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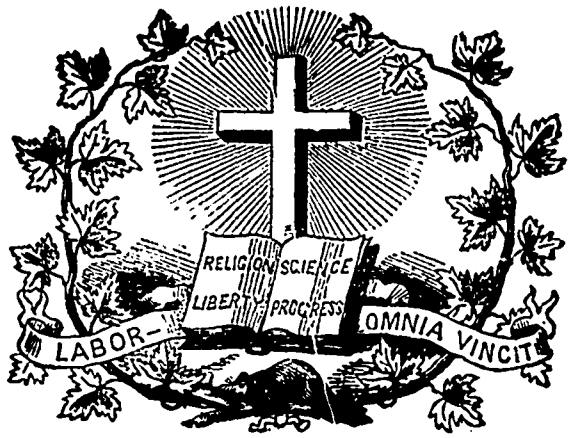

JOURNAL OF EDUCATION.

Volume II. **Montreal, (Lower-Canada) July, 1858.** **No. 7.**

EDUCATION.

THE COLLEGES OF CANADA.

II.

The McGill University.

(Concluded from our last.)

The administration of the affairs of the University under its amended charter, is entrusted to a Board of Governors, appointed by the Government. His Excellency the Governor General or the person administering the Government, is the Visitor. The educational affairs are conducted by the corporation, consisting of the Governors, the Principal, the Deans of the several Faculties, the Rector of the High School and three fellows elected by the convocation. Under the corporation, the Principal has the general executive administration of the University and the Faculties have authority to frame and enforce regulations for their students.

Sixteen scholarships entitled to free tuition in the Faculty of Arts, have been placed at the disposal of His Excellency the Governor General. Eight other scholarships are in the gift of the Governors, and a number of others have been founded by gentlemen contributing to the endowment fund and are in their gift. Prizes and honorary diplomas are awarded to meritorious students, and a gold medal for the highest proficiency in the subjects forming the undergraduate course, has been founded by Henry Chapman, Esquire.

The institution is chiefly supported by rents from real property, fees of tuition, interest of endowment fund and parliamentary grant. The endowment fund originated in a scheme prepared by the Governors in November 1856. It offered to donors of £50 or upwards admission to the College library, museum and grounds; to donors of £150 and upwards the right of presentation to a perpetual free scholarship, or endowing one already established to have such professorship called by his name, and to present to such number of scholarships as might be agreed on in the Faculty to which such professorship may be attached. This scheme was confirmed and acted upon at a public meeting called on the 6th of December 1856, a day which will ever be a bright day in the calendar of McGill College. The meeting was presided over by the Hon. Peter McGill. Hon. Judge Day gave an interesting historical sketch of the institution, and many eloquent speeches were made, which however elegant in style and forcible in argument, were undoubtedly surpassed by the munificence of the subscriptions immediately raised. The Hon. John Molson and his two brothers, Thomas and William Molson, Esqs. subscribed £5000 toward a chair to be called "the Molson Chair of English Literature." J. G. McKenzie, Ira Gould, John Frothingham, and John Torrance, Esquires, subscribed each of them £500. Other subscriptions followed, averaging between £150 and £300 *and in a few days a sum of £15,000 was raised. This is* certainl an act worthy of the good example shown by the late James McGill, and by its consummation, will reflect upon the mercantile commur ity of Montreal, imperishable renown.

This great and successful effort as well as the vigorous impulse imparted to the several branches of the institution, and the adding of new and important departments, is chiefly due to the talents, industry and persevering labor of the present Board of Governors and of their Principal, J. W. Dawson Esquire.

As we have stated, the two first Principals were the Ven.

Archdeacon Mountain, now Bishop of Quebec and the Revd. John Bethune, now the very Revd. Dean of Montreal. The latter was succeeded in 1846 by Edmund A. Meredith Esquire, a gentleman of very high classical attainments, who now holds and has for several years filled, under successive administrations with great efficiency, honesty and discretion, the important office of Assistant Provincial Secretary for Upper Canada. In 1853, Mr. Meredith having resigned, the Hon. C. D. Day, L. L. D. was appointed under the then new charter, and accepted without a salary. Judge Day had been, as Solicitor General, a member of the first provincial administration, that was formed by Lord Sydenham, under the system of responsible government. His position at the bar, entitled him on his retiring from public life, to a seat on the Bench, and he has ever since been distinguished by a zeal for education, which although congenial with his tastes as an eminent scholar, is not the less meritorious and praiseworthy.

Both as President of the Board of Governors and as Principal, he has devoted himself most assiduously and with great judgment to its interests. During the same period also, the Vice-Principal, Revd. Canon Leach, L. L. D. on whom the more immediate educational management devolved, deserves the greatest credit for his exertions.

The present Principal is a native of one of our sister colonies. He was born of respectable scottish parents in Nova Scotia, in 1820, and received his education at the Pictou Academy and in the University of Edinburgh, where he studied mineralogy and geology under Professor Jameson. On his return to Nova Scotia in 1841, he travelled with Sir C. Lyell, and under his direction explored and described in the *Proceedings of the Geological Society of London*, several points of interest in the geology of that province. After having lectured on botany and geology in the Academy of Pictou and in the Dalhousie College, and having published several educational works, Mr. Dawson was appointed in 1850 Superintendent of Education for Nova Scotia. In that capacity he visited the principal schools in the New England states, and took measures towards the establishment of a Normal School. In 1853 he resigned his office and was appointed one of the directors of the new Normal School. Shortly after, great complaints having been made against the management of King's College, Frederickton, (New Brunswick) a commission was appointed to inquire into the condition of the institution; Dr. Ryerson and Mr. Dawson were among the Commissioners. The latter was appointed Principal of the McGill College in 1855, and had subsequently conferred on him, the honorary degree of Doctor of the same University in addition to that of Master of Arts of the University of Edinburgh, which he already possessed. Dr. Dawson is moreover a fellow of the Royal Geological Society of London, and has contributed several papers to the British and to the American Associations for the promotion of sciences. Besides his numerous essays published in the transactions of scientific bodies, or in pamphlet form, he has published the following works: *Handbook of the Geography and Natural History of Nova Scotia*, pp. 95 and map (1848). *Hints to the farmers of Nova Scotia*, pp. 148 (1853), and *Acadian Geology*, pp. 300 (1855). His administration of the educational affairs of McGill College has been thus far marked with great success in the following particulars, in the complete organisation of the Faculty of Arts, which was previously in a very depressed condition, in the organizing of the McGill Normal School in conjunction with the educational department, and in the prompt restoration of the High School and College buildings and the replacing of their libraries and collections of Natural History after the disastrous fire of 1856. The new library of the Faculty of Arts already contains 1,800 well selected volumes; and there is also a fair beginning of a collection of philosophical apparatus. The new museum contains 1o. a general collection in Zoology; 2o. a general collection in Geology and palæontology; 3o. the Holmes collection of 2,000 Canadian and foreign minerals; 4o. the Holmes herbarium, containing specimens of nearly all the plants indigenous to Lower Canada; 5o. the Logan collection of 450 characteristic Canadian fossils; 6o. the Couper collection of 2,400 Canadian insects.

We have said enough to indicate the bright prospects awaiting the efforts of the present directors of an institution, which being placed in the most central and in the largest city of Canada, in the midst of a generous and enterprising mercantile community, has in itself all the elements of unlimited success. We speak advisedly of a mercantile community as of one which may and must support such an institution not only by its subscriptions but by furnishing it with pupils.

There is indeed no prejudice more prevalent nor more injurious to the welfare of this country, than the belief generally entertained, that classical studies will unfit a young man for mercantile pursuits. It is to this prejudice that we are indebted for the overcrowded state of what are generally termed, the learned professions, on the one hand, and on the other, for the apathy hitherto existing for the study of the higher branches of education, which, if acquired, would strengthen the mental faculties, and facilitate the advancement of those who intend to become members of a most respectable and most important class of the community. Young men who have completed a course of classical studies are too prone to believe that they are thereby unfit for mercantile pursuits; the time was, when they really thought them beneath their dignity: this however has changed; and seeing the very small chance that now exists of securing an independence even with the greatest success, in any of the learned professions, many young men would devote their energies to trade, farming, or the mechanical arts, if they had not heard it constantly and authoritatively affirmed that a college course was an obstacle to any thing of the kind. Such an assertion amounts to this: that while, primary education, common sense and good conduct will make any one successful in life, the addition of literature and science to all these will counteract their beneficial effects and destroy all hope of success. The inference is plainly that there must be in the manner in which science and literature are taught in colleges and in the discipline of those institutions, something which impairs

common sense and prevents good conduct. We know the contrary to be the case, at least, in many institutions as proved by the eventful career of several of our most distinguished citizens. We will not refer to the success of many able British statesmen who became eminent as men of business before entering public life after having completed a college course; but we will merely recall what was said by Principal Dawson, in his inaugural address, that the majority of the successful merchants of Boston have graduated in Harvard College, and join with him in the expression of our sincerest hopes that not only McGill College but that all other Colleges will be to Canada in that respect, what Harvard College has been to the city of Boston.

PIERRE J. O. CHAUVEAU.

Catechism on Methods of Teaching.

TRANSLATED FROM DIESTERWEG'S "ALMANAC," (*Jahrbuch.*) FOR 1855 AND 1856,

BY DR. HERMANN WIMMER.

(Continued from our last.)

VIII. GEOGRAPHY. BY ABBENRODE.

11. *What is the value of a preliminary course, (Vorcursus,) intended exclusively for explaining the fundamental conceptions?*

Those conceptions are indispensable; but to bring them all together in an especial course and to premise them to further instruction, is a pedagogical mistake, more inexcusable, in proportion as the course is more extended and abstract. In the same measure as instruction proceeds, the detail and quantity of accurate geographical notions may increase. But the beginning is sufficiently taken up by the first and most general of them, which are to be immediately applied. Excessive and premature expansion is injurious intead of useful. Much more is to be gained by actual observation of the elements of the neighboring landscape, with a view of frequent application afterward.

12. *What are the practical details requisite in geography.*

There is much to be observed, compared, understood, deduced, combined, impressed, represented. These, therefore, must be cared for, in teaching. The means of observation ought to be used in manifold ways, in order to gain the most correct image of the nature and life of the countries, and to illustrate and fix the same by all sorts of proper comparisons of the portions treated.

The teacher's statements should be clear, careful, stimulating, graphic, and definite; ought to leave the map only exceptionally; and should be adapted to fix the image in the pupil's mind. He must show how to draw conclusions from given natural conditions, to infer elements from given relations, to transfer the relations of the neighborhood to distant countries, and to combine partial notions into a whole. So far, the teacher's work is substantially that of communication. More reading, or uninterrupted talking, does not in the least accomplish the right work of geographical instruction.

The next important object is drilling, by a repeated review in the same order, or by an apropriate course over similar fields, by exhibiting sufficient representations of objects which can be impressed only mechanically, by imaginary travels with or without the map, by drawing maps from memory, by written answers to principal questions etc. Hence, it follows that teaching geography requires manifold efforts, and that the teacher must be a good geographer and an able teacher, to be very successful.

13. *What position in geographical instruction is due to reading from the map?*

At present it is no longer sufficient, with text-book in hand, to merely point on the map, what is spoken of in the book,—situation and boundaries of countries, beds of rivers, chains of mountains, places of cities, etc. The teacher mu t know how to read maps, and to teach them; *i. e.*, not only to describe what figures and in what order and connection they stand on the map, but to translate the map, line by line, into the real world, in order that this be faithfully impressed in the mind, to be at any time reconstructed from it. He must understand the contents and meaning of the hieroglyphics of the map, and know how to exhibit them in an orderly and appropriate way, as we read a book. In reading a book, it does not suffice to find out the letters, to comprehend the single words and their conceptions, but the whole idea must be clearly understood and reproduced. The study of the map ought to render a great deal of the usual contents of the geographical text-books quite superfluous, that the pupil may not cling slavishly to the dead letters of the text book, but may depend on the lively picture of a good map. (See Bormann and Sydow on reading maps.)

14. *What is the value of the "comparative method" of teaching geography?*

If the material were such that all parts of it should be learnt quite separately from each other, it would not be worth while to use this method; for the gain in mental cultivation would be small. But since numerous conditions are the same or similar in many countries, it is natural, even for externally facilitating the understanding, to try, by comparing them with those of other countries, to know the nature of both countries and the effect of those conditions on nature. Situation, boundary, size, elevation, watering, climate, produce, population, means of commerce and travel, etc., and many other subjects, are suitable for comparisons. The comparison itself is an excellent introduction to the object, induces more acute observations, memory, reflection, a sagacious detection of differences, and becomes thus an efficient means of cultivating the mind. It is this which makes geography a refreshing as well as scientific exercise of the mind; since the mastering of a more or less extended scientific apparatus is both a means and an end. However, even in a small sphere and at the first beginning, these comparisons may be used, and then, as the student's horizon gradually expands, they will become more various, attractive and instructive, and will preserve the mind from that fragmentary and mechanical learning, by which the end can not be attained.

15. *What success may be expected from geographical pictures?*

Maps are but symbols of real nature: they represent by a hieroglyphic type a number of natural elements for large territories, without being able to represent correctly the real objects of small areas. But, a well-designed and sufficiently copious collection of vivid and correct pictures, on an appropriate scale, well colored, containing mountains, valleys, plains, rivers, woods, prairies, fields, houses, bridges, ships, men, animals, etc.; or a choice collection representing the cooperating elements of nature in the most various places, in all zones, would be in a high degree instructive for the more advanced scholars. Then the eye might survey the whole landscape of natural and human life in its mutuality and connection, and would bring near the characteristics of the most distant countries nearer than is possible by the most vivid description in words with the map only. For beginners, such pictures would be distracting; but, at an advanced period of instruction, nothing could be more useful. They would enliven the oral descriptions, and their impression would endure for life. With this conviction, some editors of maps, (see Vogel's Atlas,) have renewed the illustrations of maps, common in the middle of the past century, by no means merely for mere ornament, and have added marginal designs from the natural history of the world. Even in mathematico and physico-geographical maps, (see Berghaus' Physical Atlas,) this idea is made use of.

16. *What is the value of the so-called characteristic pictures,* (CHARACTERBILDER?)

It may be said, briefly, that the geographical *Characterbilder*, i. e., characteristic representations or descriptions of certain districts, afford a sensible view of the real life of nature, by developing, as upon a single characteristic locality of the globe, by the use of elements found elsewhere, with some modifications, the totality of this life in its various respects and relations. By a well-selected succession of such representations, the sections, as it were, of a picture of the whole earth, are given, and may afterward be joined into a whole. If they are written ably and sensibly, they have, besides their geographical importance, a great influence on æsthetic and linguistic education. It might be questioned whether near or distant countries are to be chosen, since the latter contain the greater number of unknown things; but practical teachers will prefer to begin with what lies nearest, and must, therefore, be most important for every one; as moreover this material contains enough to be learned by a beginner. (See Vogel's and Grube's "*Characterbilder.*)

17. *What position should be allowed to the geography of civilization, (culturgeographie?)*

It is not the earth, with its life, but man upon it, with his life, which is most interesting to man. The former interests us only on account of its intimate connection with the latter. To explain this

connection is the difficult problem of "culture-geography;" which, for working out all the most different influences of life and nature into a transparent and ingenious whole, requires the highest degree of mental power, and has its place, if anywhere, only at the end of geographical instruction. Several movements of the human race must be discussed previously, and a satisfactory understanding of them is probably in all cases very doubtful with scholars who are not sufficiently prepared for it.

IX. History. By Abbenrode.

1. *What are the material conditions requisite to make history an important means of mental cultivation?*

The material ought to be selected with reference to the intellectual standing and wants of the pupil, to be formed into a well-systematized whole, and to be so used in teaching that, by its vividness and truth, as well as by its attractiveness for the juvenile mind, it may arouse and strengthen, improve morally, prepare the pupil worthily for practical life, and nourish in him a Christian spirit. Of course, the character of the nation to which the pupil belongs, is prominently to be considered.

2. *What personal conditions influence the cultivating power of the study of history?*

As the totality of the pupil's individuality requires, in historical construction, great regard, and as very much depends on the tact with which his mental powers are nourished, so the effect of history on his mind depends even more on the ability and character of the teacher. Unless he possesses, together with the requisite external skill, a sufficient knowledge of history, true piety, and a noble heart; and unless, besides being a man of veracity, he has acquired conscientious impartiality and the circumspect calmness of a clear judgment, he can not hope that his pupils will experience the cultivating power of history.

3. *What are the leading characteristics of the proper material?*

The most essential of these materials are, a, the political, under certain modifications, particularly that of the native country; b, history of civilization, under some limitations, particularly that of the Christian church. Though the material chosen under either of these heads may be throughout kept asunder, and, in fact, has been so very often in historical works, yet an appropriate combination of the two for construction must be recommended, since they supplement one another usefully, and, in practice, admit quite well of this mutual compensation. Our German youth need, above all, the history of Germany, and where there is occasion, the attention should be fixed on the ecclesiastical, scientific, and artistical development, as well as on the formation of the character and manners of the nations. Which of the two sides, and in what proportion, is to predominate, depends on the particular wants of the pupils: still the history of the church is of especial value.

4. *What are the principles of teaching history in school?*

Historical instruction requires in all cases a narrative form. In proportion to age and ability, the narrative will have the character either of biography and monography, or will represent, in chronological order, definite groups of historical facts in their interior connection; without any exaltation of the authors of the events very high above the common level of life. In either case the teacher may choose an ethnographical, or a synchronistical order. The pragmatical method, right and important in itself, has in most cases at school, an unsatisfactory result, even in higher schools; since even the well-prepared students of the gymnasia, (colleges,) want the maturity of life which must aid the pragmatical understanding. Finally, the method of universal history is quite unsuitable to schools.

5. *How have those principles been practically used and expressed hitherto?*

History has been, from the most ancient times, written and taught in all forms. It has been a monumental narrative of the exploits of whole nations and privileged individuals. Each ancient people has, out of a certain necessity, written and taught its own history, —some classically,—for all time. Besides, modern nations have taken hold of the history of other countries, particularly of old Greece and Rome, and reflected them in the mirror of their own perception; they have created the representation of a history of the world,—general history. This has led to teaching general history, either connected with that of the church or separate from it. The almost exclusively "scientific" method of treating the same in writing and teaching made it suitable only for such as wanted a "scientific," (collegiate, etc.,) education. Others neither could nor should learn it. But, since a common inclination to acquire historical knowledge has sprung up, in consequence of a more general education in better schools, it suffices no longer to confine this instruction to the disciples of science, nor to satisfy with general notices from history. The people, even in the lowest classes, will —and should—partake of it. This has led to manifold and successful attempts to find a suitable way of treating history, and to give the common school a share in its profits.

Several popular and practical methods of teaching history have arisen, which, though differing in many respects, agree very much in their fundamental ideas. These methods may be distinguished first, as being chiefly restricted, the one to *biographical* and monographical narrations, the other to the *natural* and *temporal connection* of historical events. In the former case the chief persons and events to be spoken of are at first arranged by beginning from modern times and proceeding in a *retrograde order* to certain primary epochs, in order to review the whole afterward, from these points, more thoroughly, by descending in the natural order of time. Or, the most important phases of the development of national and political life are made the centres of an arrangement, by groups, which treats the facts and persons that are the types of that development, through all time, in definite periods, and only occasional side-looks are cast on cotemporaneous events.

In the other case, either the historical material is arranged in chronological order, and divided, according to its nature in the different ages, amongst single nations, (ethnographically,) from their rise till their fall; or, all nations are treated side by side at the same time in periods, (synchronically,) in order, on arriving at each new epoch, to gain a general view of the development of the whole human race.

In both cases it is either the history of the native country or the general history of civilization, or that of the Christian church, by which the point of view is regulated, and on which the chief stress is laid.

6. *What are the advantages of the biographical method?*

As long as it is of consequence to arouse the historical sense of beginners, and while these are not so far advanced as to understand the general state of a nation, since their interest for individuals preponderates, so long it is quite natural and profitable to join all history substantially with the biography of the representative chief men, at the same time with which the outlines of the chief events may be surveyed. Even at a later stage, the biographical element has a high value, since it may give, along with narratives of individual experience, especial relations of the general development of events, such as facilitate their understanding and enlarge knowledge at the same time. Even the hidden motives of facts are not laid open to the historian, until he has looked sharply into the particular life of the leading and cooperating individuals, who either receive or help to give the character of their time. We may add the general human interest excited by personal experiences of life, and the moral influence exerted on susceptible minds. Dry generalities and outlines can of course never excite such a lively interest as good biographical narrations.

7. *What are the objections to the exclusive use of the biographical method?*

A mere succession of separate biographies will never show the real course of the general development of history; they are, even the best, mere fragments and portions, but not history itself in its inner moral connection. Moreover, the description of the outward life of historical persons, as sufficient for beginners, is indeed generally not difficult; yet it is so, in a high degree, to enter into their inner life and character, whence all their actions originate. It presupposes so much knowledge of the human mind, so much self-denial and impartiality, requires such an expanded and detailed knowledge of the material for understanding motives, that it is as rare to find good biographies, as it is rare to find those conditions combined in one man. The usual biographies swarm with generalities and partial judgments.

8. *What is the value of the regressive method?*

Strictly speaking, the regressive method is the preferable one for historical research. Facing the events, it inquires into their immediate causes, and goes back to the remoter ones, in order to reconstruct philosophically the history which has been developed according to a higher and divine plan. So far as the method of research is to be represented by the method of teaching,—as it sometimes has been required,—the regressive proceeding is correct; besides, it is formally practicable without difficulty. But it is contrary to the process of historical narration, and begins almost necessarily from characters and epochs of modern times, by far too complicated for beginners, and such as to prevent usually the combination of truth with popularity. Besides, this method could be applied only at the beginning, and would soon necessarily pass over into the chronological one.

9. *How far is the chronological method valuable?*

The historical events develop themselves in time; the natural

course of the latter is, therefore, both back-ground and frame of the former, since it constitutes the thread of the narration. Time facilitates comprehension, remembrance, and comparison of historical movements; it marks best the sections and epochs of development, favors thus the rudiments of historical instruction, and, in general, is indispensable. History may be treated in the one or the other way, with beginners, or with advanced scholars; but the succession of time must be necessarily cared for.

10. *Under what circumstances is the ethnological method suitable?*

After the primary course, which lays the foundation, (biographical and monographical,) has been finished, and a second one has led nearer the more general connection of the chief movements in history, then it may be useful to pursue the history of the prominent modern nations, ethnographically, from their first rise until their present state. In ancient history it is a matter of course to proceed chiefly in the ethnographical way, because those nations have led for a long time a separate life, and after a victorious conflict with neighboring nations have merged them in their own life.

11. *What are the difficulties of the grouping method?*

The idea of pursuing material similar, by interior connection, through all centuries, and of joining it into a whole, is in itself well enough. But, on the part of the teacher it requires an unusual knowledge of particulars in the development of nations; and, on the other hand, the problem is too hard for the juvenile mind. It may be, that many things can be omitted, or at least, treated separately as a matter of secondary interest; but, it is questionable whether they would be advantageous with reference to the whole. Besides, the hard problem must be solved of connecting finally the single parts of development into a totality.

This method, even for the especial history of a nation, the German for instance, is attended with great difficulties, but these would increase, if it should be applied to all other civilized nations. For, by its nature, it lays the chief stress on the development of civilization, and displays but on such points the characteristic picture more fully, when it is desirable, from a national and patriotic point of view. The entire plan, so far has I know, has not yet been practically carried through.—*Barnard's American Journal of Edu.*

(*To be continued.*)

The Teacher's Eye.

It was after school at night, and a group of little ones had gathered as usual around my chair, for a little chat, and afterward to "kiss the teacher good night." Soon the face of little Lizzie W—— was turned toward mine, half-shyly, half-lovingly, as she said, "I wish you would always look just as you did this afternoon. *You did look so sweet out of your eyes.*" "When Lizzie?" "Why! when we did so well, and made you so happy." "So you thought I was happy from the look in my eyes, did you?"

"Yes, ma'am," said Mary R——. "We always know when we grieve you, because you eyes look down, and then sometimes I think you don't love us, because when we look at you or speak to you, you don't see us or speak to us, and *your eyes are looking way off.*" "And Miss E——, blushing as she spoke, "we girls all talked about it when we were out at recess, how sad you look when we are naughty, and how beautiful and good you look, and how happy you seem when we do right, and we all said we would try to be good, and make you love us always."

A few more innocent, endearing words, a cheerful good night greeting, and they left the school-room. But their words did not depart so speedily. The murmur of their voices rang in my ear. With what a painful consciousness did I remember Mary——'s remark that my "eyes sometimes looked way off."

Had my mind indeed ever been so pre-occupied and entirely withdrawn from the duty of the present moment in the school-room, that my scholars had perceived it? What a lesson those words brought me, one which I shall not soon forget.

My mind recalled those words of Cowper:

> "His eye was meek and gentle, and a smile
> Played on his lips, and in his speech was heard
> Paternal sweetness, dignity and love.
> If e'er it chanced, as sometimes chance it must,
> That one among so many overleaped
> The limits of control, his gentle eye
> Grew stern, and darted a severe rebuke."

Teachers too often forget the power of the eye. If we used this power as we might, should we not have greater ability to fix the attention, to restore the ill-natured to good humor, to quell the first risings of insubordination, which first reveals itself by means of the quick, fiery glance? We have all had the opportunity to visit school-rooms where more effect was produced by the quick, suggestive glance of the teacher, than by many words from the lips of another. Even now, I call to mind various occasions when I have seen the pupils in one of the most celebrated institutions of our State, almost electrified by the presence of one of its instructors, who possessed this power in a high degree, without the utterance of a single syllable.

Let us think of this, and never fail to bestow a glance of commendation when it is worthily earned, to let the eye glisten with sympathy when it is needed, or withhold the stern glance of deserved rebuke, which may work a greater change than harsh words, and add strength and effect to our discipline.—*Connecticut Common School Journal.*

Bad Spelling.

Some years ago a teacher presented himself as a candidate for the mastership of a school, of which the salary was fifteen hundred dollars. His qualifications were deemed satisfactory in all respects except in *spelling*. On account of this deficiency he was rejected. —See, now, what ignorance in this elementary branch cost him. In ten years his salary would have amounted to fifteen thousand dollars, throwing out of the calculation the increase which by good investment might have accrued from interest. Besides, the salary of the same school has since been advanced to two thousand dollars. But he might have remained in the position twice or three times ten years, as other teachers in the same place have done, and that large amount might, consequently have been increased in proportion.

A gentleman of excellent reputation as a scholar was proposed to fill a professorship in one of our New England colleges, not many years since; but in his correspondence, so much bad spelling was found, that his name was dropped, and an honorable position was lost by him. The corporation of the college concluded that, however high his qualifications as a professor might be in general literature, the orthography of his correspondence would not add much to the reputation of the institution.

A prominent manufacturer, in a neighboring town received a business letter from an individual who had contracted to supply him with a large quantity af stock; but so badly was it spelled, and so illegible the penmanship, that the receiver found it nearly impossible to decipher the meaning. An immediate decision must be given in reply; and yet, so obscure was the expression that it was impossible to determine what should be the answer. Delay would be sure to bring loss; a wrong decision would lead to a still more serious result. Perplexed with uncertainty, throwing down the letter, he declared that this should be the last business transaction between him and the writer of such an illiterate communication; for, said he, 'I am liable to lose more in this trade alone, than I can make in a lifetime with him'.

A gentlemen who had been a book keeper some years, offered himself as a candidate for the office of secretary to an insurance company. Although a man of estimable character, possessed of many excellent qualifications, he failed of being elected because he was in the habit of leaving words misspelled on his book. The position would require him to attend to a portion of the correspondence of the office, and it was thought that incorrect spelling would not *insure* the company a very excellent reputation for their method of doing business, whatever amount might be transacted.

Inability to spell correctly exposes one to pecuniary loss. It is, moreover, an obstacle to an advancement to honorable station.—Such instances as those recited above are satisfactory proofs; but that this defect in one's education is productive of mortification and mischief, is illustrated by the following actual occurrence.

A young teacher had received assistance from a friend in obtaining a school, and wrote a letter overflowing with gratitude to his benefactor, but closed it thus:—'Please *except* (accept?) my thanks for your kind favors in my behalf.'—*Mass. Teacher.*

Hintings.

It is proposed in the following article to give a few practical hints about the instruction of boys, which may be accepted, rather as the result of actual experience, than as the statement of a labored theory. The first obvious duty of the teacher is to ascertain the capacites of the children who are submitted to his guidance and

tuition. This is not a very difficult task. The tender faculties of the youthful mind may often be drawn out and decided upon by the application of a single test. And I believe it will be generally conceded that an artless boy could discover no motive which would prompt him to conceal either the insufficiency or the superiority of endowments, which the hand of his creator has bestowed upon him. Having done this, the teacher has laid out the base of his future opérations. His next step is, to determine the *disposition* of his pupil and to decide upon those incentives which, in his particular case, are most powerful in stimulating to exertion, or repressing injurious tendencies to indolence. These are the grand preliminaries to the attainment of success as a teacher, and when they have been recognized, a step has been taken in the right direction. A man can be placed in no situation where so much of discrimination and forethought is necessary, as in that of an instructor of youthful minds. It often requires a most accurate balancing of the faculties of judgment to determine whether, in certain instances, rewards or punishments should be adopted as stimulants to due and proper exertion. How apt it is to occur sometimes that the ignominy of a whipping has stung the noblest young souls to the core. How true it is that, through inattention, the idle and undeserving pupil exults in the lavishment on his head of praise and perquisite, by an unpardonable and thoughtless generosity. There is no feeling to whose power the youthful breast is more keenly alive, than that of shame or disgrace. Men, whose souls have grown hard amid the rough jostlings of worldly life—may often be callous and unfeeling in spirit. But the aspiring school boy—the sanguine being, whose mind heaves with big hopes and glowing anticipations—who looks forward to the day when his parents will clasp him to their bosom in ecstatic pride—who nobly strives to conciliate the approving good will of anxious friends · pierce such a spirit as this, but once, with the keen dart of thanklessness—and how great will be the revulsion. The arrested stream of noble feeling will flow back to its source and the breast which it watered will become barren and dry. Let this not be understood as an advocation of the total expulsion of corporeal punishment from the walls of the school-room. By no means. The necessary upspringing tendencies to error, which human nature every where exhibits, must be checked by rigorous applications at the outset; or else a gradual accumulation of vigor and the assumption of a self-sustaining attitude will finally defy all attempts at subjugation.—But it *is* urged, let flogging be considered as an *ultima ratio*, a foundation for the system of disciplinary processes, to be resorted to only in cases of manifest necessity.

Above all, let the teacher as he sits upon the rostrum, maintain his dignity to the fullest extent. Never let it be thought by the little watchful creatures around him, that *any* circumstance could occur to destroy the equilibrium of his temper. Let him always persist in exhibiting, as far as in him lies, a perfect coolness and easiness of deportment. Frequently the word 'dignity,' like many other words, is subjected to the torture of a strained interpretation. To some men it is synonymous with 'harshness;' to others, with 'haughtiness.' But to be harsh or haughty is not the way to be dignified. The derivation of the word explains its meaning—*Dignus*, worthy—*fio*, to become. Then, to support your dignity as a teacher, it is necessary to adopt such a course as is worthiest of your pupils, respect and esteem. Smiles are on most occasions better than frowns. How many teachers there are who will agree with us that, a kind word, or an approving look is strangely potent to win over the most refractory disciples. But never let your features be *often* relaxed with laughing looks. Indeed, always avoid an overshow of good humor. Is "the human face divine" so little adapted to our purposes, as to be incapable of assuming a look of good natured sternness or of stern good nature? Certainly not. Then let the eye bear up, in strong colors, a precise posture of intentions and motives. Let the scholar *there* see a spirit which will never descend to familiarity with him, and one which will always act for his perpetual advancement. When you have thus gained the veneration of your *protegés*, a necessary concomitant is the winning of their confidence. Tell them pointedly that you have a high duty to perform by them: that you are actuated by motives of the loftiest character and that every deed which bears the mark of your hand, will, on inspection, be found pointing for its paternity to the great interest of yourself for their welfare. In short let them be keenly aware that a blow or a kind word from you are alike directed by identical principles of actuation. Now the moral, theoretic, intangible portion of your schemes, will indeed be complete and satisfactory. We in this place think we hear the expected dissonance of cavil and objection. It is urged that, from the strong dissimilarity of character which is found in every group of human beings, no expedient could hit upon which would be successfully productive of unanimity in any shape or form.—But this is gratuitous and unwarrantable. Any strong mind may, by a steady maintenance of purpose, work changes in its surroundings. A vigorous intellect combined with vigorous will, can, if not by absorption, at least by assimilation, bring the objects of its operations fully up to its high standard. So it is, by unwaveringly pursuing one track, any sentiment or any prevailing typical opinion can be created in the school room or elsewhere. If you once gain the sympathies of men, or rather their *feelings* you have reached a point whence you can carry their reason, or rather their *thoughts* by storm. To this philosophical axiom, may be ascribed the wonderful growth and action of such false creeds as have from time to time sprung up since the establishment of our blessed religion. But Christ appeals *first* to the reasons of men—the untainted purity of his doctrines combined with their full, glowing divinity, left no room for lagging scepticism, if it did obstinately manifest itself. Then to gain a sage concurrence of thought—to suppress doubt and to engender belief, he wrought his miracles, which gave him such an ascendancy over any voluntary intellectual power—that his religion, built as it is on the minds of men, and mingling as it does with their whole stock or moral force, must resist time forever.

Our Savior, if with the deepest reverence we may say so, is the high and sublime type of the teacher. Suffering ourselves for a moment to lose sight of his character as a divine king, contemplating him as a man, we adore his devotion to his maxims, and strive to sufficiently admire the strict and unflinching practice, in his every act, of those great and sublime lessons he taught the world.

The *mode* of instruction, after our first steps have been taken, is next in order for our consideration. I have universally observed that the most proficient scholars in English Grammar are those who have previously studied the grammar of the Latin language.

It may appear paradoxical to assert that a knowledge of a foreign tongue is essential to an easy acquistion of our own. It is nevertheless true. The connection between the grammars of the Latin and the English language is to some extent intimate. When the paradigms of Latin verbs have been mastered—the pupil need expect no difficulty in acquiring to perfection the English conjugation. The chief argument in support of this plan is, that the constant practice upon words foreign and unfamiliar begets a strong association between these words and syntactical generalities—thus engrafting upon the memory the *rules* of the language by this same principle of association. Hence where the pupil meets an English idiom or an English form which agrees with the requirements of Latin rules, it is an old song to him and he understands it well.

As regards the study of Mathematics, boys frequently complain of its dulness and want of attraction. Its great rules—its simple first principles, its majestic harmonies—its eternal beauties are regarded by many children as—

> "———Dreams, or else such stuff as madmen
> Tongue, and brain not; either both or nothing;
> Or senseless speaking, or a speaking such
> As sense cannot untie."

This is unnecessary. The study of Mathematics is gradually and most steadily progressive. It resembles the course of a great river—it has its origin in a trickling stream which the lightest thought may span. The eye, if it be kept upon it, may take it in just as well when it has grown to the full and steady majesty of a river—aye and dare its gaint wave even at the point where it rolls forever into the dark infinity of law and restless variation. Go to the blackboard before your mathematical classes. Take the pencil in your hand and unfold some of the mystic and eloquent principles of numbers.—Bring up from their slumber some of those harmonies which the infallible agency of Nature constructed even before the sun was swung on high. By this means you will awaken a spirit of inquiry which will not hesitate to explore those wonderful realms. Teach them to look upon Mathematics as the most exalted study of the scholastic curriculum—as the one most calculated to give us a knowledge of our powers—and to make us conscious of that immortal part of ours, to which we utter—

> "The sun is but a spark of fire
> A meteor flashing in the sky—
> But thou, immortal as its sire
> Shalt never die."

—*North Carolina Journal of Education.*

Singular Arithmetical Fact.

Any number of figures you may wish to multiply by five, will give the same result if divided by 2, a much quicker operation; but you must remember to annex a cipher to the answer when there is no remainder, and when there is a remainder, whatever it

may be, annex 5 to the answer. Multiply 464, by 5, and the answer will be 2320; divide the same number by 2, and you have 232, and as there is no remainder, you add a cipher. Now, take 357, and multiply by 5, the answer is 1785. On dividing this by 2, there is 178 and a remainder; you, therefore, place 5 at the end of the line, and the result is again 1785.—*Ballou's Dollar Monthly.*

LITERATURE.

POETRY.

THE LITTLE FEET.

Once, when June-time roses came,
In our garden blooming sweet,
I one morning in the mould,
Found the prints of little feet.

Two small feet which deftly trod
Over beds of Mignonette,
All across the Violets blue,
And where Peonies were set—

None of these had staid the pair,
In their light uncertain tread,
Till they reached a blooming rose,
Fair as Lily's own dear head.

There the little feet were stayed—
Tip-toe prints were left behind,
Where she gathered one bright bud,
Like her own pure opening mind.

Then my heart grew fond to trace
All the prints of those dear feet,—
And my fancy saw the child,
Golden-haired and winsome sweet.

These small prints upon the earth
Seemed a promise to me given,
That my little one should not
Over soon be called to heaven.

She should walk with maiden grace,—
Be a woman in bright bowers,—
And her noble feet should walk
Over thorns, to find the flowers.

Tears were gushing to my eyes—
Blessings pouring from my heart,
And my lips unconscious cried,
"Oh, my child, how dear thou art!"

Years have come and passed away,—
June-time roses as of yore
Bless the summer with their bloom,
But the pretty feet no more

Leave their prints upon the earth;—
My two hands the little feet
Bound together still and cold,
Underneath the winding-sheet.

Daisies grow where Lily sleeps,
And the rose-tree blossoms sweet,—
Earth is passing fair I know,
But I miss the little feet.

Then I close my eyes with tears
And again the picture trace,
Of the summer long ago,
Gladder made by Lily's face.

And I watch the little feet,
All along the darksome road,—
Down the valley to the gate
Of the Paradise of God.

And I whisper, "it is well,
Sometime we again shall meet—
For to welcome me in heaven
First will come the little feet."

—*Emerson's Magazine.*

THE MAGIC HARP.

I.

Amid the trailing willows,
By a deep dark stream,
That heaved its restless billows
In the moon's pale beam,
A golden harp was hung,
By magic fingers strung,
That to the winds made music
Sweet as angels dream.

II.

A stranger heard it sighing
In a soft sad tone,
As if to Heaven replying,
And the starry zone;
And struck th'enchanted strings,
As the air is struck with wings,
Till music fell like roses
By the autumn blown.

III.

Alas! the hand that woke them
Was too rude and strong;
The touch that thrill'd them, broke them
In a mournful song.
The golden strings were crush'd,
Their harmonies were hush'd,
In one wild burst of sadness
Sounding far and long.

IV.

The earth, the air, the ocean,
All that live and move,
With ever-fond emotion,
To repair them strove;
But still the task was vain
To attune the harp again,
And deep reproachful silence
Fill'd that haunted grove.

V.

Alas! O thoughtless stranger,
Long shall we deplore
The harp, unfearing danger,
That such music bore.
Weep! for thou'st slain a joy,
Thou melancholy boy!—
The music shall delight us
Never more! never more!

CHARLES McKAY (1).

OFFICIAL NOTICES.

SUPERANNUATED TEACHERS' PENSION FUND.

His Excellency, the Governor General, has been pleased to permit that, the regulations providing for the formation and management of the Superannuated Teachers' Pension Fund, in so far as the same regards the delay granted to teachers to inscribe their names in the register, as prescribed in article No 4 of said regulation, be modified and extended to the first day of January now next, and therefore that teachers inscribing previous to that date, shall be considered as so inscribed for all the years passed in teaching since 1st. January 1848, on condition however, that they pay at the time of presenting their demand for inscription, the amount of premium for the years 1857 and 1858.

ERECTION OF SCHOOL MUNICIPALITIES.

His Excellency, the Governor General, has been pleased to erect into a separate school municipality, district number three of the municipality

(1) A French translation in verse by J. Lenoir, will be found in the last number of *Le Journal de l'Instruction Publique.*

of Ste. Anne Lapocatière, in the county of Kamouraska, to be comprised within the following limits, viz: all that tract of land contained between the lands of Messrs Etienne Bois and J. B. Ouellet, to the South West, extending towards the North East as far as the land of Damase Auctil, inclusively.

His Excellency, the Governor General, has been pleased to approve of the dismemberment of the concession, known as the "Côte la Petite Assomption," from the school municipality of Repentigny, comprising all the lands taking from the land of Ulric Deschamps (exclusively), as far as the South line dividing the parish of Repentigny from the parish of L'Assomption, and to annex the same to the school municipality of St. Pierre l'Hermite, excepting however, those lands, the dwelling houses on which are erected on the river side, and also, uncultivated lands belonging to inhabitants of the parish of Repentigny not residing within the limits of the said concession.

APPOINTMENTS.

His Excellency, the Governor General, has been pleased to make the following appointment:

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

The Rev. W. Snodgrass, to be a member of the Protestant Board of Examiners for the district of Montreal, in the place of the Rev. B. Davies, L. L. D., absent from this province.

JACQUES CARTIER NORMAL SCHOOL.

The following gentlemen have respectively received diplomas authorising them to teach in model schools: Messrs. Urgel S. Archambault, Raymond Giroux, Tancrède Dostaler, Rs. X. Beausoleil et Camille Christin, and Messrs. Théophile Miraud, Adolphe Magnan, Joseph Clouet, Charles Cotté, Alphonse Lenoir, Joseph Barrette, Elie Pelland, Aristide Coutu, François Sanche and Charles Paradis, have received diplomas authorising them to teach in elementary schools.

M'GILL NORMAL SCHOOL.

Misses Jeannette R. Middlemiss, Mary A. Hutchinson, Anna Evrett, Mr. John A Bothwell, Misses Eliza M. Whitney, Priscilla J. Orr, Prudence Bell, Mary Harper, Maria M. Machin, Harriet A. Moore, Mary Brethour, Jane Dougall, Eliza G. Elder, Mary Mattieson, have received diplomas authorising them to teach in model schools; and Misses Ellen E. Cook, Elizabeth Chalmers, Caroline Trenholme, Lydia Trenholme, Louisa Webster, Ellen Carmichael, Louisa Tracey, Kate Campbell, Isabella Blyth, Emily Dunning, Louisa Trenholme, Fanny Hill, Mathilda Trenholme, Eliza Couch, Alice Finlay, Ellen Snyder, Mr. A. Morrison, Misses Annie Read, Euphemia Clarke, Margaret McLean, Eliza Elwyn, Helen Ross, Mary Sym, Jane Patterson, Christina Monteith and Margaret Drysdale, have received diplomas authorising them to teach in elementary schools.

LAVAL NORMAL SCHOOL.

Messrs. Jean-Baptiste Cloutier, Louis Auguste Désiré Larue, Samuel Boivin, Louis Tréflé Côté, Bruno Pelletier, Louis Roy, Odilon Legendre, Joseph Létourneau, Télesphore Baily, have received diplomas authorising them to teach in model schools, and Misses Marie Dorothée Lacerte, Marie Marcelline Grenier, Julienne Côté, Euphémie Adéline Blais, Elizabeth Normand, Célina Angers, Catherine Meagher, et Messrs. Servule Dumas, Edouard Labrèque et Charles Langlois, have received diplomas authorising them to teach in elementary schools.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Miss Georgiana Angers has obtained a diploma authorising her to teach in elementary schools.

C. DELAGRAVE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOURASKA.

Misses Emma Bernier, Delphine Bélanger, Cléophée H. Lavoie and Marie Pelletier, have obtained diplomas authorising them to teach in elementary schools.

P. DUMAIS,
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent of Education thankfully acknowledges the receipt of the following donations to the library of the department.

From John F. Stoddard, Esq., A. M., of New-York: The Juvenile Mental Arithmetic; The American Intellectual Arithmetic; The Practical Arithmetic, by himself; also, a Series of Goldsmith's writing books for schools and academies, 3 volumes and 4 copy-books.

From Mr. Jacques Lecoffre, Bookseller, Paris, France: "Lhomond Grec ou premiers éléments de la Grammaire Grecque;" "Examen Détaillé de la Méthode Grecque de M. Burnouf," "la Méthode Grecque de M. Burnouf;" "Nouvel Examen de la Méthode Grec de M. Burnouf;" "Examen d'un article de M. Talbot," all by Frédd. Dubner, and "Lettre à M. Hase sur une question de Grammaire Grecque," 6 pamphlets.

From Mr. Eugene Belin, Bookseller, Paris, France: 3 copies "Eléments de la Grammaire Française de Lhomond;" 3 copies "Exercices Orthographiques sur la Grammaire Française de Lhomond," by M. C. Leroy; 3 copies "Abrégé de la Grammaire Française;" 3 copies "Exercices de Grammaire et de Style," 3 copies "Grammaire Française avec un Traité de Prononciation," by C. Leroy and B. Alaffre; 3 copies "Exercices Elémentaires sur la Texicologie et la Syntaxe," by C. Leroy; 2 copies "l'Arithmétique des Jeunes Filles," by M. Rainbossan; 2 copies "Leçons d'Arithmétique;" 3 copies "Nouveau Manuel de Civilité Chrétienne," by M. Th. Benard. The following works by l'Abbé Drioux 3 copies "Précis élémentaire d'Histoire Sainte;" 3 copies "Petite Histoire Sainte;" 2 copies "Cours Abrégé d'Histoire Ancienne;" 2 copies "Petite Histoire Ancienne;" 2 copies "Cours Abrégé d'Histoire Romaine;" 2 copies "Petite Histoire Romaine;" 3 copies "Précis Elémentaire d'Histoire Ecclésiastique;" 3 copies "Petite Histoire Ecclésiastique;" 2 copies "Abrégé de l'Histoire de France;" 2 copies "Petite Histoire de France;" 3 copies "Abrégé de l'Histoire d'Angleterre;" 2 copies "Abrégé de l'Histoire du Moyen-Age;" 2 copies "Abrégé de l'Histoire Moderne;" 3 copies "Précis Elémentaire de Géographie Moderne;" 3 copies "Petite Géographie Moderne;" Petit Atlas de Géographie Moderne; Atlas Universel et Classique de Géographie; 3 copies "Petit Cours d'Histoire et de Geographie;" 2 copies "Précis Elémentaire de Mythologie;" 2 copies "Précis Elémentaire de Littérature;" 3 copies "Arithmétique Elémentaire," by M. Augé; 3 copies "Les Poésies de l'Enfance," by l'abbé Lalanne; 3 copies "Lectures graduées, Prose et Poésie," by C. Leroy; 3 copies "Dictionnaire de la Langue Française, selon l'Académie," by C. Leroy et Th. Bénard; 3 copies "Petite Civilité Chrétienne," by Th. Bénard; 3 copies "Traité Elémentaire de Cosmographie," by the same: 2 copies "Précis Elémentaire d'Histoire Naturelle," by M. Zeller; 3 pamphlets "Introduction à la Grammaire," for children from six to eight years of age. 89 volumes and 3 pamphlets.

From Messrs. Sheldon, Blakeman & Co, booksellers, New-York: Mile's United States Spelling Book; The Symbolical Spelling Book, in two parts; The Speller and Reader, by E. Hazen; The Juvenile Mental Arithmetic, and The American Intellectual Arithmetic, by Stoddard; a series of Goldsmith's Writing books; Webb's Primary Lessons, 3 double charts; Webb's Normal Reader, in five parts; A Key to the American Intellectual Arithmetic, by Stoddard; Stoddard and Henkle's Algebra; Coll's Book-Keeping; Chemistry for Beginners, by Madame A. H. L. Phelps: Lectures on Chemistry, by the same; Elements of Physiology, by J. R. Loomis; Natural Philosophy for Beginners, and Natural Philosophy, by Madame A. H. L. Phelps; Stoddard's Practical Arithmetic; Stoddard's Philosophical Arithmetic; Chronological History of the United States, by Elizabeth Peabody; Keetel's Collegiate French Course. 21 volumes, 4 copy-books and 3 double cards primary lessons.

From the National Society for promoting Education among the poor, London, England, through the mediation of His Lordship the Anglican Bishop of Montreal: The National Society's Monthly Paper for 1857; 45th and 46th Annual Reports of the National Society; The Church Education Directory; A short Spelling Course in the Lowest Classes in Schools; Abstract of Hunter's English Manual Grammar, Abstract of Hunter's Manual of Derivation; First Steps to Botany, by M. C. A. Johns; Hymns for the Use of Schools: Songs for Schools; Arithmetical Tables, An Explanation of the Most Common Rules of Elementary Arithmetic, in two parts, by A. Wilson; Examples of Arithmetic, in two parts, by W. N. Griffin; Mental Arithmetic, by W. F. Richards; Examples of the Elementary Rules of Algebra, in three parts, by R. Fowler; Examples in Mensuration, by W. . . Griffin; The Scholar's Atlas, containing 14 maps, 2 copies; Summary of the Historical Books of the Old Testament; id. id. of the New Testament; Palestine and other Scripture Geography; The World and General Geography; Geography of Productions and Manufactures, by John Flint; The Geography of Europe; The Geography of North America and West Indies; The Geography of Africa and South America; The Geography of Asia; A Summary of the History of England; The Geography of England and Wales, by William Hughes; The Geography of Scotland and Ireland; The Counties of England and Wales, in three parts, with maps; The Colonies of Great Britain, in three parts, with maps; Manual of English Grammar, by John Hunter; Manual of Arithmetic, by the same; Examples on the Elementary Rules of Algebra, by R. Fowler; Manual of School Method, by W. F. Richards; School Gardening, by C. A. Johns; School Poetry; Questions and Answers on the Collects, in two parts, by John Flint, and twelve other pamphlets. In all, 6 volumes, 54 pamphlets, maps, charts, &c.

LIBRARY OF THE DEPARTMENT OF EDUCATION.

All persons having books in their possession, belonging to this library, will please return them at as early a date as possible. It being intended to prepare a detailed and classified catalogue, the library will be closed until it is completed.

J. LENOIR,
Librarian.

SITUATIONS AS TEACHERS WANTED.

Mr. Pierre Victor Maucotel, a native of France, and married, will undertake to teach, reading, writing, arithmetic, the elements of the

French language and psalmody (plain-chant). Mr. Maucotel has obtained a certificate of ability from the Commission of Primary Education, held at Epinal, in the Department of Vosges, in France; but he will obtain a diploma from the Catholic Board of Examiners for the district of Montreal, at its next meeting, in September next; he would prefer a situation in some county parish in which he could obtain a situation as singer. Address: the Rev. Superior of the "Peres Oblats," St. Peters Church, Quebec Suburbs, Montreal.

Miss Olive Dugal, a teacher who has obtained an elementary school diploma, will engage to teach the English and French languages. Address to Messrs. Lorange, advocates, Montreal.

Mr. C. W. Smith will undertake to teach in an elementary school, and is prepared to obtain a model school diploma at the next meeting of the Board of Examiners. Address: C. W. Smith, Quebec

JOUNRAL OF EDUCATION.

MONTREAL, (LOWER CANADA) JULY, 1858.

Public Examinations and Distributions of Prizes in the Several Normal Schools.

The first regular year's course of studies in the three normal schools has just been completed. The examinations for the obtaining diplomas were in all of them, long and severe. There were in each school, two examinations, the one oral, the other in writing. The public were specially invited to attend these examinations, and we were happy to remark, that at the McGill normal school the *elite* of the english portion of the society of Montreal, attended. On the occasion of the distribution of the prizes and diplomas, the large gothic hall of the school was actually crowded. The Superintendent of Education presided, supported on his right by the Anglican Lord Bishop of Montreal, and on the left by the Hon. Mr. Justice Day; the Hon. Judge Badgley, a great number of the members of the bar, and ministers of the different protestant denominations were also present.

The Superintendent opened the proceedings with an address in which he strongly urged the necessity of encouraging and supporting our normal schools, and of not giving way to that peculiar disposition which as soon as a reform is made, destroys it by attempting to improve it. Perhaps (he added) men who merely dealt in figures might attempt to find some objection, they would perhaps compare the number of pupils with the expense of their education and then tell you how much a head each cost: "It was not, however, by this that the utility of the normal school was to be judged, for the great benefit it conferred consisted in its raising higher the standard of teaching in this country, and ensuring the enjoyment of good and thorough education to the public, by sending forth teachers, whom a course of study there, should have fully fitted for their work. It had been argued in opposition to the establishment of normal schools, that they would not get pupils. The pupils were there in the room. But it had been said again, that they would not receive sufficient salaries. He confessed that the salaries were not what they ought to be, but the evil was being rapidly remedied throughout Lower Canada. The amount of subscriptions collected for educational purposes had become nearly doubled, and at that moment there were 12 or 15 municipalities paying £100 and upwards to their teachers. He would give them another instance, which was the more pleasing, as the municipality to which he alluded was one of the smallest in the lower province. He had been called away suddenly to the school at the Tanneries, where they paid their teacher £120 per annum, and gave him in addition lodging and 6 cords of firewood. He went over and found there 166 pupils, with the examination of whom he was much pleased. There was, of course, still room for progress, but he must say that very much had been done, more especially in the important items of book-keeping, mental arithmetic, and algebra. He quoted this as an instance, and a very pleasing one, of the advance that education was making. Ladies and gentlemen, you are now about to receive prizes and diplomas which will give you the right of teaching anywhere throughout the country, you will recollect that these diplomas bringing such high privilege, bring also heavy responsibility, a responsibility which, as you had fully explained to you at the opening of this school, is second only to that of the minister of the Gospel—you stand between him and the parent. Consider then within yourselves how grave a care rests with you, and endeavour to cultivate that which you will now require, a perseverance and assiduity that may prevail over all obstacles, and a disposition that looks upon nothing as unimportant. It is the collection of small drops of water that forms the ocean, the aggregate of minute atoms of matter that forms our bodies,—it is every little action of our lives that shall be summed up into the mass by which we shall be judged. You have my best wishes for your success in after life, and my hope that you will have some day or other the satisfaction of knowing that you have trained up pupils who are worthy of yourselves, this school, and the country." (Applause.)

Mr. Principal Dawson then rose and said that: "In introducing the most important business of this meeting—the conferring of diplomas on those pupil teachers who have creditably passed through the course of training prescribed in this school, I shall merely make such statements as the public have a right to expect on such an occasion. The number of pupil teachers entitled to diplomas is 40, a much larger number than in last session; but it must be borne in mind that in the present session the number of teachers in training has increased from 56 to 70—that several have now been with us for two sessions, and that last session was only half the length of that which we close to-day. 14 of our pupils are entitled to diplomas for model schools, 26 for elementary schools; most of those in the former class having studied for two sessions. Of the whole number in attendance in the past session, 32 were resident in this city, 38 were from other parts of the province, especially from the Eastern Townships, and in our distribution of diplomas it appears that they have been equally shared between these two classes, 25 having been bestowed on pupil teachers not resident in Montreal, and many of these have taken the highest places on our list, a most favorable testimony to their ability and previous education, and an evidence that whatever the defects in the education of Lower Canada, there have been and are good schools in the districts which have sent these pupils to us. We hope that those now going from us will carry the reputation of this school throughout the province, and send us many to succeed them here. The advantages which we are able to offer in the bursaries, payment of travelling expenses, and arrangement of the course of instruction, are so great that practically this school may be said to lie at the door of every one, in whatever part of the province, who may desire the education which it offers; and with this convenience it combines that concentration of effort and thoroughness of the appliances for the work, which can be secured only by a great central institution. I may add that our course of study for next session has been so arranged as to give those whose education may be far advanced, the full benefit of this, in shortening their term of study, an advantage which will tell in favor of those schools which are capable of giving to intending pupil teachers a sound and thorough preparation for the work. It is due to those who have not received the diploma to-day to state that the greater part of them have conducted themselves creditably when here, and that it has been in most cases owing to the disadvantages of defective early training, infirm health, or the late period of the session at which they entered, that they have come short of the end which they sought. Some of them, we trust, will be able to appear with honour at the close of another session. To many, for their estimable character and general good conduct, we could have wished to give the diploma, but the responsibility which rests on a school like this forbids us from doing so on any other ground than that of thorough fitness for the work of teaching. To the several Professors and teachers connected with this institution, my thanks, and yours, and the thanks of the country are due, for their zealous and successful exertions. Professors Hicks and Robins have devoted their energies to the work in the most self-denying manner. Professor Fronteau has exerted all his well-known skill, with excellent effect, in the department of French. Mr. Fowler has created such enthusiasm for music, that I have sometimes thought it required repression rather than encouragement; and the results of Mr. Duncan's labors may be seen in the drawings around these walls, most of them the productions of young persons who had not handled the pencil before they entered this school. To one gentleman, not connected with this school, our special acknowledgments are due. Dr. Barber, who had long retired from the teaching of that art in which he is so eminent a master, consented, in behalf of this school, to renew his youth, and to give to our teachers in training a series of lessons in elocution of a character not otherwise to be obtained in this country, and which will give accuracy to all their teaching of this important and too generally neglected branch of English reading. To the Clergy of the city, who have so regularly kept up the classes of religious instruction in the school, our deepest gratitude is due; and we trust that the seed which they have sown will bear good fruit, not only in the hearts of our pupil teachers, but in those of their future pupils. In conclusion, allow me to say that I look for-

ward with confident hope to the results of the work of this session. Our teachers in training have received a thorough grounding in the elements of education, and have had their minds directed to a large field of scientific and literary study. They have studied and practised the best methods of instructing the young. They have cultivated habits of self-denial and of self-reliance. They have tested their own mental powers, and learned successfully to contend with difficulties and to rise from one intellectual victory to another. The learning and the habits thus acquired they will, I am sure, regard as a sacred trust committed to them, not only by this school and this country, but by their God,—a talent which must be returned with large interest. All of them, I trust, cherish such views, and in most of them these views are exalted and refined by real piety. These forty young teachers going forth thus prepared will, I fully believe, confer benefits on this province, compared with which all the cost and labour of the establishment and maintenance of this institution, are as nothing. We must regard them however but as its first fruits, to be followed by a long succession of plenteous harvests. In sending them forth we commend them to the School Trustees and parents of Canada, not merely as laborers worthy of their hire, but as worthy of all honour, kindness, and encouragement. To these young teachers themselves it is perhaps not necessary that I should say anything in addition to the good advices they have received and may receive. One word only I would say in reading their names as about to receive diplomas. In going from us you must expect to uphold the cause of education amid many difficulties,—you may have to find others far inferior to yourselves, who have gone through no such training, preferred by an undiscerning public,—you may have to endure thankless toil for scanty pay,—you may have to do with those who give you all the labour and take all the credit to themselves,—you may find yourselves despised and neglected by the frivolous butterflies of gaiety and fashion. All this, and more the useful and laborious in this world, are sure more or less to endure. But these evils are not to be met by forward self-assertion, or sullen bitterness of heart; you must seek, by God's grace, to attain to a spirit of active, patient, hopeful continuance in well-doing to the utmost of your ability. By this alone you will outlive and rise above all these petty hindrances; and let these diplomas ever be associated in your minds with this principle of action. I part with you now with the most earnest good wishes, and it is due to you to say that your excellent conduct here, and ardent application to the studies set before you, have made all that I have had to do in connection with this school a pleasure rather than a toil."

The Principal then read the list of students entitled to diplomas, as follows:—

I—Model School Diplomas—*In the order of the relative merit of the Candidates.*

Miss Jeanette R. Middlemiss, Montreal: Prizes in Zoology, Drawing, Algebra, Geography; hon. mention in French, Arithmetic and Geometry.
Miss Mary A Hutchinson, Waterloo: Prizes in Agriculture Chemistry; Geography, 2nd; Geometry, 1st; hon mention in Drawing.
Miss Anna Evrett, East Hawkesbury: Hon mention in Algebra.
Mr. John A Bothwell, Durham: Grammar, 2d; hon mention in arithmetic.
Miss Eliza M Whitney, Isle aux Noix: Prize in Drawing.
Mis Priscilla J. Orr, LaChute: hon mention in Chemistry.
Miss Prudence Bell, Montreal: Prize in Drawing; Art of Teaching, 1st.
Miss Mary Harper, Montreal.
Miss Maria Mc. I. Machin, St. Hyacinthe.
Miss Harriet A. Moore, Montréal: Art of Teaching, 2nd.
Miss Mary Brethour, Ormstown.
Miss Jane Dougall. Montreal: Arithmetic, 1st, hon mention in Algebra.
Miss Eliza G. Elder, Montreal: hon mention in Drawing.
Miss Mary Mattieson, Montreal: Prize in French.

II—Elementary Diplomas—*In the order of the relative merit of the Candidates.*

Miss Ellen E. Cook, Dunham: Prize in Agricultural Chemistry; Algebra, 1st; Geometry; hon mention in Drawing.
Miss Elizabeth Chalmers, Montreal: Prize in Art of Teaching, 2nd.
Miss Caroline Trenholme, Kingsey: Drawing: History, 1st; hon mention in French and Art of Teaching.
Miss Lydia Trenholme, Kingsey.
Miss Louisa Webster, Montreal: Prize in Zoology, Nat'l Philosophy; hon mention in Arithmetic and Art of Teaching.
Miss Ellen Carmichael, Lachine: History, 2d; hon mention in geometry.
Miss Louisa Tracey, Montreal: Chemistry, 1st.
Miss Kate Campbell, Perth, U. C.
Miss Isabella Blyth, Montreal.
Miss Emily Dunning, Dunham.
Miss Louisa Trenholme, Kingsey.
Miss Fanny Hill, Montreal.
Miss Matilda Trenholme, Kingsey: Prize in French
Miss Eliza Couch, Montreal.
Miss Alice Finlay, Dunham.
Miss Helen Snyder, Lancaster.
Mr. A. Morrison, New Glasgow.
Miss Annie Reade, Montreal. Art of Teaching, 1st.
Miss Euphemia Clarke, Montreal.
Miss Margaret McLean, Montreal.
Miss Eliza Elwyn, Durham: Geography, 3d.
Miss Helen Ross, Lancaster.
Miss Mary Sym, Montreal.
Miss Jane Patterson, Montreal.
Miss Christina Monteith, Montreal.
Miss Margaret Drysdale, Montreal.

III—Promoted to Senior Class

Miss Mary Roach. History. 2nd prize.
Mr. George Rafter.
Miss Hannah Bell.
Miss Jane Vosburgh
Miss Jessie Patterson.
Miss Frances Lloyd.
Mr. Charles Seaver: Arithmetic, 1st prize, and hon mention in Algebra and Geometry.
Miss Alice Hall,

The valedictory address was then read by Mr. Bothwell, one of the pupil teachers of the Institution. A number of pieces of music were here and at other times during the afternoon sung and played by the pupils, reflecting the greatest credit on their able and zealous professor, Mr. Fowler.

After two very able addresses by professors Hicks and Robins, the Hon. Mr. Justice Day, President of the Board of Governors of the McGill University, rose and said, that he felt great satisfaction in coming forward that afternoon as the representative of the corporation of McGill College, to express the sympathy which that body felt with the Normal School, and their warmest wishes for its success. He himself had derived great gratification both from the results of the examination which had just finished and also from the brilliant assembly which he saw before him, for he felt that such assemblies were evidence that education was making progress not merely so far as regarded its machinery but also in the interest which it excited; for they proved that the public heart was roused and the public mind stirred up upon the subject, and when that was once the case the cause of education could not fail to succeed. He had been highly pleased with the results of the examination generally, but there were three of its features in which he had taken a more especial interest. These were, first, the close examination in mental arithmetic; secondly, that in natural history, and thirdly that in music. Notions on education, as was the case with regard to many other sciences, had unfortunately up to a very late period become stereotyped. A path so to speak had been marked out and enclosed by a hedge, and for a considerable time no one had the audacity to diverge from that beaten track, but whenever any one did dare to quit the route and break through the hedge, he found something on the other side lying hidden and overlooked that eventually turned out of great importance in educational training—and this was the case with mental arithmetic. It was a faculty that was constantly required in every day life, and he had been much struck with the superiority which the less educated possessed over the more highly educated in rapidity of calculation; the ease and precision for instance with which a certain class of people can give the total price of a number of articles of varying value which the more educated mind demands a longer period to arrive at. The fact was that mental arithmetic was a science which like poetry depended on an intellectual faculty, and required cultivation. He had no doubt that an eminent example of the peculiar skill of which he was speaking would be known to several of his hearers in the person of Mr. Bidder, brother of the late manager of the Grand Trunk Railway. He would also mention another example in the case of a Canadian boy who although totally at a loss on other matters could grasp any question that was presented to him in arithmetical numbers, and could answer the most difficult ones by a sort of instinctive faculty, and not by means of any perceptible exertion of the mind. Now he must say that he had been excessiveley pleased with the rapidity and acurracy of the pupils, as well as astonished at the difficult questions which they so easily solved, and he had felt whilst listening to their examination that he was fortunate in being ther in there capacity of a spectator merely. What he had alluded to was practical in its merits, but he would go a step higher and speak of music. And here he could not sufficiently wonder how it happened that music had

been so long neglected. It had a spell about it that could excite any of the human emotions—that could appeal alike to hope and fear and love and joy—that had no limit to its power; and yet how recent had been its introduction. He was aware that there had been a prejudice against it to the effect that it would teach young men to be idle, but he need scarcely show the absurdity of that superstition—as if a young man must be idle because he was capable of appreciating music and evoking its sweet sounds. He was glad that we had at last got to appreciate that important member of the æsthetic family—that powerful instrument which could influence all the passions of the human nature. But to pass from music to natural history, from the harmony of numbers to the harmony of God's visible creation. A strange thing it was that although the attention of men had been so long directed to subjects of education yet this one also should have been neglected. It was with this that the first ray of intelligence that dawns upon the infant mind was connected. The child long before he can walk looks out upon the world, and as soon as he can speak his first enquiries are concerning it—enquiries which, in nine cases out of ten, do not receive a proper answer. Strange, that well-informed persons should have such little knowledge of things present with them every day. Take for instance a fly: how few could give correct information regarding the habits of that small insect? We might be told, indeed, that a fly was an annoying creature, that would persist in getting into cream jugs, settling on the butter, robbing the sugar from our strawberries, and (of we were rather lazily disposed) in walking over the tips of our noses in the morning before we wanted to get up; but this was the description of a fly in its dissipated state—a fly corrupted and degrated by the civilization of man. Ask, however, what is his proper task, and what part he plays as a great scavenger in creation, what rank he holds, and of what use he is in nature?—and few know. This was a familiar instance he had chosen. There were many such in the insect world, of which perhaps less was known than of the fly, and there were still more in the vegetable world that we trample under our feet. It was time that this ignorance was removed; and he trusted that the efforts that were then being made would be persevered with, until there could no longer be any person found is the land who was ignorant of natural history. He would proceed to say a few words to the pupils, in conclusion, on the peculiar nature of the profession they had chosen. They had his warmest sympathy and his best wishes for their success. Of the importance of the mission upon which they were setting out enough had been already said; yet there remained an error into which they were liable to fall, and from which he would endeavor to warm them; and that was the belief that the work before them was merely intellectual work—a training of the talents and faculties only. Now, this was not the case. No knowledge could be given to the pupils whom they might have in charge without at the same time a knowledge of good and evil being imparted with it. Every lesson would bring with it some germ of the distinction between right and wrong; and it was their duty to see that this should be done, and to direct it, that the great fundamental principles of justice, truth, honesty, and the eternal foundation of our salvation should be, as they were capable of being, transmitted in the very simplest lessons. This might be done without any fear of an approach to sectarian principles. It was an arduous task that lay before them, and could not be performed without an effort; yet they would remember that there were two great powers that would enable them to perform it: first, a humble self-denial; and secondly, a brave, unflagging industry. The true power was the power of labor, not the power of intellect, which, without perseverance, was little or nothing. A celebrated writer had said, "Genius is patience"—nay, rather let them say that genius without patience is nothing worth. It is the gold cup without the generous wine or limpid water. Let them fill it to the brim with honest industry, and wait quietly for their success, knowing that common sense and patient labor had done more than all the idle genius that ever flashed through it since the world began. In conclusion, he would again assure them of his deep sympathy, and his hope that their work would be successful.

After a few concluding remarks by the Honorable Superintendent, and the national anthem having been sung by the pupils in which the audience joined, the proceedings were closed by the benediction by the Revd. professor Cornish.

The distribution of prizes and diplomas at the Laval Normal School, Quebec, took place on the same day; His Lordship the Administrator of the diocese presided, and he expressed with great warmth and feeling, the pleasure he had derived from the general good conduct and the success of the pupils. The *Canadien* speaks in a most flattering manner of the result of the examinations of the male pupil teachers, at the Normal School, and of that of the female pupil teachers at the Ursuline Convent. Mr. de Fenouillet on behalf of the professors, addressed the public and the pupils, and he performed this task with that elegance of style which is so much appreciated by all who have already heard him. 15 male and 7 female pupil teachers received diplomas. Scarcely were his arduous duties completed when the indefatigable Principal, the Revd. M. Langevin, left Quebec for the purpose of visiting several of the Normal Schools on this continent. After visiting those of Montreal, he immediately left for Toronto and the United States.

During a fortnight, the halls of the Jacques Cartier Normal School were thrown open to the public, and a few distinguished friends of education attended the examinations, conducted by the Superintendent, the Principal and the Professors of the schools. Among those present, we remarked the Revd. Messrs. Desmazures and Denis of the Seminary of St. Sulpice, Le Commandeur Viger, Dr. Leprohon and C. Cherrier, Esquire, Q. C. as well known for his high attainments and standing in the legal profession as for his estimable qualities as a citizen, and who is ever to be found where there is any good to be done.

Their Lordships the Roman Catholic Bishops were both absent from Montreal, on th 19th July, consequently, they were unable to honor the ceremonies at the Jacques-Cartier Normal Schol on that day with their presence. The meeting was presided over by the Superintendent. We noticed among the audience His Lordship the Anglican Bishop of Montreal, the very Revd. Vicar General Truteau, the Revd. Pere Vignon, the Rector, and the Revd. Pères Daly and Larcher and Mr. Professor Bibaud, of the St. Mary's College, also several clergymen and gentry from the surrounding country; The Hon. Mr. Justice Day, H. A. Howe, Esq., A. M. Rector of the High School, the Revd. Mr. Bond, and several other professors of the different protestant educational institutions of this city.

Mr. Principal Verreau opened the proceedings by reading his annual report. This year the Institution was attended by no less than forty-six pupil teachers. Of these, fifteen only received diplomas. From this fact alone, some idea may be formed of the severity of the examinations and of the strict discipline maintained in the establishment. Several very interesting experiments in caloric, atmospheric pressure, galvanism and electro-magnetism, were then very dexterously performed and explained with much clearness by Messrs. Giroux, Desplaines et Dostaller. A young lad, named Sheridan, recited the "Victoire de Chateauguay," by Mermet; another, named Sauvé, a little English piece, in order to show the care taken in teaching both the English and French languages, in the model school. The number of scholars now attending the model school, is 84, and from want of space, this number cannot be increased. By a singular coincidence, there are 41 pupils whose natural language is French, and 41 whose mother tongue is English. After the distribution of the prizes and diplomas the Superintendent made a short address to the new teachers.

But the most attractive part of the proceedings of the meeting, at which a large audience was present, was incontestably the musical portion of it. The *Gloria in Excelsis Deo*, from Mozart's 12th Mass; the *Insanæ*, by Haydn, and a *Laudate*, by Minè, were sung with great precision and effect, by a choir composed of the scholars of the normal and model schools. Several difficult pieces were also executed on the piano forte, by some of the scholars of the normal school, in a style to reflect infinite credit on Mr. Brauneis, the Professor, who has succeeded in bringing them to such a degree of perfection in so short a time. Mr. Brauneis has also had the direction of the choir, formed by the pupils of the two schools which has, on several occasions, lent its valuable assistance on occasions of religious festivals in St. Jacques church.

Mr. Archambault having then on behalf of the pupil teachers who had received diplomas, delivered the valedictory address—"God save the Queen" and "A la Claire Fontaine" were played, and the proceedings were closed.

High School Department of McGill College.

The distribution of prizes and award of honors to the successful candidates in the several forms of this institution, took place at the Hall of the McGill Normal School, at 3 p. m. on Friday, the 2nd instant, before a numerous and distinguished audience, composed principally of the parents of the pupils.

On the platform, the Hon. Peter McGill, the Senior Governor of the University present, presided. On his right, he was supported by Henry Aspinwall Howe, Esq., M. A. Rector of the High School, and by Dr. Dawson, Principal of the University; on the left, by Thomas Brown Anderson, Esq., Andrew Robertson, Esq., and Ben-

jamin Holmes, Esq., Governors of the University. There were also present W. C. Baynes, B. A., Secretary, and Messrs. T. A. Gibson, M. A., D. Rogers, M. A., Bowman, J. D. Borthwick, J. Kemp, Professor Fr. nteau, and J. Duncan, Assistant Masters; and among the company we observed Rev. Archdeacon Gilson, Rev. Dr. Wilkes, Rev. Prof. Cornish, Rev. J. Kemp, Messrs. Blackwell, J. G. Mackenzie, J. J. Day, Gzowski, Davis, A. Ross, and others; with a more than common proportion of the ladies of Montreal.

The meeting was opened with prayer by Rev. Archdeacon Gilson.

The Chairman then announced that the Rector would briefly state the condition of the School at the close of the present session.

The Rector, having acknowledged the courtesy tendered to the institution by the brilliant assembly before him, composed of the long and faithfully tried friends of the High School, proceeded to state that the changes announced at the last annual meeting, as to take place in the arrangements of the High School the present session had been effected, and the result had justified the arrangement. The singing, as learnt by the three senior classes, was he hoped creditable; but of this the company would judge themselves; and the drawings of the various classes had been inspected during the examinations. He was happy to state that these efforts at further efficiency had met with a fair response, and the School had increased this year 30 pupils, making the average number 250 boys. But this increase, although gratifying, was not sufficient to make the School meet the heavy expenses requisite for carrying it on; and white repeatedly urged to increase the school fee, he felt still justified in advising the Governors to wait, as he was certain that the more parents became acquainted with the sterling advantages presented in the education as carried out in each form in every branch of education, more friends would be yearly added to the establishment, and the numbers would increase to the amount requisite to make the High School of Montreal a self-supporting establishment. He urged, therefore, on the friends of the School to support it by their friendly recommendation, as they had already done by their patronage; and he should thus, he trusted, next year be able to announce that the most thorough and varied education was offered in Montreal, at a rate bearing no proportion to the fee required. Having sat down.

The Hon Chairman said, that as the Rector had invited their attention to the vocal powers of the young gentlemen, he would, to use a well known phrase, "call for a song," which was responded to by a very well performed one.

The Rector then called on several young gentlemen to recite speeches in English, Latin, Greek and French, all of which were delivered in a very satisfactory manner, and called forth continued plaudits of the company. In the exhibition of instrumental music, we must not omit the brilliant flute solo by Hector McKenzie, accompanied on the piano by Mr. Follenus. At the conclusion of this, the Rector rose, and after stating that the happiest part of the day's proceedings had come—one which always gave him unfeigned pleasure, and he believed also to many a young heart besides—he then read the following Prize List:—

PRIZE AND HONORS LIST OF McGILL COLLEGE HIGH SCHOOL, FOR SESSION 1857-58.

SIXTH FORM — 24 PUPILS.

Dux—Caleb DeWitt, son of Jacob DeWitt, Esq., Montréal.
Latin—1 Ross; 2 Plimsoll; 3 Gough.
Greek—1 Ross; 2 Plimsoll; 3 Maxham.
English—1 DeWitt; 2 Ross; Patton.
French—1 DeWitt; 2 Ross; 3 McDonald, ma.
German—1 Drummond, ma
History—1 Gates; 2 Esdaile: 3 Plimsoll.
Geography—1 Ramsay; 2 Esdaile; 3 DeWitt.
Algebra—1 DeWitt; 2 Gates; 3 Walkem.
Arithmetic—1 Gates; 2 DeWitt; 3 Ross.
Geometry and Trigonometry—1 Day; 2 Dewitt; 3 Ross.
Mensuration—1 Day; 2 Gates.
Natural Philosophy—1 DeWitt; 2 Ross.
Religious Studies—1 Gates; 2 DeWitt; 3 Murray.
Writing—1 Maxham; 2 Gough; 3 DeWitt.
Book-keeping—1 Gough; 2 Day.
Drawing—1 Ramsay; 2 DeWitt; 3 Vennor, ma.
Vocal Music—Buchanan, Drummond and McDonald, ma.
Good Conduct—Smith, max.
Punctuality—Vennor, max; and Plimsol.

FIFTH FORM—37 PUPILS.

Dux—Benjamin Dawson, son of B. Dawson, Esq., Montreal.
Latin—1 Dawson, max; 2 Bethune, max; 3 Lomer; 4 Lemoine.
Greek—1 McKenzie, ma; 2 Dawson, ma, and Lomer, equal
English—1 McCord, ma; 2 Dawson, ma; 3 Vennor, ma; 4 Calder, ma, and Lyman, equal.
French—1 Lomer; 2 Blackwell, max; 3 Dawson, ma; 4 McCord, ma.
German—1 Blackwelle, max.
History—1 Dawson, ma; 2 Calder, ma; 3 Lyman, and Tyre, ma, equal.
Geography—1 Dawson, ma; 2 McCord, ma; 3 Lyman; 4 Lomer
Algebra—1 Bethune, max; Dawson, ma, and Lemoine equal; 4 Lomer.
Arithmetic—1 Dawson, ma; 2 Lemoine; 3 Kurczyn; 4 Lomer
Geometry—1 Lomer 2 Tyre, ma; 3 Dawson, ma; 4 Lyman.
Religious Studies—1 Dawson, ma; 2 Lyman; 3 Calder, ma; 4 McCord, ma.
Writing—1 McKenzie, ma; 2 Stephen, ma; 3 Blackwell, max.
Book-keeping—1 Lemoine, 2 Philbin, ma, and Routh, equal.
Drawing—1 Blackwell, max; 2 McKenzie, ma; 3 Lyman.
Vocal Music—Cowan, ma; Lomer and Stafford.
Good Conduct—Bethune, max.
Punctuality—Philbin, ma; Bethune, max; Dawson, ma; and Lomer.

FOURTH FORM—47 PUPILS.

Dux—Thomas Fairbairn, son of John Fairbairn, Esq., Montreal.
Latin—1 Smith, mins; 2 Bell, mi; 3 Baynes, max; Fairbairn, ma, and Hicks, ma, equal.
English—1 Fairbairn, ma; 2 Hicks, ma; 3 Baynes, max; 4 Gillett; 5 Gordon.
French—1 Gillett; 2 McGinnis; 3 Rose, ma; 4 Hicks, ma; 5 Baynes, max.
History—1 Fairbairn, ma; 2 Baynes, max; 3 Gillett; 4 Hicks, ma; 5 Macduff.
Geography—1 McDonald, mi; 2 McGinnis; 3 Gillett; 4 Fairbairn, ma; 5 Dougall, ma.
Arithmetic—1 Nelson, ma; 2 Fairbairn, ma; 3 Holmes, ma; 4 MacDougall, max; 5 McCulloch.
Religious Studies—1 Fairbairn, ma; 2 Baynes, myx; 3 Macduff; 4 Rose, ma; 5 Hicks, ma.
Writing—1 Fairbairn, ma; 2 Brown, ma; 3 Allan, McDonald, mi, and Munro, equal.
Drawing—1 Rose, ma; 2 Brown, ma; 3 Fairbairn, ma.
Vocal Music—Cowan, mi; Bethune, ma; Hill, mi; McCulloch, and Walton.
Good Conduct—Jaques.
Punctuality—Munro; Nelson, ma; and Gordon.

THIRD FORM—44 PUPILS.

Dux—William Fowler, son of R. J. Fowler, Esq., Professor of Music, Montréal.
Latin—1 Ferguson, ma; 2 Brewster; 3 Fowler; 4 Redpath; 5 Clare, ma.
English—1 Wardlow; 2 Brewster; 3 Fowler; 4 Gibb; 5 Blackwell, ma.
French—1 Prevost, ma; 2 Blackwell, ma; 3 Fowler; 4 Davidson; 5 Holland.
History—1 Gibb; 2 Brewster; 3 Wardlow; 4 Blake; 5 Fowler.
Geography—1 Fowler; 2 Prevost, ma; 3 Gibb, 4 Blake, 5 Redpath.
Arithmetic—1 Holland; 2 Clare, ma; 3 Hadley; 4 Wardlaw; 5 Whitehead.
Religious Studies—1 Fowler; 2 Brewster; 3 Wardlow; 4 Hadley and Redpath, equal.
Writing—1 Blackwell, ma; 2 Wardlow; 3 Hland.
Vocal Music—Blackwell, ma; Fowler, Perkins and Davidson.
Good Conduct—Prevost, ma.
Punctuality—Davidson, mi; Rose, mi; Wardlow.

SECOND FORM—52 PUPILS.

Dux—Robert Kneeshaw, son of the late R. Kneeshaw, Esq., Ottawa.
Latin—1 Kneeshaw; 2 Davies and Hadley, equal; 4 Mackay; 5 McDonnough.
English—1 Kneeshaw; 2 McDunnough; 3 Mackay; 4 Vanneck; 5 Foster.
History—1 Kneeshaw; 2 McDunnough, 3 Morgan, ma, and Thomson, mi, equal.
Geography—1 Kneeshaw; 2 Thomson, mi; 3 Vanneck; 4 Mackay; 5 Kempt.
Arithmetic—1 Kneeshaw; 2 Stevenson; 3 Mackay; 4 Morgan, ma; 5 Philbin, mi.
Religious Studies—1 Kneeshaw; 2 Hadley; 3 McDunnough; 4 Davies; 5 Morgan, ma.
Writing—1 Birks, ma; 2 Morgan, ma; 3 McNiece, 4 Stevenson; 5 Thomson.
Good Conduct—Birks, ma.
Punctuality—Philbin, mi; Simpson, mi; Kneeshaw and Foster.

FIRST FORM—52 PUPILS.

Dux—Thomas M. Morgan son of James Morgan, Esq., Montreal.
Reading, etc.—1 Lewis; 2 Fraser, mi; 3 Hart; 4 Wood.
Spelling—1 Morgan, mi; 2 Fraser, mi; 3 Lewis; 4 Vennor, mins.
Grammar—1 Cunningham, mi; 2 Fraser, mi; 3 Morgan, mi; 4 Wood.
Geography—1 Morgan, mi; 2 Campbell, mi; 3 Lewis; 4 Hart.
Arithmetic—1 Wood; 2 Morgan, mi; 3 Vennor mins; 4 Campbell.
Religious Studies—1 Fraser, mi; 2 Hodkinson; 3 Hart; 4 Lewis; 5 Morgan, mi.

Writing—1 Perkins, mi; 2 Morgan, mi; 3 Townsend; 4 Egan; 5 Moir, max.

Good Conduct—Vennor, mins.

Punctuality—Vennor, mins; Tooke, and Johnston, mi.

After the reading of the prize list, each form approached the dais, and the President delivered to the candidates the prizes awarded them, with an appropriate remark to each happy boy.

After the distribution of prizes had been made, the Rector said he was authorized to announce that one of the Governors of the College proposed founding a gold medal for the High School Department, to be awarded to the max or senior boy at the close of every school year, and that the first medal would be open to competition next session.

Principal Dawson gave a short explanation of the school examinations for certificates of the University, to be held on the 21st of September next, and details of which are contained in the College calendar. He said that these were open to pupils of all schools, and were intended to ascertain the nature and amount of the education they had received, and to give them, under the authority of the University, certificates accordingly. The examinations would be conducted in writing by Professors of the University. They would be of such a character as to give assurance that those who succeed had received a good education for business pursuits. He hoped, therefore, that the certificates would be highly valued; that the desire to obtain them would induce parents to aim at a higher standard of education for their children; and that in this way the examinations might prove a useful and healthy stimulus to the schools, and serve to establish and extend the reputation of those schools really deserving of public patronage. In instituting these examinations, the University was merely following the example of the English Universities; and in the case of McGill College, its connexion with the Royal School and with two large Model Schools, gave an especial appropriateness to the movement.

Dr. Wilkes, one of the oldest friends and original promoters of the High School, being called upon, then addressed the audience in a few happy words, dwelling upon the great advantages attending the introduction of the "æsthetic" element, as he appropriately called it, into the course of the High-School—music, drawing and elocution.

After "God Save the Queen" had been sung, the meeting closed with the Benediction.

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1856.

(Continued from our last.)

The three appendices referred to in the Report of the Superintendent immediately follow. The first contains all the statistical tables, the importance to Lower Canada, of which, is so well understood as to require no comment. Much praise is due to many Directors of educational institutions and to the secretary-treasurers of municipalities, for the zeal, the correctness and the neat manner in which their statements have been prepared. We regret however to be obliged to remark that these an only exceptions, and that generally, this department has much trouble in obtaining the information necessary, to submit perfect statistical statements to the public. Perhaps this duty may be arduous, but if, after reflection, the difficulties which the officers of the department have to encounter, and if, at the same time, the importance of the general information were more considered, to the salutary influence their dissemination exercise over public instruction, added to the interest which even strangers have evinced in favour of our public education, perhaps we might be induced to contribute merely by the sacrifice of a few hours in a year, to a work which we would find the more attractive in proportion as we lent our exertions, added to a just appreciation of the beneficial results to be derived. Besides this, there is another consideration which has not escaped the observation of those who are interested in the progress and future of Lower-Canada. We allude to that species of public opinion, which to superior physical force and a recourse to arms, frequently decides the fate of a people: statistics contribute greatly towards the forming of this opinion, and we must admit, that its judgments have not been the most favorable or flattering. While our neighbours on all sides, have grown and are lauding themselves at our expense, without copying their magnified and exaggerated statements, we should at least use our utmost endeavors to prevent our present position from being lowered through our indifference.

The second part of the appendix contains the reports, circulars and the rules and regulations issued during the year. This collection of documents will prove very useful to school commissioners and to all who take any active part in the organisation and working of the schools. We believe that a list of these documents may be of service to our readers:

Statement shewing the distribution of the grant for superior education for the year 1856.—Statement shewing the distribution of the grant for supplementary aid to poor municipalities for the year 1856.—Circular No. 19 to the Commissioners and Trustees of dissentient schools *concerning the putting in execution the recent Act of the Legislature.*—Regulation established by the Superintendent of Education concerning the casual expenses of school municipalities.—Divers formulæ.—Circular No. 20 to Inspectors of schools concerning the distribution of school prizes.—Circular No. 21, concerning the publication of the Journals of Public Instruction, establishment of the teachers' fund, and the opening of the normal schools.—Regulation for the formation and management of the teachers' pension fund.—General regulation for the establishment of normal schools in Lower Canada.—Special regulations for admission to studies, and the obtainment of purses at the Laval and Jacques-Cartier normal schools.—Special regulation for admission to studies at the McGill normal school.—Prospectus of the Laval normal school.—Prospectus of the McGill normal school.—Prospectus of the Jacques-Cartier normal school.

The third appendix (G) contains extracts from the reports of the school Inspectors. It would have been impossible to have printed these documents *in extenso* without putting the province to considerable expense. They have therefore been condensed as far as was admissible, giving at the same time a concise account of the state of school affairs within each district of inspection. In preparing these reports, Inspectors should be particularly careful to insert in them only what refers to and can interest the public generally, and above all, avoid including in them complaints or other facts, that should be made the subject of special reports, being purely local; this would considerably simplify the labour of the chief of the educational department, and would very frequently tend to a more prompt attainment of the object in view.

The first report is that of Mr. Bruce; we regret that all the statistical tables accompanying it cannot be published. We give however sufficient to prove that Mr. Bruce conscientiously fulfils the arduous duties of his office. His district of Inspection, exclusively of the city of Montreal is principally composed of the protestant population dispersed over a vast extent of territory, having many difficulties to contend with resulting from their local position: it can therefore be no matter of astonishment that Mr. Bruces tables do not show such flattering results as could be wished, besides which, his zeal will account for the dissatisfaction

he does not even attempt to disguise. We make the following extract from his report:

The following rules will be found useful, not only in teaching children to read, but also in making them understand what they do read:

Never teach them anything but what may be useful to them in the station of life in which it has pleased the Almighty to place them. Teach them to appreciate the benefits to be derived from the instruction they receive from you: you will by this alone increase their desire for instruction. Never allow your explanations to go beyond the comprehension of the child, and above all avoid everything too abstruse.

Let every subject on which you treat be accompanied with those little attractions which always draw the attention of children. Give some interest to your descriptions by relating anecdotes or moral tales. Be very careful in making your explanations, and never cease questioning the scholars until you are perfectly satisfied that all, even the least intelligent, perfectly understood you. Let every word and every part of a sentence be for them a special study. Accustom them to analyse every sentence, and to render an account of everything they read. And you, the teacher, before commencing your day's labor, should always devote some time to the study of the subjects which will form the duties of the day, and which you are going to teach.

The attention of the teacher should be particularly given to arithmetic, a science now universally in use, and without a knowledge of which, no person can ever expect to succeed. In this branch much progress has been made since my last visit, but still the progress is not sufficiently striking. There are however some exceptions,—schools in which arithmetic is taught to perfection. The greater number, however, leave much room for improvement. They adhere almost exclusively to the pure and simple study of an author whose precepts, whether good or bad, they follow, and scarcely ever is the rule laid down in the book supported by verbal explanation. I cannot approve of such a method of teaching, which, in my opinion, should be totally abandoned.

The method of teaching grammar has now in some schools, assumed an appearance of progress, being founded on reasoning; but in most of the schools, it is far from being satisfactory. The methods used, rather fatigues than inspires a taste for this study. The memory alone is cultivated, the full comprehension of the lessons learnt is, generally speaking, altogether set aside, and if ever explanations are attempted, they are given in a manner calculated to give a distaste of the study to the scholar. In fact, the dryness of the subject, is only equalled, by the dryness of the explanations given.

I have very little to say with respect to the progress made in the study of geography. In some places this study appears the object of a species of antipathy which it will be difficult to overcome. In some schools, however, I have seen it followed up in a most creditable manner, as also is the study of history for which explanatory charts are used. In my visits, I have remarked a gradual increase in the number of pupils, who devote their time to these studies.

The method of teaching geography is, generally speaking, very defective. The pupil should, above all, but this is rarely the case, be made to understand the meaning of distance and space, the same, as in the study of history, it is necessary that the pupil should understand the meaning of age, year, &c. Instead of commencing to make him understand the principles of geography by observations at home, and in the vicinity, the lessons which are given are generally dry and tedious, which causes the scholar to take an aversion not only to the study, but also to the master who teaches and the book containing his lessons. Drawings on the black-board would greatly assist the pupil and facilitate his study, by familiarising him with the formation of continents, islands, oceans, &c., and would make a great impression on his mind; and yet this is the method the least thought of. In a word, the course adopted by teachers generally, is far from being logical. It is the learning we possess which enables us to seek for, and acquire those treasures of knowledge which have not as yet come to light, and this truth which should never be lost sight of, is the only means of producing beneficial results in the child whose mind and intelligence it is their duty to develope and expand.

The School Journals are very defective. There is only found in them the names of the children, their age, and the marks shewing the days of their attendance, but never anything to show what branches the pupils learn, nor the progress they have made in their studies since entering the school. I have recommended that the following form be adopted, because at a *coup d'œil*, every thing the scholar does and studies can easily be seen besides which it will serve me materially as a guide in my examinations.

Mr. Hubert expresses his satisfaction at the changes made in the School Laws which confer on the Superintendent of Education the power of controlling some of the proceedings of the School Commissioners, particularly the clause which permits him to withhold from refractory municipalities their share of the grant. He hopes that the Department of Education will remain steadfast, and will concede nothing either to the complaints or menaces of those who would wish to protract an amelioration of so melancholy a state of affairs. He adds that the time is now arrived to effect this desirable change. Every one feels convinced that it is the intention of the Government to cause the law to be executed in all its force, and they feel the truth of the excellent maxim contained in circular No. 20: "That no justice, equality, or real security can exist for individuals, where the law is not regularly and impartially administered as well in favor of, as against every one." A salutary reaction is now proceeding, but the slightest hesitation or weakness will promptly cause the whole prestige to vanish.

Mr. Hubert points out in several municipalities, a great improvement in the mode of carrying out the intention of the law, more particularly in the distribution of the Government grant amongst the several school districts. In some, blackboards have been supplied to the schools, in others, but in a less number, geographical charts have also been furnished. Generally speaking, however, the Commissioners have exhibited a most unaccountable parsimony. There are very few parishes in which the schools are furnished either with a school journal, or with a visitors' register. Some teachers, both male and female, so as not to deprive their pupils of the prizes which they are entitled to under the terms of the Superintendent's circular, have actually purchased such registers with their own means. In several municipalities the salary of the secretary-treasurer has been increased; in some, the contingent expenses not authorized by any previous meeting and resolutions, have been carried to account, notwithstanding the special rule published with respect to this subject.

The Commissioners very seldom visit the schools; they, however, generally attend the examinations. School regulations have been made in very few municipalities. Mr. Hubert is of opinion that general rules should be made establishing a uniformity in the method of teaching, fixing the school hours, and all other details. As soon as these rules shall have been established, either by the Superintendent or by the Council of Public Instruction, they should be printed and exposed to view in every school-house.

The time and length of the vacations also vary much in the several municipalities; consequently, the Inspector of schools is never sure, when he makes his tour of inspection, to find the schools open. The Superintendent or Council of Public Instruction should make a regulation establishing also, in this respect, general uniformity.

In many municipalities the Commissioners allow the school-houses to go to ruin, without ever thinking of repairing them when required; and they are still more disinclined to erect new ones. Almost all the school houses have been built since many years, and both the health of the scholars and teacher is consequently jeopardised. Because the Government no longer grants aid to build school-houses, the Commissioner consider that they are exempted from imposing special assessments for this object, and, from a false and fatal weakness and commiseration towards the rate payers, they render themselves guilty of culpable negligence and manifest inhumanity towards both pupils and teachers.

The salaries of the teachers are gradually on the increase; but they are still far from being remunerative, and this may in the main be attributed to the too great subdivision of municipalities into school districts. The great number of incompetent female teachers, who can always find employment for a low salary, is partly the cause of the unremunerative salaries paid to male teachers. A dwelling-house and fuel should always be given to a teacher, over and above his ordinary salary. Mr. Hubert points out several municipalities in which the niggardliness of the Commissioners is really deplorable. For instance, at Yamachiche the female teacher is obliged to furnish a stove and fuel-wood, and to accept as part of her salary her chances in the monthly fees. She would have complained to the school managers, but the Commissioners had strictly forbidden the managers to interfere in the matter and they went so far, as to threaten the school-mistress that if she persisted in her demand, they would deduct from her salary the number of days on which, during the winter, no school was kept, which was only

caused in consequence of the impossibility of procuring fuel. Mr. Hubert was perfectly justified in pointing out so flagrant a dereliction from the duties imposed upon Commissioners.

At St. Didace, the schools were shut up during a month, for the purpose of paying a debt contracted for building a school-house; the cost of the erection of this school-house, instead of having been raised by special assessment, having been taken out of the ordinary revenue of the municipality. He also mentions several other irregular proceedings in the mode of conducting the affairs of this municipality.

Champlain and Ste. Ursule are pointed out as deserving great praise for the progress made in their schools, and also for the liberality and disposition for improvement evinced by the Commissioners. In the first mentioned municipality people of note both from their position and acquirements appear to consider it a duty to attend all the public examinations of the schools, which were very satisfactory and highly interesting. Mr. Hubert also speaks in the highest terms of the academies of Yamachiche and Three-Rivers, of the school of the Brethren of the Christian Doctrine, and of the boarding-school of the ladies of the Ursuline convent. Mr. Lawlor's academy also enjoys a high and well deserved reputation. There are besides several independent schools. The "Institut Canadien" and the Philharmonic Society of Three-Rivers are well adapted for the development of literature and the fine arts. Newspapers have also lately been established in the town, and they are yearly gaining ground. In the same ratio will the taste for literature and general instruction also advance.

Mr. Inspector Consigny, (since deceased) was too constantly confined from the effects of the severe malady under which he labored during the last two years of his life, to enable him to make a very detailed or interesting report.

Mr. Parmelee, to whose inspection, a very extensive district in the Eastern Townships is entrusted, comprising the counties of Missisquoi, Broome and Shefford, gives the following summary of his observations:

The number of municipalities within my district of inspection is 22, of school districts 255, and of school-houses 231. There are 219 schools in operation, of which 64 are conducted by male teachers and 151 by female teachers. 188 are under the control of the school commissioners, 24 under the control of dissentient trustees, and 7 are independent. The number of pupils attending the schools is 6928, of which number 3971 are boys and 2957 are girls. Of this number 4753 are of British origin, 2175 are French Canadians, 1582 are Protestants and 2346 are Catholics. The number of scholars learning spelling is 1358, who read well, 2816, who read fluently, 2754, learning the simple rules of arithmetic, 1545, the compound rules of arithmetic, 1537, grammar, 1176, geography, 1151, writing, 3791, composition, 1012 There are also some schools in which algebra, book keeping and history are taught.

With the exception of one, all the above-mentioned schools are elementary schools; but the programme of studies followed and the capacity of the teachers in 90 of these schools, would place them in the same rank as model schools.

The 14 academies and the primary superior schools within my district of inspection are attended by 778 scholars, of whom 429 are boys and 347 girls; 749 learn spelling and reading, 423 writing, 357 composition, 518 arithmetic, 376 grammar, 242 geography, 91 algebra, 79 history, 37 book-keeping, 26 natural history, 22 geometry, 7 astronomy, 6 chemistry, 11 physiology, 40 sacred music, 58 instrumental music, 10 drawing, 48 Latin, 7 Greek, 33 French, and in one academy alone, in which the scholars are French Canadians, 45 are learning English.

These schools, elementary, academical, and primary superior, are attended by 7706 scholars, and almost without an exception the teachers who conduct them, although several amongst them have not received diplomas, unite much merit with great zeal in the performance of their duties. I have remarked a steady progress in all the different branches of education; and according to the preceding statistics it will be perceived that more than four fifths of the children who attend the common schools read well and even fluenty, that nearly five ninths study arithmetic, and that more than one sixth study grammar and geography, and about one sixth practice composition.

A very small number of the scholars who attend the academies and superior schools receive more than the ordinary teaching, and a much smaller number study the classics. These institutions certainly contribute largely towards the advancement of education, but not in proportion to the amount of Government aid granted to them, especially when compared with the amount granted to elementary schools. Several of these latter schools leave nothing to be desired in what particularly belongs to primary education, and can successfully compete with the former.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The convocation of Bishop's College (Lennoxville) was held on the 30 of June last, and as usual was well attended. There were present besides the Vice-Chancellor, Mr. Justice McCord, their Lordships the Bishops of Quebec and Montreal, and several of the clergy and gentry of the neighborhood. Speeches were made by His Lordship the Bishop of Quebec, the Vice-Chancellor, the Rev. Drs. Lewis and Lindsay, the Rev. Canon Bancroft and W. Baker, Esq. The following is from the concluding address of the Vice-Chancellor:

"The Vice-Chancellor appealed to parents and guardians for their countenance. Much was due to the Lord Bishop of Quebec, for his great exertions and his fostering care, and he (the Vice-Chancellor) felt, like Mr. Baker, much surprised at the lukewarmness with which those exertions were viewed. He was aware that the College had several prejudices to encounter:—First, the idea that it was exclusively ecclesiastical. True it was that University had educated most active and useful clergymen; yet it had been by no means exclusive, since all degrees of arts had been taken there. The second objection was, that it was only a College; but that reproach, if such it was, was met by the establishment that year of the Preparatory Department, under the most able superintendence of a gentleman from the University of Oxford; and if all he had heard respecting its working were correct, it was a credit to the University which had established it. He appealed to parents to send their children to that school, and he was grieved that many in that part of the Province should send their sons to Burlington, when, at any rate, an equally good education could be obtained at Lennoxville. He firmly believed the truth of all that had been said by the previous speakers on the advantages of a classical educat on, and he was perfectly satisfied that every child sent to that College or School would have full justice done to him." (Applause.)

—The famous sentence: "The school master is abroad," is by Lord Brougham and was pronounced by him in the House of Commons on the following occasion:

"On the fall of Lord Goderich's administrat on, in 1827, the Duke of Wellington was entrusted with the charge of forming the new ministry. As usually is the case, he placed himself at its head, but much to the displeasure of the people, as he was opposed to their interest, especially the parliamentary reform. After the King's commission had been read, at the opening of Parliament, in the January following, an address of thanks was moved in the House of Commons, by Mr. Jenkinson. Mr. Grant, in seconding this, made allusions to some of the members of the new Cabinet that were in the old, but he advised the members of the House not to say any thing against them in their absence. Mr. (now Lord) Brougham said in reply, "that if the theory which he has recommended to others had been practiced by himself, I should have been better pleased." He then commenced his speech against the ministers, from which I make an extract, containing the phrase: "I have no fear of slavery being introduced into this country by the sword. It would take a stronger man than the Duke of Wellington, though he be at once Prime Minister and commander in-chief of the army: and though, added to the army, he should have the mitre, and, to that, the great seal, I will make him a present of them all; and yet, with all these powers heaped upon him, let him, sword in hand, come out against the constitution, and the people would not only beat him, but laugh at him. These are not the times when the soldier only is abroad. Somebody of importance has risen, who has reduced the soldier to nothing, even if he were ten thousand times more potent than he is. In the nineteenth century a new power bears sway. The schoolmaster is abroad! I will trust more to him, armed with his primer, than to the soldier with his bayonet! I am far, therefore, from feeling any fear as to this appointment."—*Ohio Journal of Education.*

—*Ballou's Pictorial* for the 10th July, presents to its readers a fine view of the new *St. Vincent Orphan Asylum*, lately erected at Boston. In 1843, a legislative act of incorporation was granted, with a capital of $50,000; under this act, the building was projected, and about a year ago started upon. It is now completed and occupied by ten Sisters of Charity and one hundred and twenty children. The last legislature granted an increase of capital of $150,000, making the entire capital $200,000. The corporation consists of five directors, appointed by the Right Rev. Catholic Bishop, for life or during good behaviour. The new

structure appears to be in all particulars suited to its purposes. Its entire cost will be about $90,000. There is ample accommodation for six hundred children.

SCIENTIFIC INTELLIGENCE.

— The alledged coal discovery, at Bowmanville, of which we spoke in our last number has since been proved to be a fraud similar to the one attempted at St. Paul's Bay, in 1831, related in the same number. One of the parties to that shameful act has acknowledged his guilt.

— Speaking of Dr. Hare we said *who had been for more than* HALF a century, &c. Our printers thought *fit to drop the word half.* It was *so unimportant* a word!

— The twelfth meeting of the American Association for the advancement of science, opened at Baltimore on Wednesday, the 28th of April last. In the absence of both the President and Vice-President, Professor Caswell, the presiding officer of the preceding year, took the chair, and by vote, was subsequently requested to preside throughout the meeting. As the spring is less favourable for a scientific gathering than the summer, the number present was not quite so large as usual and this had a corresponding effect on the scientific contributions. The Mayor, Maryland Institute, Historical Society, and many generous citizens of Baltimore contributed liberally to the interests of the occasion. The meeting adjourned on Tuesday, the 5th of May, to meet at Springfield, Massachusetts, on the first Wednesday of August 1859. Professor Stephen Alexander, of Princeton, was chosen President for the ensuing year, and Professor Edward Hitchcock, of Amherst, Vice-President 32 papers on astronomy, physics and mathematics; 9 on meteorology; 15 on geology and geography; 18 on chemistry, mineralogy and geology, and 20 on miscellaneous subjects, chiefly on philology. We believe the proportion of papers on geology was smaller than usual. Among the titles of all these papers we notice the following: On the tides of Saturn's Rings, by Benjamin Pierce; on the results of Dr. Kane's magnetic observations in his second arctic expedition, by A. D. Bache; on the pendulum with a description of an electric clock, by A. P. Barnard; in advocacy of a great systematic chain of simultaneous meteorological observations throughout the whole of the American continent, by Major R. Laghlan, now of Cincinnati, late of Montreal; on the climate of North America, by J. B. Hurlbutt; on the description of the coal beds near Fort Belknap, in Texas, with the subjacent and superincumbent strata and the discovery of fusulina limestone in the same locality, by Dr. Francis Moore; on the remains of the American mastodon, found in Long Island, by J. C. Brevoort; on the geological map of Pensylvania, by H. D. Rogers; on the analysis classification and representation of the sounds of the english spoken alphabet, by Wm. D. Whitney; on the insensible gradation of words in comparative philology, illustrated by five charts, by J. P Lesley; on signs of significance like symbols for a language, in fanciful rock-work, the stone spears and arrow heads of the Catawbas, by J. H. Gibbon; on distinct tones and accents of voice with special signs explaining sensible emotions from mute animals to each other, by J. H. Gibbon; on the grape culture in Missouri, by G. C. Swallow; observations upon the practicability of reaching the North pole, by J. J. Hayes; on the application of the principles of caloric in the construction of warm air furnaces, by James Boston; on the confirmation of a newly determined law of mortality for early childhood, by E. B. Elliott; on some points of inquiry that may be properly introduced in the federal census, by T. B. Hough; concerning the number of telegraphic conductors that may connect with a single battery at an extreme station without sensible interference, by E B. Elliot; on the telegraph and the telegraphic lines of the world by L. Turnbull; on the production of local anasthesis by a novel application of current electricity, by C. P. Williams; on the calculation of the earth work of railroads, by W. M. Gillespie.

— Mr. Calvert's paper "On recent Scientific Discoveries as applied to Arts and Manufactures," was especially interesting from its practical applications. Coal-tar has been of late a fertile mine of discovery to the chemist; and now from the alkalvids of coal-tar and from naphthaline, substances are obtained which, in dycing, give a beautiful purple. They are called nitroso-phenecline and *nitroso-naphthaline*; and their colour has the invaluable property known to economical house wives as *fast*. But this is not all; the coal-tar yields also safflower pinks and cochineal crimsons, with variations into violet, chocolate and red; and here again the imitation of safflower colour stands soap and light, whilst safflower do not! Next, we hear of a *magnificent crimson colour*, called murexide, obtained from—the reader will hardly guess—from guano! This remarkable result may be said to have been initiated by Prout's discovery of purpurate of ammonia in the faces of serpents: hence years of patient research by the expertest of chemists have been spent in working it out And for green, dyers are no longer dependent on combination of blue and yellow, but on a substance new to the english market, imported as *green indigo* from China, and in the use of the green colouring matter of plants—chlorophyll, as botanists call it. This product is actually obtained from grass by boiling, and a course of chemical treatment which causes a green precipitate to fall.... Mr. Calvert further made public a process for preparing sulphurous acid on a large scale without danger, at the rate of thousands of gallons a day if necessary; and he finds that sulphurous acid is an excellent refiner in the manufacture of sugar; and that if brewers will be careful to wash their casks and coolers with a solution of this acid, they will not have to complain of their beer turning sour.—*Chambers's Journal.*

— Dr. James Dean, who had distinguished himself as a *geologist and* was engaged in a work relating to the bud-tracks in the sandstone on the Connecticut valley, died at his residence in Greenfield (Massachusetts) on the 9th instant.

The terms of subscription to the "Journal de l'instruction Publique," edited by the Superintendent of Education and M. Jos. Lemoir, will be FIVE SHILLINGS per annum and, to the "Lower Canada Journal of Education," edited by the Superintendent of Education and Mr. John Rodger, also FIVE SHILLINGS per annum.

Teachers will receive for *five shillings per annum* the two Journals, or, if they choose, two copies of either the one or of the other. Subscriptions are invariably to be paid in advance.

1,000 copies of the "Journal de l'instruction Publique" and 2,000 copies of the "Lower Canada Journal of Education" will be issued monthly. The former will appear about the middle, and the latter towards the end of each month.

No advertisements will be published in either Journal except they have direct reference to education or to the arts and sciences. Price—one shilling per line for the first insertion, and six pence per line for every subsequent insertion, payable in advance.

Subscriptions will be received at the Office of the Department Montreal by Mr. Thomas Rey, agent, Quebec, persons residing in the country will please apply to this office per mail, enclosing at the same time the amount of their subscription They are requested to state clearly and legibly their names and address and also the post office to which they wish their Journals to be directed.

SENECAL, DANIEL & Co., *Steam Printing Establishment, 4, St. Vincent St.*