner in \_\_\_\_\_, and in a satisfactory manner in \_\_\_\_\_ he has received a diploma of the \_\_\_\_\_ class authorizing him to teach French and English [or one of the two as the case may be] in all Model and Elementary Schools [or in Elementary Schools only as the case may be] in [describe here the territorial jurisdiction of the Board.]

In witness whereof, by order of the Board we have hereunto affixed our hands and the seal of the said Board this \_\_\_\_\_ day of \_\_\_\_\_ in the year \_\_\_\_\_

President.

Secretary.

## E

List of Diplomas granted by the Board of Examiners of \_\_\_\_\_ during its session in \_\_\_\_\_

## DIPLOMAS FOR ACADEMIES.

## FIRST CLASS.

A. B. \_\_\_\_\_, a native of \_\_\_\_\_ aged \_\_\_\_\_ years, [State of what religion.]

## SECOND CLASS.

C. D. \_\_\_\_\_, a native of \_\_\_\_\_ aged \_\_\_\_\_ years, [State of what religion.]

## DIPLOMAS FOR MODEL SCHOOLS.

## FIRST CLASS.

A. B. \_\_\_\_\_ (widow of C. D. as the case may be,) a native of \_\_\_\_\_ aged \_\_\_\_\_ years, [State of what religion.] E. F. (1)

(1) E. F. shall signify that the diploma is for English and French. [The names are to be arranged by alphabetical order.]

## SECOND CLASS.

C. D. \_\_\_\_\_ a native of \_\_\_\_\_, aged \_\_\_\_\_ years, [State of what religion.] E.

## DIPLOMAS FOR ELEMENTARY SCHOOLS.

A. B. \_\_\_\_\_ (married to C. D. \_\_\_\_\_, as the case may be), a native of \_\_\_\_\_ aged \_\_\_\_\_ years, [State of what religion.] E.

## SECOND CLASS.

C. D. \_\_\_\_\_ a native of \_\_\_\_\_, aged \_\_\_\_\_ years, [State of what religion.] F.

## SCHEDULE F.

## PROGRAMME N° 1.

## ENGLISH GRAMMAR.

## I.

1. What is grammar?
2. How many letters are contained in the English Alphabet?
3. What is a syllable?
4. How are the sounds of syllables represented?
5. What is the series of letters called?
6. How many sorts of letters are there?
7. How many vowels are there?
8. How many sorts of words are there?

## II.

9. What is an article?
10. How many articles? What are they?
11. In what sense is a noun taken without an article to limit it?
12. Is *a* used before nouns in both numbers?
13. How is *the* used?
14. In what case is *a* used instead of *an* when the word following begins with a vowel?

## III.

15. What is a noun or substantive?
16. What is a proper noun?
17. What is a common noun?

## IV.

18. What is number?
19. How many numbers have nouns?
20. How is the plural of nouns generally formed?
21. Are there any nouns used only in the singular?
22. Are there any which have but the plural?
23. Name some nouns which have no plural.
24. Name some nouns which have no singular.

## V.

25. How do nouns ending in *s*, *o*, *x*, *ch*, and *sh* form the plural?
26. How would you form the plural of nouns ending in *f* or *fe*, or *y* preceded by a consonant?
27. What is meant by gender?
28. How many genders are there? Name them.
29. How many cases have nouns?
30. How is the possessive singular formed?
31. How is the possessive plural formed?

## VI.

32. What is an adjective?
33. How many degrees of comparison have adjectives?
34. How do you form the comparative and superlative degrees of adjectives of one syllable?
35. How do you form the comparative and superlative degrees of adjectives of many syllables?
36. Name some adjectives which form the comparative and superlative irregularly.
37. Do all adjectives admit of comparison?

38. When is the final consonant doubled before adding *er* and *est*?

39. When is the adjective placed after the noun?

## VII.

40. What is a pronoun?

41. How many kinds of pronouns are there?

42. What are the personal pronouns?

43. What are the three persons?

44. Decline the personal pronouns.

## VIII.

45. What are the relative pronouns?

46. How are *who*, *which*, and *that*, applied?

47. What are the adjective pronouns?

48. Name some of the possessive and demonstrative pronouns.

49. Name some of the indefinite pronouns.

50. When is *that* a relative pronoun?

51. When is *that* a demonstrative pronoun?

## VIII.

52. What is a verb?

53. How many kinds of verbs are there?

54. What does a verb active express?

55. What does a verb neuter express?

56. What is a passive verb?

57. How many persons have verbs?

58. What is meant by the tenses of verbs?

## X.

59. How many tenses have verbs? Name them.

60. What is meant by mood?

61. How many moods? Name them.

62. How many tenses in the imperative?

63. How is a passive verb formed?

64. What is an auxiliary verb?

## XI.

65. What are the two principal auxiliary verbs?

66. What is conjugation?

67. Conjugate the verb *to be*.

68. Conjugate negatively the present and perfect indicative of the verb *to love*.

## XII.

69. What is an irregular verb?

70. How would you distinguish an irregular verb?

71. Name some of the irregular verbs.

72. What is a defective verb?

## XIII.

73. How can you find the nominative of a verb?

74. What must a verb agree with in number and person?

75. How would you form the third person singular of the present indicative of verbs ending in *ss*, *ch*, *x*, or *o*?

76. How do verbs ending in *y* preceded by a consonant change before the terminations *es*, *est*, *ch*, and *ed*?

77. What does *will* express in the first person?

## XIV.

78. What is an adverb?

79. What is an adverb of manner?

80. What are the adverbs of negation and affirmation?

81. What are the adverbs of order?

82. What are the adverbs of place?

83. What are the adverbs of time?

84. What are the adverbs of quantity?

## XV.

85. What is a preposition?

86. Name the principal prepositions?

87. What case does a preposition require after it?

## XVI.

88. What is a conjunction?

89. What is an interjection?

90. Name some interjections.

## XVII.

91. What are the signs used in punctuation?

92. Where should the period be placed?

93. Where is the point of interrogation placed?

94. Where is the point of exclamation placed?

95. Where is the colon placed?

96. Where is the semicolon placed?

97. For what purpose is the comma used?

## XVIII.

98. What are the signs used in orthography?

99. For what purpose is the hyphen used?

100. When is the dash used?

101. What does the apostrophe denote?

## PROGRAMME N° 2.

## FRENCH GRAMMAR.

## I.

1. How many letters are there in the French Alphabet?
2. How many kinds of letters are in the French Alphabet?
3. How many kinds of the letter *h*.
4. Give some words in which *h* is mute.
5. Give some words in which *h* is aspirated?
6. What is the article in French?
7. What is called the elided article? the contracted?

## II.

1. How many genders are there in French?
2. What purpose do these two genders serve?
3. How many numbers are there in French?
4. What is the plural formed from?
5. How do nouns ending in *s*, *x*, *z* form the plural?
6. How do nouns ending in *au* and *eu* form the plural?
7. What is to be said about the plural of the words *aïeul*, *ciel* and *aïl*?

## III.

1. What do you call an adjective which determines a noun?
2. What do you understand by a demonstrative adjective? Possessive adjective? Numeral adjective? Indefinite adjective?
3. What do you call an adjective which denotes the quality of a noun?
4. How many numbers have adjectives?
5. Are adjectives declinable?

## IV.

1. How many genders have adjectives?
2. What is the feminine formed from?
3. How do you form the feminine of adjectives ending in *el*, *et*, *en*, *on*, *ot*, and *eil*?
4. How do you form the feminine of adjectives ending in *eur* and *eux*?
5. How do you form the feminine of adjectives ending in *f*?
6. What is the feminine of adjectives ending in *e* mute?

## V.

1. How many degrees of signification have adjectives?
2. How many comparatives?
3. How many superlatives?
4. Are there any adjectives whose comparatives of superiority are formed without the word *plus*?
5. How do adjectives agree with substantives?
6. How do they agree if related to two or more singular nouns?
7. How do they agree if two nouns are of different genders?

## VI.

1. How many personal pronouns are there?
2. What are the forms of the first personal pronoun?
3. What are the forms of the second personal pronoun?
4. What are the forms of the third personal pronoun?
5. What are called demonstrative pronouns? possessive pronouns? relative pronouns? indefinite pronouns?
6. Give an example of each of these pronouns.

## VII.

1. How many leading tenses are there?
2. What are the other tenses called?
3. What is the number of moods?
4. How many tenses in the indicative mood?
5. What are the tenses formed from the infinitive mode? from the present participle? from the past participle? from the present indicative? from the past indefinite?
6. How many tenses in the conditional?
7. How many tenses in the imperative?
8. How many tenses in the subjunctive?

## VIII.

1. What are the principal auxiliaries in French?
2. How is the verb *avoir* an auxiliary?
3. How many conjugations are there?
4. How are the conjugations distinguished?
5. What is a directly transitive or active verb?
6. What is an indirectly transitive or neuter verb?
7. What is an intransitive or neuter verb?

## IX.

1. What is a reflexive or pronominal verb?
2. What is an impersonal verb?
3. How is the past participle of passive verbs written?
4. How do verbs agree with their subject?
5. What is the rule for the participle when accompanied by the auxiliary *avoir*?
6. What is the rule for the past participle when accompanied by the auxiliary *être*?
7. What is the rule applicable to the past participle of a reflected verb?
8. What is the rule for the past participle when a verb is applied impersonally?
9. What is called a conjunctive form of speech?

## X.

1. For what purpose are dots of suspension used?
2. What does the cedilla indicate?
3. When is the acute accent used?
4. When is the grave accent used?
5. When is the circumflex accent used?

## PROGRAMME N° 3.

## GEOGRAPHY.

## I.

1. What is geography?
2. What is the form of the earth?
3. What are the cardinal points, and how are they placed on maps?

4. What is a *sea, river, gulf, lake, spring, mouth of a river, confluent*?
5. What is an *island, peninsula, isthmus, cape, promontory, mountain, volcano*?

## II.

1. How is America bounded?
2. Why is America called the New World?
3. Name the six countries of North America, with their capitals.
4. Name the principal bays of North America.
5. What are the chief rivers of North America, and in what seas do they empty themselves?

## III.

1. What are the principal peninsulas of America?
2. What are the principal affluents of the Mississippi?
3. Name the countries of South America, with their capitals.
4. What is the most extensive country in South America?
5. Name the Great Antilles and their capitals?

## IV.

1. What are the boundaries of Canada?
2. Name the principal towns of Canada, and say on what river or lake each is situated.
3. What are the principal lakes of Canada?
4. Name the principal affluents of the St. Lawrence.
5. What are the principal canals and railroads in Canada?

## V.

1. How many districts is Lower Canada divided into?
2. How is Upper Canada divided?
3. What are the most important islands of Lower Canada?
4. What are the staple exports of Lower Canada?
5. Which is the oldest town in Lower Canada, and which the most populous?
6. What is the population of Lower Canada? and of Upper Canada?

## VI.

1. What are the boundaries of Europe?
2. What are the three great divisions of Europe, and what countries do they contain?
3. What is the most extensive country in Europe?
4. What great sea washes the western shores of Europe?
5. What are the principal straits of Europe?

## VII.

1. What are the chief towns of the British Isles?
2. What are the principal rivers in the British Islands?
3. What are the most important rivers and mountains of France?
4. What are the principal towns of France?
5. What mountains divide Sweden from Norway?

## VIII.

1. What are the boundaries of Asia?
2. Name the capitals of China, Japan and Siberia.
3. Name the principal towns of Hindostan.
4. Where is the Bay of Bengal situated?
5. Name the principal mountains of Asia.

## IX.

1. What are the boundaries of Africa?
2. Name the principal rivers of Africa.
3. Where is Egypt situated, and what is the name of its capital?
4. What are the states of Barbary?
5. Which is the largest island of Africa?

## X.

1. How is Oceania divided?
2. What are the principal islands of the Malay Archipelago?
3. What are the chief towns of Australia?
4. How do you divide Polynesia?
5. To what European Power does Australia belong?

## PROGRAMME N° 4.

## SACRED HISTORY.

## I.

1. Give an account of the creation of the World.
2. Relate the downfall of the first of mankind.
3. What befell the first-born children of Adam and Eve?
4. What were the causes of the Deluge?
5. Give an account of the Deluge to the time when Noah left the Ark.
6. How did Noah's children conduct themselves towards their father?
7. For what purpose was the Tower of Babel commenced, and what resulted from that enterprise?

## II.

8. What is said in Scripture about the calling of Abraham and his covenant with God?
9. Give an account of the destruction of Sodom and Gomorah.
10. How was the fidelity of Abraham tried by the Almighty?
11. Who was the wife, and who were the children of Isaac?
12. How did Esau's hatred of Jacob originate?
13. Relate some details in the life of Jacob from the time of his flight until his return to his brother.
14. Relate the history of Joseph.
15. Relate the history of Job.
16. What befell the Hebrews in Egypt after the death of Joseph?
17. Relate the history of Moses from his birth till he was sent by the Almighty to deliver his people.

## III.

18. How did Moses compel Pharaoh to permit the Israelites to depart from Egypt?
19. How was the Passover ordained?
20. Give an account of the departure of the Israelites from Egypt?
21. What were the most important miracles which the Almighty wrought in the wilderness for the Israelites?
22. When and in what manner did God give laws to the Israelites?
23. What tribe were the priests and sacrificers chosen from?
24. Why were the Israelites condemned to wander 40 years in the wilderness?
25. Give an account of the revolt of Korah, Dathan, and Abiron.
26. What was the brazen serpent?
27. Relate the circumstances which attended the death of Moses.

## IV.

28. Who was appointed to succeed Moses as leader of the chosen people?
29. What were the principal miracles which attended the entrance of the Israelites into the Promised Land?
30. How did Joshua divide the Promised Land?
31. What was the condition of the Israelites after the death of Joshua?
32. How did Gideon free the Israelites from their enemies?
33. What imprudent vow did Jephthah make?
34. Relate the history of Ruth.
35. Relate the leading circumstances of Samson's life.
36. Relate the leading circumstances in the life of the Prophet Samuel.

## V.

37. How was royalty instituted among the Israelites?
38. What was the behaviour of Saul on the throne, and why was he spurned by the Almighty?
39. Who was Goliath and how was he killed by David?
40. Give an account of the principal actions of David when king of Israel.

41. How did Solomon distinguish himself when he became king of Israel?
42. Give some details of the construction and consecration of the Temple of Jerusalem.
43. What was the conduct of Solomon towards the close of his reign?
44. What was the reign of Rehoboam, the successor of Solomon, remarkable for?
45. What was the general character of the kings of Israel, and how was the kingdom destroyed?
46. Relate the history of Tobias.
47. Who were the most noted kings of Judea and in what manner did they distinguished themselves?
48. How did Judith save the people of Judea?
49. How did the destruction of the Kingdom of Judea take place?

## VI.

50. What was the fate of the Israelites after the destruction of the Kingdom of Judea?
51. What are the principal circumstances in the life of Daniel before the fall of the Assyrian Kingdom?
52. What was the end of the Babylonish captivity?
53. In what manner did God make use of Esther to save the Jews who were left in Persia?
54. Give an account of the circumstances attending the voyage of Alexander the Great to Jerusalem.
55. Under whose dominion did the Jews fall after the death of Alexander the Great?

## VII.

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 till the accession of Herod?
60. Who was Herod and how came he to be king of Judea?
61. What was the epoch predicted by the prophets for the advent of the Messiah?

## PROGRAMME N° 5.

## HISTORY OF CANADA.

## I.

1. Give an account of the discovery of Canada.
2. What were the principal tribes inhabiting Canada?
3. Give an account of the first attempts made to colonize Canada down to the founding of Quebec in 1608.
4. Give an account of Champlain's expeditions against the Iroquois, and name the places discovered in these expedition.
5. What was the company called the *Cent Associés*? What were its privileges and obligations?
6. Give an account of the capture of Quebec by the English, in 1629.

## II.

7. How long did the English remain masters of Canada after taking Quebec in 1629?
8. At what time were founded, 1st., the Huron missions? 2ndly., the town of Three Rivers?
9. At what time did De Champlain die? Give a sketch of his qualities.
10. When and by whom was Montreal founded?
11. Relate the manner in which the Hurons were dispersed by the Iroquois.
12. Give an account of the gallant defence of Dollard against the Iroquois.

## III.

13. Who was the first bishop of Canada?
14. What contest had Mgr. Laval with M. d'Arvaugour?



15. In what year was the Sovereign Council established, and how was it composed?

16. What remarkable events occurred in Canada during the year 1665?

17. What *Intendant* most contributed to stimulate the progress of the colony? State the principal facts connected with his administration?

## IV.

18. Give an account of the discovery of the Mississippi.

19. Give some account of M. De Frontenac's administration.

20. Give some account of M. de la Barre's administration.

21. What success attended M. Denonville's expedition against the Iroquois?

22. Give an account of the Lachine massacre.

23. What was the success of the three expeditions undertaken against New England to avenge the Lachine massacre?

24. Give an account of the siege of Quebec by Phipps in 1690.

25. Relate the chief exploits of d'Iberville.

## V.

26. When was the first great treaty of peace with the Iroquois concluded?

27. What were the attempts made by the British colonies to invade Canada in the interval from 1690 to 1711, and what was their success?

28. How far did Britain extend the boundaries of her colonies in 1713?

29. Give an account of the death of Junonville and the defeat of Washington.

30. Give an account of the battle of the Monongahela.

31. Give an account of the defeat of Baron Dieskau.

## VI.

32. What were Montcalm's first exploits in Canada?

33. What preparations did England make for the campaign of 1757?

34. What were the successes obtained by the French in 1757?

35. Describe the battle of Carillon.

36. How many men did Britain equip against Canada, and what was the plan of attack for 1757?

37. What was the number of men capable of bearing arms in Canada?

38. What were the exploits of Wolfe previous to the battle of the Plains of Abraham?

39. Give an account of the first battle of the Plains of Abraham.

40. What were the consequences of this battle?

41. Describe the second battle of the Plains of Abraham, in 1760.

42. Relate the circumstances under which the surrender of Montreal took place.

43. Upon what terms was the capitulation signed?

## VII.

44. At what period was the possession of Canada guaranteed to Britain?

45. What were the principal stipulations of the capitulation of Quebec?

46. Upon what occasion was Canada invaded by the Americans?

47. Give an account of the capture of Montreal and Three Rivers by the Americans.

48. Give an account of the siege of Quebec by the Americans.

## VIII.

49. At what time did the first Legislative Council meet, and what were the most important laws passed?

50. Give a sketch of the administration of Haldimand.

51. What were the principal provisions of the constitution granted to Canada in 1791?

## IX.

52. What circumstances led to the war between Britain and the United States in 1812?

53. What was the result of the first military operations of 1812?

54. What part of Canada was the theatre of war in 1813?

55. What was the result of this campaign?

56. Give an account of the defeat of the Americans at Chateauguay.

57. What were the consequences of the victory of Chateauguay?

58. What do you understand by the question of supplies?

## X.

59. When was the episcopal seat of Quebec erected into an archbishopric, and who was the first archbishop?

60. At what time was the project of the Union of the Canadas first presented?

61. What were the causes of agitation in Lower Canada from 1827 to 1837?

62. At what place did violence first break out in 1837?

63. What took place at Chambly, St. Denis, St. Charles, and St. Eustache?

64. What events occurred during the same period in Upper Canada?

65. At what time were the Canadas united?

66. What are the principal provisions of the Union Act?

## PROGRAMME N° 6.

## ART OF TEACHING.

## I.

1. What is education?

2. What is teaching?

3. What natural talents should a teacher possess?

4. What should the moral qualities of a teacher be?

5. What is the end aimed at in teaching?

6. Explain how education should be at once physical, intellectual and moral.

7. What is the true basis upon which to rest school discipline?

8. In what manner can a teacher be successful in gaining a knowledge of his pupils' dispositions?

9. What is the best way to teach children obedience?

## II.

10. What is the individual system of teaching?

11. What is the simultaneous system of teaching?

12. What is the mutual system of teaching?

13. What is the mixed or simultaneous-mutual system of teaching?

14. What are the advantages of the simultaneous and simultaneous-mutual systems over others?

15. How can a teacher render his lessons attractive to children?

16. Why is it necessary to arrange the matter taught systematically, even when it is of the most elementary character?

17. Why must the teacher advance from the *known* to the *unknown*?

18. In what manner should questions be put to children?

## III.

19. What is the best method to teach children the letters?

20. What is the best method to teach children how to spell?

21. What is the best method to teach children to read well?

22. What is the best method to teach children how to write?

23. What is the best method to teach children how to cipher?

24. What is the best method to teach children orthography?

25. What is the best method to teach children geography?

## IV.

26. What should be the aim of the teacher in distributing rewards and punishments?

27. What faults deserve most to be punished?

28. What is most deserving of reward?

29. What is the duty of a teacher towards parents?

30. What should be the bearing of teachers towards the civil and religious authorities?

31. What are the responsibilities of teachers towards the public?

(To be continued.)