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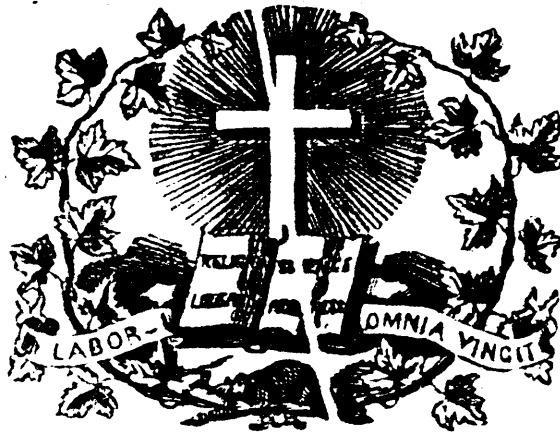
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# THE JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

Volume XV.

Quebec, Province of Quebec, April, 1871.

No. 4.

## TABLE OF CONTENTS.

<p>The Profession of Elementary Teacher..... 49</p> <p>The Teaching of Geography..... 50</p> <p>Some Foolish Notions about Teachers..... 54</p> <p>Canadian History..... 55</p> <p>English History..... 56</p> <p>Poetry: April..... 57</p> <p>Official Notices: Appointments.—School Commissioners.—School Trustees.—Separation, Erection, Annexation, and Reannexation of School Municipalities.—Departmental Notice..... 58</p>	<p>Editorial Department: Education in the Colony of Victoria..... 58</p> <p>Convocation of McGill University... 60</p> <p>Current Exchanges Received..... 62</p> <p>Miscellany: Education..... 62</p> <p>Literature..... 63</p> <p>Advertisements: Wants.—The Journal of Education..... 64</p> <p>Meteorology..... 64</p> <p>Official Tables: Apportionment of the Supplementary Grant to Poor School Municipalities for 1870.. 65</p>
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### The Profession of Elementary Teacher.

And, first, is it a profession? Viewed through the delusive medium of personal interest, the majority of our readers may be inclined to consider the question as superfluous. We ourselves had fondly hoped that the growth of the cause of education, and the rapid strides made by the teacher himself in the estimation of the public, had unmistakably stamped his position as on a par with those who receive the courtesies due to gentlemen. Yet platform speakers tell us that "the profession of Elementary Teacher is hardly recognized in this country;" and, if we take advertisements as the straw indicative of the state of the atmosphere of public opinion on the subject, we perceive that the Elementary Teacher is addressed in similar terms to those applied to menial servants. We read constantly, "A man is wanted for the National Schools," or "A Man and his wife are required for," &c., or—to conciliate the extreme susceptibilities of some waif or stray from a higher sphere—the generic term "person" is employed; and where we read "a master" or "mistress" is required, we may consider the extreme limit of advertising courtesy has been reached.

When the elastic nature of the term "profession" is considered, it may cause some astonishment that there should be any dubiousness in the public mind in its application to the teacher. Putting on one side the three recognized professions—the service of the Crown, the Law, the Church—which have the sanction of antiquity and usage, we see a motley army under the banner of "professions," each division of which would consider the delinquent fit only for the other side of the northern wind who dis-

puted, or omitted to give its members, the title and treatment due to gentlemen. If we mention painting, sculpture, music, literature and science, it is only that we may arrive rapidly at the general conclusion that the term profession is applied to those occupations in life in which intellect plays a more prominent part than manual dexterity, and whose members are considered to be above the so-called "working classes" in social status, influence, and consideration. Those peculiarities in the Elementary Teacher that, directly or indirectly, tend to debar him from this position are worth his attention and study, both individually and collectively—individually, from the fact that the whole body is composed of units, and is but a reflex of its members—collectively because it is the movement of large bodies that commands respect, and only in co-operative action can his rights be maintained or his demands enforced.

Perhaps one of the most abnormal states of civilised life is presented in the position of the Teacher. The distinct, and often diverse, influences, each of which is professionally mortal in its effects, that regulate his actions, or control his ideas, may, we think, challenge comparison in any other sphere of life. We have the Government, that holds the rod *in terrorem* of cancelling the certificate if certain notions are not carried out in the management of the school; and however capricious these notions may be—whether, at one time, a master does not turn out his pupils small encyclopædiæ of scientific knowledge, or at another, if he fail in passing a certain percentage in the "Three R's"—"My Lords" can, if they choose, cancel his certificate, or degrade his professional status. There ought certainly to be sufficient "grip" in this power "to keep the wretch in order" who must needs have some set in authority over him; but we have also the committees, sometimes holding opinions and objects the very antipodes of those enunciated by My Lords, and whose powers are nearly co-equal in their effects with those of the central authority. When we mention that there is a third influence—the parental—which, by cutting off the supply, can starve the teacher into a surrender at discretion, it may be thought we have reached the extent of our tether; but beyond these is an army of *cognoscenti* and *illuminati*, who are for ever skirmishing on his borders, alarming him with "drill," frightening him with "ologies," or disturbing his peace with "music." Can, we ask in full confidence, a parallel be found to this state of things in any profession or trade within the limits of this realm?

Having pointed out one great cause of the indifference to which teachers are subject, we have not far to look for a remedy. What we may term "fixity of tenure" is rather a novelty to English ears, and all innovation is looked upon with a certain degree of suspicion in this land, where, as the Laureate says:—

"Freedom broadens slowly down,  
From precedent to precedent;"

but the idea is not only not a novelty in an adjacent part of the dominion, but is actually at work at the present time. The Scotch schoolmaster holds his appointment *ad vitam aut culpam*. He cannot be dismissed his office from the arbitrary action of a manager, or the fanciful caprice of an inspector. His proved fitness for the work, with the test of testimonials as to character, are taken as a guarantee for the conscientious performance of his duties; and the reputation that Scotland has held, as one of the best-educated countries in the world, is perhaps a favorable comment on the experimental results of the system. No doubt the opponents of this system, look upon its introduction into England as utopian, and will need the reminder that the impossible of to-day is the accomplished of to-morrow.

We only mention one result of the system which would go far to ameliorate the teacher's condition, and to strengthen his claim to a professional status—viz., stability. Those who have any extensive acquaintance with teachers will be aware of the constant stream which carries some of the *élite* of their body to the battle-fields of life. The uncertainty from year to year—nay, from quarter to quarter—is a continued embarrassment, not only to the teacher in his school work, but to any providential arrangement he may wish to make with a view to securing a provision for age. Hence, when life has lost something of its freshness, and family duties compel him to look at the stern realities of life—how often does he, when ripe in his experiences and matured in vigorous ability, embrace some other avocation, which holds out the prospect that is debarred him in his own! Given this constituent of stability, we hold that not only would the valuable services of the present members of the profession be retained, but a great inducement held out to recruits to the force, which, in the face of the requirements of the Education Act of last year, we cannot but pronounce miserably inadequate.

Concurrently with this subject of fixity of tenure, we may notice pensions as conclusive to the same end. The grant of pensions to aged teachers has this special advantage—that it is not a novelty. All innovations require a vast amount of labour and energy before they can even obtain reception in the public mind. Pensions to teachers has not only reached this stage of success, but the abstract principle receives general sanction. Sir J. K. Shuttleworth, in a recent letter to the *Times*, brings it prominently into notice, and no teacher will wish for a better champion than this tried warrior in the best interests of education. Backed by his high authority, and the example of foreign countries, our Associations and "Unions" should take the matter vigorously in hand; let them lay aside petty cases of "time-table" squabbles and other minutiae and concentrate their entire forces on the more important points of their case: "To dare and yet to oare" should be their motto. With persistent systematic action—not spasmodic efforts—to depute (if we may coin a word) their representatives, until their interests shall be so conspicuous as to command the attention of the authorities; and though they may appear exorbitant in their requirements, let them take heart of grace, and say, with good old George Herbert—

"He that aims the sky hits higher than he that aims a tree."—  
*Papers for the Schoolmaster.*

### The Teaching of Geography. (1)

By Mr. John Given, Master of the Ballymena Model School, Co. Antrim, Ireland.

In teaching Geography, I depend chiefly on three principal means:

First—The teacher must himself be the text-book to his class. He must be so well versed in all the minute details of certain countries, and have the important outlines of others, dropping as it were from his finger-ends, running over with "scraps of general information, natural history, historical allusions," &c., and withal so earnest, even to enthusiasm; not forgetting a funny story now and then; and lastly, have such a command of simple language, without any affectation of words of learned length, &c., as to be able to dispense with either text-book or note-book.

Second—When any map is unrolled while teaching, the teacher must never for a moment forget to remind the youngsters, and ask them to remind themselves, that every wavy line, or shaded mound, or coloured enclosure, or white expanse, or green level, suggests running waters having certain names, with flowers, trees, fields, houses, towns, and villages on each side; anglers, mayhap, bending over them; boats, steamers, and ships sailing on them, suggestive of commerce; green or snow-capped hills, grand ocean waves dashing against rocks, green fields, &c.

Third—The teacher must interest the scholars by telling them of any excursion he may make during vacation, and get the children also to give their experience, were it only a few miles distant, nay, a few streets or country lanes distant, letting them know that they have been making discoveries in Geography. The fact is, these two latter means might be included in the first, for, after all, if the teacher's own brain be not the well-head of all that the child really learns in Geography, or any other thing, all else is but labour lost. I can say that most emphatically. I think I hear an inquirer, perhaps an objector, say:—"Why, sir, would you not include a text-book as one of the chief means of teaching Geography?" "No, sir. I would not. I only call it a secondary one."

I give the following paper as the result of nearly thirty years' experience in teaching national schools, male and mixed, and have found this simple and natural method most successful in giving rather more than an average knowledge of Geography. The illustrations given are real answers, taken down in a note-book soon after they were uttered. Young teachers have a great advantage now-a-days compared with what the writer had when he commenced, nameily, that Geography is popular with both children and parents. In looking over one of my old note books or diaries, I find the following:—I got a severe reproof from an honest, well-to-do farmer, to-day, for learning his "weans thae (those) things up on the wa," pointing with his thumb over his shoulder to the maps. He "wasna gaun' (going) to mak' them either ministers or doctors, but guid (good) counters an' writers an' readers," and he "didna see the use o' learnin' about farrin' pearts—wad reather hae the ould ways o' learnin', any way," &c., &c. But this feeling I should think is now over. The children like to hear me tell them that it is a kind of impiety to be ignorant of Geography, that we are placed in one of the apartments of a magnificent abode—flat stupidity not to know it all. Ignorance a deplorable state—anecdote—intimate connexion of History with Geography; illustration, America (point on the map)—Pizarro—Cortez—Montezuma—what we owe to Geography—Ireland (point),—ancient state—Henry II.—Goldsmith—Burke, &c. Positive pleasure—reading about foreign countries, multitudinous isles of the Pacific (point), coral islands (specimen shown), feathery palms, civilized and Christianised, Tahiti, hum of schools among the trees, "sea-like skies and sky-

(1) This paper obtained one of Mr. Chamneys prizes for the best Essay on the best method of teaching Geography. We have already published the Essay that gained the first prize offered by Mr. Chamney, publisher of the *Irish Teachers' Journal* to which periodical we are indebted for this as well as the other.

like seas," Paul's voyage, &c., (trace.) How it enlarges the mind—lofty mountains, immense rivers—mouth of La Plata, 150 miles, half the length of Ireland. What an idea?

The above is a specimen of quiet "talks" with the children to fix attention. I shall now go more systematically to work, specifying more particularly the teacher's duties.

#### THE TEACHER'S DUTIES.

Besides having the text-book at his finger ends, the teacher should, in his readings of travels, history, news of the day—such as the sale of Russian America to the United States, modern discoveries, Speke, Livingstone—ever keep his class in his mind's eye, never taking up the idea that he can exhaust the subject, however long he may teach. Thus furnished, he will make it a subject of deep study how to make his knowledge available. As the most natural and simple writings are said to be the result of the deepest art, so what will look to an observer as the most natural, the easiest thing in the world, will take all the efforts, all the strain of the mind to attain to; but if attained to there will be no complaint of want of attention in the child, no yawning, &c. For this purpose not only copious notes should be taken of the lesson before teaching, but also notes of the answers after the lesson. It is not at all irksome or difficult. It is rather an amusement, as I know from having practised it for many long years. Thus prepared, with a head full of knowledge, a heart full of affection, and armed with his chalk, black-board and pointer, apple, orange, or globe, specimens of coral, shells, compass, flowers, &c., let him call up the first and second classes before a

#### MAP OF THE WORLD—SYNTHETIC METHOD.

The class stand round the brass semi-circle. The teacher takes the pointer, and begins with what the youngest child knows and sees. "What are you standing on?" "The floor." "What is outside the floor?" "The play-ground." "What is outside the play-ground?" "Dr. Young's field." (1) "What next?" "Springwell Street." "Where is Springwell Street?" "In Ballymena." "What is Ballymena?" One says, "A town;" another, "A great lot of houses." "Where do you live yourself?" One says, "At home;" another, "With my mother;" another, "Beside Joe's" (a neighbour). "Where does Joe live?" "In Co. Antrim." "Where is Ballymena?" One says, "in Ireland;" another, "in Co. Antrim." (As there are no innate ideas as to a matter of fact like that, some one must have given it to them: if not, the teacher must, reserving the meaning of county until an after-stage.) "Are there any more towns in Co. Antrim, or did you ever hear of any?" "Yes, sir, Broughshane, Antrim, Cullybackey, Randalstown." "Point in the direction of Randalstown," (points). Some right, some wrong. Other towns are pointed out. "Well, then, suppose you were standing or walking along the road you see away in every direction to Slemish, and to Skerry, and to the mountains between, and Ballymena, and round and round—is this all the world you see?" "All! (laughing) no, no, no! it is only a bit of the country." "Quite right—it is only a bit of Co. Antrim, and Co. Antrim is only —?" "A bit of Ireland." "And Ireland is only—?" "A bit of the world." "So you think that far, far away, beyond yon blue rim, there are many towns besides Ballymena, many far higher mountains than Slemish, many more countries and counties than Ireland and Antrim?" "O yes, sir!" "Did you ever hear of any?" "Yes, England." (Point in the direction.) "That is where the Queen lives?" "Yes." "What is her name?" "Victoria." "But there are a great many countries besides, and they have all names. Would you like to hear some of them?" "Yes, yes." "Well, there is a very large country called Europe—name it all." All name it. "Europe, Europe," goes round the class. After England it is nearest home; a very learned, well-

bred, and civil people. And then there is a far larger country still, called Asia. Name it round the class—where Adam and Eve were placed after creation, and where our Saviour lived and died." I find after having read the Second Book, and from what they have heard, that Palestine is the most interesting after Ireland, and only half the size! and next the Nile, associated with the ark of bulrushes; and then America, where so many of their friends live. "Another, not so large as the last, shaped like your mother's shawl, but very little known about it except the fringe, only that the people are as black as sloes—the hottest, sandiest and most ignorant of them all." To a higher class (it might be given to the third), "Speke and Livingstone's discoveries." "Do you remember where some of your friends have gone to?" "Yes, sir, to America." And there is a murmur of "uncle Sams and aunt Betties." "That is another great country, only found out about three or four hundred years ago. Then there is still another and the last of the great countries, where thieves were formerly sent, where there are beasts with bills like birds (shew a picture of the duck-billed Platypus), leaves with their edges towards us, black swans, kangaroos, cherries with their stones outside, lumps of gold as big as your fist, &c." Australia is given. The class are now all mouth and eyes, when they are asked the *key-stone question*—"Would you like to see a picture of all these countries?" "O yes, sir; yes, sir." (The map is described, and the technical term "continent" may safely be given to them. I am not very anxious at this stage for the definition, provided they know what the thing is. This is step the first in the synthetic method, and they are kept at it until they can stand on it. In the same way they are introduced to "island," using the most familiar illustrations, (1) such as an irregular figure on the black-board, the clock, a green spot in the playground, or a small real island in the nearest rivulet. Peninsulas the same way. "Now, boys, if you conduct yourselves well, to-morrow I'll go over the same ground, expecting you to remember a good deal of what I have said."

Second step—"But is the earth all made up of land?" "No, sir." "What then?" "Of water, too." "What is the water running down the meadow called?" "A burn" (rivulet). "Is that salt or fresh?" "Fresh." "Is there any salt water in the world?" "Yes, sir." "What is it called?" "The sea." "Did you ever see the sea?" "Yes, sir, at Glenarm." "What was it like?" "I mind when I was at the sea, the waves looked like white men swimming on the sea." (This from a child of seven or eight years of age). "Were you ever at the sea?" "No, but I was at the shore." (A laugh from the rest of the class, in which the shore-goor joins. In some places going to the sea-side is called going to "the shore.") The tides are mentioned either by the teacher or by one of themselves. "Do you know what they are?" "The tide ebbs and flows," (words of the First Book). "What makes the tides?" (This of course is quite in advance of a second class, and should be kept for a fourth or fifth class, but I was led on by the subject, and the curiosity manifested by the class to know, for of course they must see the tides when at the sea. I tell them in the simplest way I can, and the remark made by one is "Heth (2) sir, that's curious!") "Would you like to see a picture of this great, great water?" "Yes, sir." The white part is then pointed out in detail as a picture of the water. (3) "Look attentively—Whether is the white or coloured part the larger?" "The white." "Then if the white stands for water, and the coloured for land, whether is there more land or water on the surface of the earth?" "More water, sir." Now for the pro-

(1) Such as at a higher stage, showing the sun's rays, vertical, declining, oblique, by holding a sweeping brush over a certain spot.

(2) A petty imitation of what they hear at home—a kind of half-smothered "faith," or "by my faith."

(3) I presume that it is quite unnecessary to say that although this explanation of "white" and "coloured" is recommended in certain Hand Books, yet these notes were written, and the process in operation, years before any Hand Book was published.

(1) Any teacher taking this is as an example for his class, will, of course, change the names and places to suit his own school, locality, and country.

portions. "Show me the half of that pointer." Done. "Divide it into three parts." Done. "Take one of them—what is that?" "A third." "Two of them." "Two-thirds." That draft of twelve boys—how many would two-thirds of them be?" "Eight." "Well, then, that is the amount of water—how much?" "Two-thirds water." "And land?" "One-third." "Touch the picture of Ireland with the pointer." "Done." "Can you get out of it without going into the water?" "No, sir." "What would you call land of that kind?" "Land all round with water." I then give them the technical name "island." In the same way, "peninsula," "isthmus," are found out by themselves. The different coloured seas are pointed out, and then the Blue or Pink Sea is asked for. This causes a laugh, keeps them in good humour, while the cause of the colour is explained.

#### SPECIMEN OF THE ANALYTICAL METHOD.

"Look around—what do you see on the walls?" "Pictures." "What is that before you?" "A picture of what?" "The world." (Caught up somehow or told.) "But I see two round things (circles as yet would be too technical) there—have we two worlds?" "No, sir." (This is explained by the hinged globe, a cut apple, or the two fists closed, and opened. I find that we need never go far for illustrations of the shape of the earth when we have our hands, or a boy's head, a fly creeping round the shut hand or across a boy's forehead, &c. I have before now made an advanced class understand quite well the nature of eclipses by my two fists and my head.) *I encourage pupils to ask questions of the teachers.* A boy asks "What is the reason that on a map of the world we see the surface of the entire globe." I ask him—"How would you see both sides of an apple?" "Cut it in two and spread it against the wall." "How much of that apple or that boy's head can you see at once?" "One-half." "Can you tell me now why we have those two round things?" "Yes, sir; it is to shew both sides." "Look here—how is it that we have part of the Pacific here and part there?" "O sir, if they were turned round in that way (making the shape of a globe with his hand), they would meet." Another, "if the round things were clipped and pasted round the edges and blown up with a pipe-stopper, we could see the ocean all over." "Then you believe that the earth is round like an orange." "Yes, sir." "Why?" "It has been sailed round." (Other proofs we reserve for advanced classes). "Could you walk in the same way round this floor?" "No, the walls would stop us." "Touch the red, the yellow, the blue, &c." "Which is the smallest?" "The red;" and they thus find out from examination the relative sizes and the names of the continents. "Are Europe, America, and the others hanging on the walls of the universe (whatever that may mean) with a ring round their necks?" The very absurdity of this question raises a laugh. The question will not look so absurd if the map be taken from the wall, spread on the floor, and they are told to imagine themselves eagles or angels flying over it. Then some exciting fact, such as Napoleon's birth-place in connexion with Corsica, Juan Fernandez, Robinson Crusoe, Byron's and Leander's swimming the Hellespont, amazing size of the Amazon, coming down to the Banks and Braes o' bonnie Doon, nearer home to the Orca, nearer home still, to the burn before the school-house door, running "wimplin clear." This puts them into first-rate humour, and while it is high tide I ask the following questions, which are answered.—"Now, boys, here's a nice question for you—any one who can do it hold up the hand. There are three millions of square miles in Europe, nine in Africa, fifteen in Asia, nearly the same in America—how much larger is Africa than Europe?" (This is, after all, only a simple question in mental arithmetic). Several hands are held up. "Three times" and so on. Then thousands of miles long is explained to them as pictured on the map. Capitals are then shown till we come to Ballymena, and mountains till we come to Slemish. Sometimes we take the grand tour of Europe, visiting places renowned in song or story, natural curiosities, scaling the Alps, Mont Blanc, St. Bernard (great dogs), Hannibal, Napoleon. I ask a boy to

point out the highest country in Europe. A pointer is seen dangling in an uncertain attitude in the neighbourhood of Iceland, as if its handler thought—"Well, this is decidedly the highest ground I can take," when a laugh from the rest of the class makes him "drop from his nerveless grasp" the useless pointer, and look round as if he suspected there was something wrong in *this* state of Denmark. R—K— (1) sets all to rights by pointing out Switzerland and explaining that the most mountainous country—the highest above the level of the sea is called the highest country. "What is the lowest country in Europe?" The same raw recruit is wabbling the pointer downwards towards Candia, when another stops it in midway and mentions Holland.

*Boundaries.* The word 'boundary' or 'bound' is a serious obstacle if not perfectly explained. This following is very simple, but I find from experience very effectual. Having a compass in the hand, I ask what *touches* the floor on the north side? "That wall." "On the south?" "That other wall." "What touches the school-ground on the east?" "So-and-so's field?" "On the west?" "The road." "Look at the map—what washes Ireland on the north?" "The Atlantic, &c." I then change the word "touch" or "wash" or "border" for "What bounds Europe on the south?" and so on.

*The Cardinal Points.* Twelve o'clock. "Point to the sun." "Yonner." (Pronunciation promptly set right.) "Where does he rise?" "Yonder." (Points.) "Set?" Points. "Where do you never see him?" Points. The names of the points are now given. Fortunately the map of the world is now hanging on the north wall, and a row of windows faces the south. Were it otherwise, however, that would only be a slight obstacle to be easily overcome. "Those windows face the?" "South." "Back wall?" "The north." "That door?" "West." "That large window?" "East." "Ballymena?" "South." "C—?" "West." "That's where you come from, sir." "Where is the sun at 12 o'clock at night?" "Nowhere." Then the arch look, the laughing eye, and the funny face of H—, as he says—"O Mr. Given, shines nowhere! He is shining some other place." "Can you tell?" "Yes, sir, in Australia or some other place." I continue at this a considerable time, in order to make the transfer of these points to the black-board and map the most natural thing in the world, and not a mere cramming of facts down their throats on my own authority. How easy it is at this stage to show them the mariner's compass, and lines on the map for north, south, east and west.

I have thus gone over specimens of the Synthetical and Analytical methods, tried with a second class in a National school—giving the real questions and answers. I think I have not used the word "Geography" at all, for if they know not the real thing, it is little use filling their mouths with an empty spoon until they have got something to put into it. This spoon (the definition) may be given to them after they are interested, that is to say, a few definitions to a second, and a few more to a third class, and so on.

*Secondary methods of teaching, not only the map of the world, but all others. The most of them apply to advanced classes, when a text book is put into their hands.*

I.—Exercises on copy books to be written at home, such as description real or imaginary journeys to Dublin, Belfast, New York, Odessa, up the Mediterranean (the romance of Geography, 'thy shores are empires,' Phœnicia, Greece, Rome, Carthage, Palestine, the Cross and the Crescent.) The breakfast table, seas and lands crossed to procure it, &c. This also is an exercise in composition and grammar. I have from time to time got some admirable specimens of this method.

1. It does one's heart good to see with what gusto this little fellow comes to the rescue. His eyes kindle—he smacks his lips—he grasps the pointer—he holds up his hand—tightens his belt, and from between his teeth you hear a smothered surruration—half laugh, half whisper—"Let me, sir." In a word, he girds up his loins, as if he were fully bent on scaling the Alps in reality—not pointing to them.

II.—Answers to home lessons to be given very often in writing, when under examination, attention to be paid of course to spelling and grammar.

III.—Teacher to examine with a definite object in view. If it be mountains, let it be so, and if rivers, let it be rivers. By the way, as the study of rivers is a favorite one everywhere, here is an item of a specimen table drawn up by myself.

Name	Country	Source	Length	Flows through or past	Falls into
Mississippi	United States	Rocky mts.	4,340 miles	Louisiana, Arkansas, &c.	Mexican Gulf.

I have thus tabulated fifty rivers, from the longest to the one nearest home, giving an item or two on the black-board when needed.

IV.—When under oral examination, answers to be marked—keeps up attention.

V.—To bring out the boys in pairs, and to let them examine each other on the map—there is no yawning nor inattention at this exercise.

VI.—Blank or outline maps to be used along with the others.

VII.—Answering without any maps.

VIII.—To draw out on slate or paper any of the continents, beginning with Africa, marking the capitals, rivers, mountain chains, &c.

IX.—Home Lessons from the text books, short and confined mostly to the large print, also to be explained, when necessary, beforehand.

X.—Incidental teaching. When a place is named in books or conversation, to know it from the map. This is very important.

I give the following as an illustration of one of the chief methods of teaching Geography. It is an extract from notes taken in pencil during one of my vacation tours last summer through France and Switzerland. I am in the habit of reading such notes to the pupils.

Wednesday, 7th July, 1869. Leave London for Newhaven, to take the steamer for Dieppe. (Different routes from England to France explained.) Beautiful passage—Beechy Head, &c.—Dieppe, the Brighton of France—fine bathing place. From Dieppe to Rouen—fine level country—grain nearly ripe—some cutting—blue blouses—no hedges—fields open on both sides of the road—rows of poplars, and willows, and acacias—land, like a patchwork quilt, in long narrow strips—towns and villages embowered in trees—roses—carriages very comfortable, more so than at home—the pointsmen are generally women. Rouen, a fine old town—the Manchester of France—old cathedral—Joan of Arc burned in one of the squares.

Thursday, 8th—Rouen to Paris—charming cornfields (wheat) and vineyards along the Seine—arrived in Paris at one—march of a regiment—military band—blue uniform—soldiers at every corner. After getting lodgings in Rue St. Honoré, we walked in the gardens of the Tuileries—fountains—flowers—bloody scenes enacted here during the first Revolution—palaces of the Tuileries and Louvre, now united, cover an area of sixty acres! The imperial tri-color is waving to-day, a sign that the Emperor is at home. Notre Dame. Place de la Concorde, formerly Place de la Révolution—Louis XVI, Marie Antoinette, Philip Egalité, Charlotte Corday, Danton, Robespierre, &c., were guillotined here. Grand Fountains—Châteaubriand says that all the water in the world will not wash away the blood which was shed here. Magnificent view—in the centre of the gardens is the famous Luxor obelisk brought from Egypt at a cost of £80,000. Palais Royal—shops and gardens—wonderful palaces for grandeur and extent—Boulevards—fine rows of trees along the streets—great heat—fine shade—streets very clean—water in constant use to water the trees running along the side. Versailles—splendid gardens, fountains, and picture galleries. Table d'hôte—travelers from all parts of the world—fine cookery. (Stayed three or four days on our return from Switzerland.)

Friday, 9th—Start for Switzerland, 6.30—a run of eleven

hours—275 miles lands us in Macon on the Saone, through a rich, well-cultivated country—wheat and barley harvest—Burgundy vineyards as common as potato-fields at home—from the rails they resemble groves of young aspens or light green currant bushes—not quite ripe (1)—they cover the hills and border the roads—no fences, with very few exceptions, and these exceptions so slight that a boy could step over them. Cherry trees along the road loaded with ripe fruit—great quantity for a penny or deux sous—paradise for boys—see very few—not thickly inhabited. Pass the Cote d'Or, a low ridge of mountains—very beautiful—cultivated and wooded—pass through Dijon, famous for its roses, situated in the middle of these mountains. Stop at the Hotel de l'Europe—terrace on the outside, from which Mont Blanc can be seen.

Saturday, 10th—from Macon to Geneva—fine rich meadows—bullocks ploughing—bells about their necks—valley of the Rhone—commencement of the Alps—approaching them by France—their sublimity steals on one by degrees. The first range of the Jura looks not higher than the Mournne mountains, but then as we ascend, 'hills peep o'er hills, and Alps on Alps arise.' Pass between two or three spurs of the Jura range, and a tunnel bored through one of them four or five miles long. The faces of the range show twistings and contortions of the strata, very curious to the geologist. An Edinburgh professor, with note-book in hand, was in raptures with them. The valley of the Rhone, and indeed all the way from Macon, is truly both magnificent and delightful—the beginnings of the Alps—the "blue rushing of the arrowy Rhone," bordered by vineyards up the bases of the Alps (on the southern side) as far as human labour can go—Indian corn, nearly in ear—pumpkins, groves of fruit trees, &c.

11.45. Arrived at Geneva, after travelling 105 miles before breakfast, starting as we did at 5 o'clock. Best to take the most out of the stuff. It was a slow train, and we saw the country to perfection. After breakfast walked about Lake Leman (Geneva) and through the city, visited Calvin's cathedral—sat in his study chair was greatly struck with the height of the nearest Alps, and the blueness and transparency of the waters of the Lake, especially where the Rhone leaves it. Fish can be seen through a deep, swift, light violet-coloured stream, from one of the many bridges at a great depth. We have a grand hotel, the entrance stair-case being bordered on each side with hot-house plants, the richest and rarest—great size of these hotels—expect to see the monarch Mont Blanc from our bed-room. There are three clocks in the hall, shewing Swiss, London, and French time. (I could here give a series of questions with the real answers of the pupils, on the difference of time according to longitude, and *vice versa*, but I forbear from want of space.) The population of Geneva is about 48,000. It is beautifully situated, and has an imposing appearance. The new town seems a collection of palaces, while the ancient part is reduced-looking—streets steep, badly paved and narrow—so narrow that dwellers in opposite windows might shake hands over the way. It is the capital of a canton only fifteen miles long, and as many broad—so small, says Voltaire, that "when I shake my wig, I powder all the Republic." "The manufacture of watches is an important one in Geneva, 70,000 being made yearly." But the glory of Geneva is its beautiful lake. The shores of this lake, bordered as they are with towns and villages and villas embosomed in trees and gardens—then belts of meadows and vineyards, and in the back-ground the grand snow-crowned Alps over-looking everything, make its neighbourhood an earthly paradise.

I see that were I to give the remainder of my notes, this article would be swelled to an unconscionable length. Hence my visit to the meeting of the blue Rhone and the muddy Arve, where the indigo and the chalk run side by side, without seeming

(1) The cultivation of the vine feeds and gives occupation to about three and a half millions, of the population of France, and produces a revenue equal to one-fourth of the value of the agricultural produce of the country.

to unite—the celebrated vale of Chamouni and MONT BLANC (slept at the foot of the mountain)—the sun's rising and setting on the giant's snowy brow, a sight I can never, never forget—the journey from Geneva to Basle on the Rhine, thus traversing Switzerland from South to North—sailing over three of its lakes, including William Tell's—listening to the roar of its waterfalls—threading some of the Alpine passes, and back to Paris 300 miles by the north-east (1)—if dwelt upon, would carry me beyond the prescribed limits.

Showed a few specimens of plants and flowers gathered by Lake Lemman and among the Alps to the boys. Interested—wished to handle them, and did so. And so, with the aroma of these Alpine flowers pervading the class room, and among the leaves of my pocket-book, I bid Switzerland—ADIEU.

### Some Foolish Notions about Teachers.

Lawyers, doctors, mechanics and business-men entertain them. I stop at the corner peanut stand, ask for ten cents worth of peanuts and put down a twenty-five cent piece. While the *business-man*, with becoming dignity, performs the difficult and responsible duty of coaxing the least number of nuts to seem to fill the larger part of the cup, I ask how he finds business. With the oracular air of a sage deigning to enlighten a very small child on a subject he fears to be beyond its comprehension, he utters a few silly, irrelevant remarks about the times and the money market and, handing me ten cents instead of fifteen by way of change, concludes by compassionately volunteering the information that I am a *very good teacher*, but not at all a *business-man*. If the Government saw fit to monopolize the peanut trade and he were appointed one of the salaried agents to retail the government peanuts, he would feel outraged if his salary were not placed at a higher figure than that of the Principal of the Boys' High School. The *notion* is that buying peanuts at one cent and selling at two, thereby gaining, as he thinks, a moderate profit of one (hundred?) per cent is *business*, but teaching is something else. *Business* implies *practical knowledge*; *teaching*, only *book-learning*. *Business* implies contest with the *mature world*; *teaching*, with the *child world*. *Business* implies activity, judgment, power to cope with the strong; *teaching* only patience and practising upon the weak. The inconceivable littleless of buying and selling a million dollars worth of goods in comparison with the act of seizing, holding, moulding and directing an immortal mind is a thing of which he can never catch a glimpse. He could not be dragged up to a plain high enough to see it. I would like to take him by the hair and try it.

To shape a soul by means of the science of mind and all the sciences of the external world is considered small business in comparison with the coarse act of appealing to the selfishness of mature minds. But business-men get some countenance in this

(1) The seat of the present thrice-accursed war. Then (July, '69) a smiling, beautiful, champaign country, slightly undulating—more so near the spurs of the Vosges—covered with happy homes, villages, orchards, vineyards, interminable corn fields, stretching away out to the horizon, towns (Nancy, &c.); now (October 1870), since "red Battle stamped his foot," a desolate wilderness. They do many things very nicely in France. One of these is dining in the railway car. In this long run of 300 miles we never left the carriage, which we had all to ourselves (two). At one station we were asked if we would have dinner, and where we were. Upon answering, as well for curiosity as for stomach's sake, in the affirmative, a pair of hands pushed in a pillar-like table of wicker work, something like a letter pillar, but smaller, and broad at the top. This novel table contained in compartments three or four courses, including potatoes, soup, flesh and fowl (the latter always carved), dessert, the best of water, and a bottle of *vin ordinaire*, of which a teetotaller might drink without any compunctions visitings, and served piping hot and of the best quality, all for three francs. At another station a hand made its appearance to receive the money and the table; a snort from the iron horse, and we left Nancy behind us.

In some parts of Switzerland the cars are arranged on the American plan, viz: a walk up the middle, and the seats at each side.

foolish notion from our own ranks. Less than a year ago a writer in this journal, Perseus, said: "Teaching, for a man, is a good stepping-stone to something higher and nobler." Doubtless Perseus thinks that the practice of the law or of medicine is higher and nobler than the formation of the human mind. Said a Normal School pupil to me the other day: "I always thought teaching an insipid business for a man." What an appreciation of the work ahead of her! And yet she is an uncommonly bright, intelligent young woman, and without doubt is no more in the dark than the majority of her mates.

"I haven't the patience to be a teacher," says every third man and woman you meet. Another foolish notion. It isn't *patience* they need, but *brains, tact, talent, administrative ability*, and all the mental and moral qualities that make successful statesmen and great rulers of men. The wooden-headed dolt that sits fourteen hours behind a five dollar case of candy to sell one-fourth of it thinks he hasn't *patience* enough to be a teacher, when the fact is, that no teacher could have *patience* enough to settle down even for only one day into such a specimen of physical inanition and mental vacuity as that same business-man.

There is one remarkably foolish notion current among all classes that is seldom or never expressed otherwise than by implication. This notion is that a *system of public schools is as much a benefit to teachers as to the poor people who have children*. The truth is that a public system of schools is a machine that grinds teachers into the dust. In the practice of medicine and law, in the carrying on of trade and the prosecution of the mechanic arts, each man has the privilege of getting for his labor the highest price that the demand for it will allow. The doctor who, by study and investigation, acquires extraordinary skill grows rich fast while his lazy brother barely lives. Suppose the Government were to monopolize the practice of medicine as it has that of instruction, and declare that the sanitary matters of the people shall be conducted upon as economical a plan as are their educational matters. They would elect a Board of Health and a Superintendent of Medicine. The Board would divide the city into medical districts and elect to each a principal doctor with his corps of assistant doctors. Each doctor would be required to be on duty hours enough to exhaust his capacity. The work involved in visiting and prescribing for a patient would be compared with the work involved in keeping a set of books and his salary would be placed at about that of a second-rate book-keeper in not the best paid position. Extra science and skill would avail him nothing even in honor; and as to pecuniary advantage, he would be very nearly as well off in the greenness of his youth as in the ripeness of his age. Doctor Toland would not be able to present to the University property worth fifty thousand dollars after a few years' practice and be a rich man still. He would have had his professional zeal chilled by a meagre salary. The fat, handsome, happy-looking physicians of our city would be shabbily dressed, despised public functionaries living on \$125 per month. Though death to the medicos it would be a fine thing for the people. Instead of having the city physicked by the present number of doctors averaging, perhaps, two hours per day of labor, it would all be done by less than one-fourth of them working eight hours per day. Instead of paying a good living to all and fortunes to many of them, they would give only a meagre living to all and fortunes to none. This is just what the Government has done to the teaching profession. It has 20,000 children taught by only 400 teachers, or fifty to each. Not one of these teachers receives the salary of a first-class book-keeper in a well paid position. Most of them are paid the very lowest rate that they would have got outside of a public school system if they were lazy, lacking in skill and otherwise unworthy. Suppose there were no public system of schools. There would be five times as many teachers. There would be fewer children taught. Teachers would not work nearly as hard, for instead of fifty children to a teacher there would not be more than ten on an average. Instead of paying moderate salaries to only 400 teachers, the people would pay at the same rate to more than 1,000,

while another thousand would receive as high pay as the better class of lawyers and doctors now get, and hundreds of them would make large fortunes. Teachers know this and feel it. And yet they are so well content to have their own interests sacrificed to the general good that they never complain and do not even dream of asking the privilege of being placed upon the level with carpenters, physicians, blacksmiths, and other laborers. There are women in this city who give to fifty or more boys a grade of instruction that in a private school would cost \$12 a head, and they are paid \$83 per month as a high salary. The total cost of this instruction to the city is less than \$3 a head per month. Could not these women get much larger pay for teaching fewer boys if teaching were as open to competition as baking or tailoring?

Teachers are in school less than seven hours a day, says A; and only five days in the week, says B; and they have three or four vacations a year, says C. And what of it if they do, I ask. Your notion that these are luxuries is a foolish one. They are necessities; prime ones. If you will convert your class of fifty boys into a plank I will work at it ten hours a day, six days a week and never *think* of vacations. If you will change my work from grating against fifty different, active, restless, ethereal minds to handling and hammering five hundred senseless, solid bars of iron, I will work as many hours and days as the blacksmith and kick the man that hints to me about vacations. But teachers work more like firemen at a fire. They expend more energy, vitality, nerve force in an hour than a carpenter does in a day, and quite as much as a lawyer does when in the act of pleading before a jury. And these are not all the foolish notions current about teachers.

BERNHARD MARKS.

(In the California Teacher.)

### Canadian History.

#### CHAMPLAIN AND THE INDIANS.—WARFARE AGAINST THE IROQUOIS.

Champlain found out that the Montagnais, Hurons, Algonquins, and other Indians of the North side of the St. Lawrence, were, at war with the Iroquois. He desired to have the good will of all the savages, and especially of those who were to be the nearest neighbours of the French. But he soon saw that he must take a part in their quarrels. So he agreed with the chiefs of the Montagnais, Hurons, and Algonquins to aid them against the Iroquois. Their chiefs promised, in return, to help Champlain in his designs, and to be good friends to the French.

We are not clearly informed how Champlain and the Indians came so soon to understand each other as well as they seem to have done.

Owing to his agreement with the chiefs, Champlain was called upon by them to march against the Iroquois. This he did several times, in the years 1609, 1610, and 1615. It would take up more space than can be afforded here to describe all the particulars. So we must confine ourselves to those which are most interesting.

In 1609 Champlain and two Frenchmen went, with a large body of Montagnais, Hurons and Algonquins, in canoes, from the St. Lawrence into the river Richelieu—then called the "river of the Iroquois." The course of this river led him into a beautiful lake, named, "Lake Champlain," after himself. Then another lake was reached, afterwards called "*St. Sacrament*" now "*Lake George*." On the shores of this, Champlain and the Indians landed, being not far from the settlements of the Iroquois. In fact, they soon saw a party of their enemies, who happened to be on their way towards the St. Lawrence. It was the 28th of July 1609.

Champlain placed his two French followers some distance apart from each other, and behind the trunks of trees. He told them to fire upon the Iroquois as soon as they saw him do so. Having guns he expected that he and his two companions alone would put the enemy to flight. His Indian allies were drawn up in a line. Just as the Iroquois were about to begin, Champlain suddenly shewed himself in front. They had never before seen such an object as he was, with his gun pointed towards them. Before their surprise was ended, he fired, killing a chief and wounding another warrior. Immediately afterwards, the two Frenchmen fired. The Iroquois at once took to flight in all directions. The Canadian Indians, with loud yells, chased

them. The Iroquois were completely defeated, many being killed and some taken prisoners.

Thus Champlain helped his allies to gain an easy victory.

We must relate what happened after the battle, in order to shew the way in which the Indians used to behave towards their conquered enemies.

First, from the head of each of those they had slain the *scalp* was torn off, that is, the skin, with the hair on. It was the custom of the Indians to do this, and to carry the scalps of their enemies, hanging down from their girdles, as proofs of victory.

Then, they lighted a fire, from which they took blazing sticks, and held the burning ends against different parts of the body of one of their prisoners. The poor creature did not shrink or groan. He even sang his *death-song*, as they told him to do. They pulled off the nails of his fingers and toes, drove pointed sticks into his arms, and cut out pieces of flesh from them. Afterwards, dreadful to relate! when they had torn off his scalp, they poured burning gum over his skull.

Champlain looked on, in horror, but the cruel wretches would not allow him to hinder them. At last, he did put an end to the scene; for, with his gun, he suddenly ended the life of the poor victim.

Such was the way in which the Hurons, and Algonquins treated one of their prisoners. When Champlain tried to save him, from them, they told him it was proper to torment a captive, for that they themselves would be dealt with in the same manner, if taken by the Iroquois.

The other prisoners were carried off by the warriors to their own settlements. Champlain himself returned to Quebec.

In 1610 Champlain again marched with the Canadian Indians against the Iroquois. The events which occurred were similar to those of 1609—another battle, the defeat of the Iroquois, and dreadful cruelty towards the captives.

In 1609 and 1610, when Champlain paid visits to Paris, he told the king all his doings in Canada.

#### CHAMPLAIN LOSES A GREAT FRIEND.—HIS TRIPS ACROSS THE ATLANTIC.—HIS MARRIAGE.—MADAME CHAMPLAIN IN CANADA.

Henry IV. of France, who was a good friend of Champlain, heard with pleasure, his report. This king's friendship procured for him the favour of other persons of wealth and high rank. Champlain liked this, because he wished to gain in France all the help he could for his colony in Canada. One of his chief wishes was to have the heathen Indians taught to be Christians. But this could not be brought about without sending amongst them priests to *convert* them.

In course of time Champlain partly gained his end, through the favour he met with at court, among the nobles and the clergy.

But when he visited Henry IV., as mentioned above, he saw him for the last time. Some months afterwards, as the king was riding through the streets of Paris, he was killed by an *assassin*. So Champlain lost a powerful friend. He had returned to Canada in the Spring of 1610, and, as has been related, had again helped the Hurons and Algonquins to beat the Iroquois, when he heard of the king's death. The news led him to visit France again, for fear the colony should be neglected, after losing such a friend.

Champlain made many trips across the Atlantic. In the Summer season, he attended to his affairs in Canada, such as the buildings at Quebec, marching with the Indians against the Iroquois, travelling to distant parts, finding out new places and naming them, and ruling the people. But in the Autumn he often went to France to spend the winter, and make friends there for the colony.

Sometimes he staid away two or three years at a time.

When he was in Paris in 1611, he married a lady whose Christian name was *Helène*. After, her, he called an island in the St. Lawrence, near Montreal, "St. Helens" This lady was very young and beautiful. She did not, at first, come to Canada, but afterwards spent several years there. The savages had never before seen a lady from Europe. They were so delighted with Champlain's kind and gentle wife that they looked upon her as an angel. After the fashion of those times she used to wear a small looking-glass hung from her girdle. When the Indians came near her they could see themselves in the glass, and this made them think, and say, that she carried the image of each in her heart. She was very good indeed to the poor savages and their children. The country was then in a state too rough, and the winters too severe to allow of her staying long. So she went home again with her husband to Paris, but Champlain returned to his duties in Canada.

We must now say more about Champlain's journeys in the then unknown regions of North America. A full account of his travels would fill a large volume. Indeed, his own narrative, forms a great book, which was printed in Paris more than two hundred years ago.



## CHAMPLAIN'S JOURNEYS.

We have mentioned that Champlain, with his friend Pontgravé, made his way up the St. Lawrence, above Hochelaga, before he came to settle in Canada. Then in 1609 and 1610, we have seen that he went with the Indians up the Richelieu, into the lake called after his own name.

In 1611 he went again up to Hochelaga, and visited Lake St. Louis and the Lake of Two Mountain. At this time he had with him a number of Frenchmen in boats. Many Indians came down in canoes from the higher parts of the Ottawa river, bringing skins for traffic. The chiefs liked Champlain very much and asked him to come, along with his Frenchmen, to visit their hunting grounds and settlements. This he promised, and really wished to do, but could not go until four years later.

While at Hochelaga he caused his men to clear ground and to try the soil by sowing some kinds of seed. The place where this was done he named "Place Royal." It was where Montreal was afterwards built.

In May, 1613, he again went up to Hochelaga and staid a short time at St. Helen's Island. At the end of the month he set out, with an Indian guide and four Frenchmen, to visit the Chiefs in the Ottawa region. In those days the rivers formed the roads for moving through the country. But the rapids above Hochelaga, and those in the bed of the river Ottawa, could not be passed by people in boats. So Champlain and his companions had often to carry their canoes, arms, and food, along the rocky banks. They went up the Ottawa to Allumette Island. There the French were kindly received by Algonquin chiefs. The savages of those parts are commonly called the "Ottawas," and were then rather numerous. While there, Champlain heard of "the Sea of the North" by which was meant Hudson's Bay. He was very anxious to reach it, but was obliged to content himself with such news of it as he could gain from the Indians. A great number of savages went down the Ottawa with him, when he returned from Allumette Island. Their canoes were loaded with skins. At Lake St. Louis and Hochelaga the French bought these, and carried them to their ships at Quebec and Tadoussac. Champlain, at this time, was, in Canada, the chief agent of a French company, which, every season, sent out ships and men to carry on the fur traffic.

Again, in 1615, Champlain made another journey to the Ottawa. This time, he crossed to Lake Nipissing, and thence to the shores of Lake Huron. Then passing down along the coast of Georgian Bay, he arrived at the headquarters of the Huron Indians. These had many considerable towns or "bourgades," surrounded by palisades and well filled with inhabitants. They are said to have numbered about 30,000 souls. Their country was the fine and fertile region lying between the Georgian Bay and the lake now called "Simcoe."

It was early in August when Champlain arrived among the Hurons. As these were still at war with the Iroquois, an army was made ready to march with him and the chiefs.

To reach the country of the Iroquois, they crossed Lake Simcoe and moved to the north shore of lake Ontario, at the part now called the *Bay of Quinté*. Passing to the south shore of Ontario, they landed, and marched about 100 miles, until they came near the Iroquois settlements.

It happened that the Iroquois were now much better prepared than before to stand their ground. They had a fort made of the trunks and branches of trees.

Not being so afraid, as they used to be, of fire arms, they defended themselves with bows, and arrows, and stones. The Hurons would not keep good order, or do as Champlain wished them. Presently, Champlain was wounded, and the Hurons beaten back from the fort. After that, the Huron chiefs made up their minds to retreat. So they went back to Lake Ontario, and crossed over to the north shore. Champlain wished them to give him boats and men, to take him down the St. Lawrence, from lake Ontario to Hochelaga. But they pretended they could not do so. The fact is, the chiefs meant him to go back to their settlements, and to spend the winter with them. This he felt forced to do, for, by the time they arrived at the Huron settlements, the winter had begun.

But this long journey was not without profit. Champlain took notice of the Ottawa regions, on his way and also of many streams and lakes, as well as the natives he met with. Lakes Nipissing, Huron, Simcoe and Ontario, became thus known to him, and to the world. He was able, besides, during the long winter, to make friends of many Indians, whose tribes dwelt in the neighbourhood of Lake Huron. His object in doing this was partly to lead them to come down to Hochelaga, Three Rivers and Quebec, to traffic. But he had another end in view. This was to get them to become Christians, and, for that purpose, to allow themselves to be taught. For, through the friends he had made for Canada in France, priests were now ready

to come amongst them. In fact, one named *le Caron*, of the order of *Recollets*, had already made his way into their country. Champlain and *le Caron*, together, paid several visits to Indian tribes near lake Huron.

In May 1616, Champlain, with a large party of Hurons set out, from the Huron country for Hochelaga and Quebec. Forty days were spent on the way, and it was July before the journey was ended.

He had been so long away that the people feared he was lost. So when they saw him again, safe among them, they were very joyful. They met together to thank God for bringing back to them one they loved so well.

That journey of 1615 and 1616 was the longest and hardest made by Champlain.—Dr. Miles's *Child's History of Canada*.

## English History.

## THE SOVEREIGNS OF ENGLAND.

## HENRY VI.

(Born at Windsor, December 6, 1421. Died in the Tower of London, June 20, 1461. Reigned 38 Years.)

Henry was only a little baby when he became King of England. His uncles—the Duke of Bedford, in France, and the Duke of Gloucester, commonly called "the good Duke Humphrey," in England—ruled the State. The Duke of Orleans, taking advantage of the youth of the King of England, proclaimed himself King of France on the death of Charles, the father of Henry's mother, Katharine. This led to wars which lasted nearly twenty-five years; and owing in a great measure to the courage of a young Frenchwoman, Joan of Arc, the French recovered nearly the whole of the country from the English. Poor Joan herself was taken prisoner, and burnt as a witch by order of the Duke of Bedford. In April, 1445, King Henry married Margaret, daughter of the Duke of Anjou; and shortly afterwards, by her direction, the Duke of Gloucester was imprisoned, and, it is said, murdered. In May, 1450, a popular insurrection broke out in Kent, headed by a fellow named Jack Cade, who marched to London, hanged Lord Say, High Treasurer, and committed great excesses. His rabble were dispersed and he himself killed. In 1454, in consequence of the king's illness, the Duke of York, descended from the fifth son of Edward III., was made Protector of the realm; but the king recovering, York was displaced, and a quarrel broke out which resulted in the series of wars between the houses of York and Lancaster, known as the Wars of the Roses; York adopting a white and the king's friends a red rose as emblems. On the 23rd of May, 1455, there was a great battle at St. Albans, in which the king was taken prisoner. A peace was afterwards made, and the king and the Duke of York went together to St. Paul's Cathedral; but in 1459 another war broke out, and there were several terrible battles, in one of which the young Prince Edward, the king's only son, was killed. Queen Margaret was a much better warrior than her husband, and carried on the war with great energy. The Duke of York was killed at the battle of Wakefield, and his son Edward afterwards defeated the royal army, marched to London, and by the help of the Earl of Warwick, called the King-maker, was proclaimed king. Henry was sent to the Tower, where he was imprisoned for several years, but was restored to the crown in 1470, and retained it for about six months, when Edward, having obtained foreign aid, returned, and Henry was again imprisoned in the Tower, where he was murdered, it is generally supposed, by Richard, Duke of Gloucester, one of the brothers of King Edward.

## EDWARD IV.

(Born at Rouen, April 29, 1441. Died at Westminster, April 9, 1483. Reigned 22 Years.)

Edward, Duke of York, claimed the crown, because he was descended from the Duke of Clarence, the third son of Edward III., and King Henry VI. was a descendant of John Gaunt, Duke of Lancaster, the fourth son. Having defeated King Henry's army, which was led by Queen Margaret, Edward was proclaimed king, and crowned at Westminster on the 28th of June, 1461. He created his brother George, Duke of Clarence, and his brother Richard, Duke of Gloucester. He was not allowed to enjoy the throne in quiet, for the friends of King Henry and Margaret of Anjou raised an army, and several battles were fought. In February, 1465, King Edward fell in love with and married a very beautiful lady, Elizabeth Woodville, widow of Sir John Grey; and this marriage caused a quarrel between

him and his most powerful friend, the Earl of Warwick, by whose help he had been placed on the throne. So Warwick took part with Henry, and was joined by the king's brother, the Duke of Clarence; and in March, 1470, Warwick actually took the king prisoner, but he escaped, and got back to London, raised an army, and defeated Warwick at Stamford. The earl fled to France, and in about five months' time returned with 60,000 men, and Edward was compelled to leave England for Holland. In November Parliament determined to replace Henry on the throne; and it was the part that he took in this restoration that caused Warwick to be called the King-maker, for he had made Edward king, and now displaced him and set up King Henry. But Edward, being assisted by his brother-in-law, the Duke of Burgundy, landed in England, on the 12th of March, 1471, soon reached London, sent Henry back to prison, and defeated Warwick, with great loss, at the battle of Barnet, the earl himself being killed. Margaret and her son Edward landed at Weymouth, and raised a force to endeavour to release her husband; but Edward gained a great victory at Tewkesbury, and having taken Prince Edward prisoner, caused him to be put to death. About six weeks afterwards Henry was murdered in the Tower. In 1481 the king made war against Scotland, took Berwick, and marched as far as Edinburgh, when a peace was agreed to. At length, in the twenty-third year of his reign, Edward died, some say from having eaten too much, and was buried at Windsor, with great state.

## EDWARD V.

(Born at Westminster, November 4, 1471. Died in the Tower, June 26, 1483. Reigned 2 Months.)

When king Edward IV. died, his eldest son, Edward, was only eleven years old. He was at once proclaimed king, but Richard, Duke of Gloucester, the late king's brother, determined on wearing the crown himself. He got young Edward into his power, and Queen Elizabeth, alarmed for her own safety, took sanctuary at Westminster, with her other son, Richard, Duke of York, and five daughters. The Church was so powerful in those days, that any persons seeking its protection within a certain distance of a church were safe from injury, the monarch himself not daring to touch them. But Richard, having contrived to get himself styled Protector, persuaded the queen to entrust him with the little Duke of York, whom, with the young king, he imprisoned in the Tower, and soon afterwards executed Lord Rivers, who was the queen's brother, Lord Hastings, and other of her friends. In June, 1483, by the assistance of the Duke of Buckingham, he usurped the throne, declaring that the sons of the late king had no true title. So the poor little princes, Edward and his younger brother, who was not more than nine years old, were left in the Tower, without friends, and exposed to the malice of their wicked uncle. Their mother could not help them, and those noblemen who would have supported their cause were either banished or had been put to a shameful death. It is a shocking thing to think of these poor little boys, whose father was a king, being in such a sad state. Their uncle Richard, who did not feel himself safe on the throne so long as they lived, for the people and some of the powerful nobles might at length take their part, determined upon killing them; and one night, after they had retired to rest, two wicked wretches, hired by Richard—who had appointed as governor of the Tower a man who was ready to assist in the crime—crept into the room, and strangled the two little brothers, who were sleeping side by side. Their bodies were buried under a flight of stone stairs in the Tower. It is a very pitiable story, but we must mention that a good many persons never would believe that they were really murdered; and afterwards, as we shall see, several young men were brought forward, who were said to be the young King Edward. But we are afraid that terrible murder was really committed, and that their uncle Richard was a very bad man.

## RICHARD III.

(Born at Fotheringay, October 21, 1450. Died at Bosworth, August 22, 1485. Reigned 2 Years.)

The very day after Richard, Duke of Gloucester, was proclaimed king, he married the lady Anne, daughter of King maker Warwick, and the widow of the young Prince of Wales, who had been so cruelly murdered after the battle of Tewkesbury. On the 6th of July, 1483, Richard and his queen were crowned at Westminster, and in the next month they were again crowned at York; and as the poor little princes were now dead, the king thought there was no one left to dispute his right to the crown. But the Duke of Buckingham, who had helped him to reach the throne, was not satisfied with the reward he had received, and consulted with the Bishops of

Exeter and Ely, the Marquis of Dorset, and other powerful lords, as to the best manner of dethroning Richard. Buckingham raised an army in Wales, and intended to go into Cornwall to get more men there; but the river Severn rose so high, that there was a flood for ten days, a great many lives were lost, and the duke's army, not being able to cross the river, dispersed, and Buckingham himself hid in the house of one of his old servants, named Bannister, who betrayed him to Richard, who caused him to be beheaded at Shrewsbury. There was at this time living abroad, Henry, Earl of Richmond, who was the grandson, by his father's side, of the widow of Henry V. (who had married Owen Tudor), and, by his mother's side, descended from John of Gaunt, son of Edward III. He always considered that he had a claim to the crown of England, and when he heard of the rebellion of the Duke of Buckingham, he raised an army to invade England, and drive Richard from the throne. He made an attempt, but his fleet was dispersed by a storm. Wishing to unite the houses of York and Lancaster, which had so long been at war, and so combine the power of all Richard's enemies, he solemnly promised to marry the Princess Elizabeth, daughter of the late Edward IV. King Richard's wife had died, and he himself offered to marry Elizabeth, who was his niece, but was refused. On the 6th of August, 1485, the Earl of Richmond, who was aided by the King of France, landed at Milford Haven, in Wales, was soon joined by many of the English nobles, and on the 22nd of the same month met and defeated Richard near Market-Bosworth, in Leicestershire. Richard fought very bravely, but was killed, and Henry was crowned king on the field of battle.—*Kings and Queens of England.*

## APRIL.

BY MRS. JERNINGHAM.

Month of smiles and showers,  
Changeful skies, and flowers,  
Hither, hither come!  
I have wooed thee long,  
These woodland scenes among,—  
Hasten to thy home.

Scatter from thy hand,  
Upon the teeming land,  
Garlands fresh and fair:  
Call the swallows back,  
From their pathless track,  
To meet thee here.

Thou ridest on the gale,  
And the lily pale  
Upreads its head:  
Let thy dew-drops lie  
Beneath the changeful sky,  
Where Flora's couch is spread.

The cuckoo's voice is clear,  
And to the listening ear,  
Bright promise brings—  
Of flowerets wild and free,  
To whom the wandering bee  
Its welcome sings.

The rook builds in the wood,  
And rears its sable brood  
Secure on high:  
The lark from upland springs,  
And loud its carol rings,  
Ascending to the sky.

Sweet month, I bid thee hail!  
The winter's coat of mail  
No more is seen,—  
But on the flowery lea,  
And on the budding tree,  
Fresh shoots of green.

*Correction.*—In the fourth line of the first of the verses on the death of Mrs. Glendonwyn, published in our last issue, for *new read grew.*

Oh! we shall miss thy tears  
When fragrant May appears,  
Then, fare thee well!  
The birds at early morn,  
Upon the budding thorn,  
Shall sing thy knell!

—*Baltimore Mirror.*

## OFFICIAL NOTICES.



### Ministry of Public Instruction.

#### DEPARTMENTAL NOTICE.

Secretary-Treasurers of School Municipalities will please bear in mind that they are required to sign and return, to the Department of Education, not only *one*, but *both*, of the blank forms of receipt always accompanying official cheques.

LOUIS GIARD,  
Secretary.

#### APPOINTMENTS.

The Lieutenant-Governor, by an Order in Council, dated the 29th ult., was pleased to appoint the following

##### SCHOOL COMMISSIONERS.

Hope, Co. of Bonaventure: Mr. William Skeene, in the room and stead of Mr. Isaac McDonald, removed from the Municipality;

St. Jérôme du Lac St. Jean, Co. of Chicoutimi: MM. André Neron and Edward Caron, in the room and stead of MM. Napoleon Baillargeon and Côme Harvey;

St. Augustin, Co. of Two Mountains: M. Jean-Baptiste Bourgeois, in the room and stead of M. Alexis Galipeau, removed from the Municipality;

St. Malachie (East Frampton), Co. of Dorchester: M. François Lafontaine, in the room and stead of M. Ephrem Vermette, retired from office, and the Revd. Mr. William Richardson in the room and stead of himself; Ile Bouchard, Co. of l'Assomption: MM. Louis St. Pierre, Narcisse Laporte, Jean-Baptiste Bourgard, Jean-Baptiste Bourdon, and André Prud'homme.

St. Jean Port Joli, Co. of l'Islet: The Revd. M. Hyacinthe Gagnon, in the room and stead of the Revd. M. Louis Parent, deceased;

St. Gabriel de Valcartier, Co. of Quebec: Messrs. David McCartney, William Hornby, William Brown McBain, Francis Ireland, and Patrick Cassin.

##### SCHOOL TRUSTEES.

Percé, Co. of Gaspé: M. Philip Hacquoit, in the room and stead of M. Francis Lebrun;

Somerset (North), Co. of Megantic: Mr. Edward George Palmer, in the room and stead of Mr. Donald McKinnon;

Aylmer, Co. of Ottawa: Charles H. Church, Esq., M. D., in the room and stead of Mr. Charles Wright, deceased;

St. Roch, South (St. Sauveur), Co. of Quebec: Messrs. William Bell, William Sample, and Frederick William Andrews;

Ste. Marthe, Co. of Vaudreuil: Messrs. James Parke, James Lancaster, and William H. Hodgson.

#### SEPARATION, ERECTION, ANNEXATION, AND REANNEXATION OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor,—in and by virtue of the powers conferred on him by Chapter 15, Clause 31 of the Consolidated Statutes for Lower Canada,—by an Order in Council dated the 29th ult., was pleased

1. To divide the School Municipality of Douglass into two separate School Municipalities, under the names of Douglass and York, with the same limits as they now have for civil purposes;

2. To erect, into a separate School Municipality under the name of St. Malachie No. 2, in the county of Dorchester, the tenth and eleventh Ranges of Frampton, from lot number seven to the River Etchemin inclusive, and the second, third, fourth and fifth Ranges of Buckland, from lot number twenty-eight to the Township of Standon inclusive;

3. To annex, to the School Municipality of Ste. Dorothee, Co. of Laval, the land of the following inhabitants, namely, Marcil Laurin, Louis Taillefer, François Corbeil, and Paul Laurin, now annexed to the same for civil purposes;

4. To reannex, for school purposes, the Municipality of Haut du Recollets, in the County of Hochelaga, to Haut du Recollets, in the same county.

## THE JOURNAL OF EDUCATION.

QUEBEC, (PROVINCE OF QUEBEC) APRIL, 1871.

### Education in the Colony of Victoria.

In our last we gave a synopsis of the Report of the Commissioners of the Board of Education for the Colony of Victoria for 1869, so far as it bore upon statistics of attendance, proportion of children attending schools to the total population, cost of instruction, rural and half-time schools, vested and non-vested schools, &c., while in this number, we have touched upon inspection, finance, &c.

With regard to inspection we believe the Colony is inique in the matter of *training* its own Inspectors. There is another feature not quite so peculiar, that of *organizing Inspectors*. In Ireland there is a corps of organizing *Teachers*, who go from District to District to aid the permanent teachers of the different schools, who may not, and cannot, have the same advantages as these men who have spent not only many years as successful teachers of public schools, but who have undergone a special course, if not courses, of training, preparatory to entering on their special duties.

*Inspection.*—The staff of Inspectors consists of an Inspector-General, two Organizing Inspectors, four First-Class Inspectors, and three Second-Class Inspectors.

With the exception of a few cases, the schools were twice inspected during the year; besides a considerable number of incidental visits, where an extra unexpected visit was considered requisite, or the Inspector's presence in the neighbourhood gave opportunity for such visits without much expenditure of time.

The work of inspection was carried on by nine Inspectors, who worked on an average 42 hours per week, including holidays; the total distance travelled amounted to 30,183 miles, and the number of scholars found in the schools at any one visit during the second half-year was 68,611. During 1868 the work was performed by eight Inspectors, but during 1869 one was appointed for a new District considerably scattered and up to that time distributed amongst several other Districts. The good effects of the attention of an Inspector being entirely devoted to the scattered districts and distant schools have become apparent in a marked degree.

The unexpected visits have had the result of detecting several irregularities, especially in keeping the books, more particularly the roll. It was found that 68,611 scholars were present in school at the Inspectors' visits, while the average attendance by the teachers was 60,888. This shows as might have been expected, that considerable efforts must have been made to get in the children for the Inspectors' visits, but at the same time it gives incidental testimony to the reliability of the returns. During the year the *Inspector-General*, as hitherto, inspected and reported on the schools established under the *Neglected and Criminal children Act of 1864*, which reports were forwarded to the Government.

*Finance.*—The amount voted for the service of 1869 was \$880,466, in accordance with the following estimate —

Fixed Salaries to Teachers } .....	\$571,915
Augmentation for honours. } .....	
Results.....	130,000
Destitute Scholars.....	35,000
Training.....	12,500
Singing and Drawing.....	9,000
Office establishment.....	22,501
Inspection.....	35,000
Miscellaneous.....	14,550

\$830,466

## NEW SCHOOLS.

Salaries.....	\$20,000	
Building and repairs.....	20,000	
Aiding rural and half-time schools...	10,000	
		\$50,000
		\$880,466

The disbursements for the year were \$897,082, the difference between the latter sum and the estimate, being taken from a balance at bank in favour of the Education Office. The payments to teachers in salaries, fees for destitute scholars, and results amounted to 74.33 per cent of the total expenditure, and including payments for singing, drawing, training, drill, and gymnastics to 88.53 per cent.

For the service of 1870 an increase of \$18,478 over 1869 is asked. The principal items of increase consist of \$28,920 in salaries to teachers, caused by an increase in the number of &c. An increase of \$1750 is incurred in the new training establishments and scholars, and of \$10,000 towards building, repairing, &c. Three thousand five hundred dollars additional are required for singing and drawing.

In answer to an impression that seems to have got abroad in the Colony that the expenses of the Department are excessive, a comparison has been instituted between the mother country and Victoria, in which it is shown that in the former they are double the per centage in the Colony.

It is shown that in England the state only pays about \$2.25 per child on average attendance, whereas in Victoria it pays five times as much. It must also be borne in mind that in the Colony an average of about eighteen separate payments for salaries and results, destitute fees, pupil-teachers, singing, drawing, &c., (each teacher being allowed to draw his payments separately if desired) are made in the year, against one in England, where the whole of the emoluments are determined at one examination, and forwarded to the committee in one payment; that in Victoria schools are inspected, examined, and visited, on an average, three times in the year against one examination in England, and that the examination includes seven subjects instead of three.

*Teachers.*—Up to the end of the year 1869, 5,427 reports of the examination of 3,699 distinct teachers, assistants, and candidates for employment had been received. Of the failures, 205 were reported as incapable.

During the year 1869, 542 teachers and candidates were examined, viz:—260 teachers, 95 assistants, and 189 candidates. Many of these were examined twice, 969 reports having been received. Of the number examined, 64 passed for second division, 5 for first, and 163 partially passed; and of the teachers who failed, salary was withdrawn from 51.

On the 9th of September, 1868, a circular was issued, stating that the appointment of unclassified teachers would not be sanctioned, so long as classified ones were available, which had a beneficial effect, and would have had a still greater one, had it not been that there were several poor outlying districts to which classified teachers would not go.

An examination for honors was held in April 1869, when 9 candidates presented themselves, 2 of whom obtained second class honors, the rest having failed.

There appears to be a false impression, say the Commissioners,—in the minds of some persons that common school teachers, as a body, are a very inferior class of men. The teachers generally, especially those in the centres of population, are of quite as high a class as those found at home; and judging from the numerous failures of home classified teachers to pass our examinations before their certificates were recognized, we can have little hesitation in saying that the qualifications of Victorian teachers are superior to those from home.

The percentage of classified teachers at the three following periods, was as follows:—

	Head-Teachers.	Assistants.
October 1865	64.4	46.09
March 1899	79.5	78.06
May 1870	82.7	84.00

Showing an increase in three and a half years of 98 per cent in classified Head-Teachers, and 100 per cent in classified Assistants.

From the Report of the Committee of Council for England, it is found that the number of schools inspected and receiving aid under the Privy Council in Great Britain in the year ending 31st August, 1868,—was 14,824; total number of classified teachers 13,387; number of schools on Inspectors' lists not receiving aid, teachers being unclassified, 2,779; total unclassified teachers, 3,216, showing a per centage of 76 classified teachers against 82.7 in Victoria. Assistant teachers in England are not required to be classified whereas in Victoria 84 per cent, a higher ratio than that of Head-Teachers, are classified.

*Pupil-Teachers.*—During the year 1869, 617 pupil-teachers and candidates were examined; 273 of the pupil-teachers were for promotion; 242 candidates of the fourth class passed, and of those actually employed 125 obtained promotion. Of the whole, 84 were examined twice; and 28, three times.

The number of schools licensed for pupil-teachers on the 31st, December 1869 was 251, but in 52 of these none was employed. In the others 280 were employed. The number of passes of pupil-teachers to the numbers examined is increasing satisfactorily, showing increased attention on the part of the teachers who impart special instruction to the pupil-teachers.

*Training.*—Lecture and class rooms have been provided for the students in the central schools, and great improvements have been made in the schools themselves. The new institution will amply repay a visit by those interested in the education of the young and the training of the future teachers of the Colony, say the Commissioners.

There are now, says the report, in the institution 57 students, 22 males and 35 females; 46 are interns and 11 externs; 10 are teachers who have come from schools, 2 are pupil-teachers, completing their education, and 45 are other persons qualifying themselves as teachers.

*Technological Instruction.*—Without making technological instruction, an essential element in the course of education in the schools under control of the Commissioners, they recognize the desirability of affording opportunities for such elementary instruction in the topics leading up to that department of education as many able scholars, desirous of pursuing their studies in this direction, to do so with the advantage of some previous acquaintance with its principles. This has been kept in view in drawing, which has regard to the requirement of the pupil in his future career, not only as a possible artist, but as a probable artisan.

Programme of Subjects of Examination of Teachers in Training.

*Second Class.*—Any two of the following additional subjects:—  
Physical Geography and Popular Astronomy.  
Euclid, four Books, and Algebra to Quadratic Equations.  
Physical Science, including  
Elementary Mechanics, Hydrostatics, Pneumatics  
Chemistry (inorganic) Light, Heat, and Electricity.  
Fownes' Manual, Part I. and II., viz., to page 404.  
Botany, (elementary) Lindley.  
Geology and Mineralogy.

*First Class.*—To have passed for the third class, and to obtain eighty per cent of the marks given for the additional subjects set forth for the second class.

*Drawing.*—Twelve candidates to be licensed to impart instruction in drawing in Common Schools were examined during the year, 2 of whom were licensed and 10 failed. During 1869, 14

instructors were employed in 54 schools. The average number taught during 1869, was 3,068, representing about 4,500 children. The average cost per child to the Board was 90 cents per head, and to the parents about the same.

*Singing.*—During 1869 two examinations of candidates to be licensed to impart instruction in singing, were held, at which 4 passed for first class, 5 for second, and two for third. During same year 29 instructors were employed in 153 schools; the average number under instruction was 10,475, the cost per head to the Board, being about 78 cents, and to the parents about 77 cents.

*Books and School Requisites.*—During 1869 the sum of \$20,697.50 was received for books and apparatus supplied by the Board to Common Schools at reduced rates; the average amount of each requisition was \$7.55, and the total number of applications 2,571.

The school-books published under the authority of the Commissioners of National Education in Ireland are, as hitherto more in demand in the schools of the Colony than any other series.

About 868 maps, diagrams, and globes, and 156 black-boards and notation frames, were furnished to schools at reduced prices. All books and school requisites are now imported through a house, at prices not exceeding those which they have hitherto cost the Board when obtained direct from the publishers.

During the past year the Board commenced to keep in stock supplies of cast-iron standards, of the most approved pattern, for desks and benches which are sold to schools at reduced rates; 352 sets were supplied the first year.

It appears the special wants of the colony are not met by the works which can be obtained from home; reading books especially, however excellent for use in Europe are in many ways unsuited for the instruction of Australian youth. Attention to this has been frequently drawn by the inspectors, so that the compilation of a set of books specially suited to Australian readers, and published at a low price is a desideratum. The want of any suitable general map of that region of the globe, having more immediate interest to Australians has induced the Commissioners to replace the map for Australia hitherto supplied to the schools by one of the entire region of Australia, Malaysia, and Western Polynesia, executed in the Colony under their own supervision, as well as ones of Victoria and New Zealand. The large map of Australasia will be 7 x 5, the projection to be stereographic on the recommendation of Professor Wilson of the Melbourne University. At present date these maps are in use in the Colony.

Although we have given much more time to an analysis of this report, and more space in the journal than is usually allotted to such subjects, still we feel there are some portions of the observations and recommendations of the inspectors, not yet alluded to, which would prove interesting to our readers—especially to teachers, as it would enable them to institute a comparison between their own work and that of their brethren in the sister Colony, though a much younger member of the family. Whatever we may be able to do in a future number, we must defer the matter at present.

### McGill University.

#### ANNUAL CONVOCATION.

The Annual Convocation of the Faculties of Medicine and Law took place on the 31st ult., in the Molson Hall, McGill University. There were present a large number of ladies and gentlemen. The Chancellor, Hon. Judge Day, presided, having on his right Professor Goldwin Smith. Upon the platform were seated.

*Of Governors*—The Hon. Charles Dewey Day, LL. D., President and Chancellor of the University; Andrew Robertson, M. A., Q. C.; John H. R. Molson, Esq.

*Principal*—John Wm. Dawson, LL. D., F. R. S., F. G. S., Vice Chancellor.

*Of Fellows*—Ven Archdeacon Leach, D. C. L., LL. D., Vice Principal and Dean of the Faculty of Arts; George W. Campbell, M. A., M. D., Dean of the Faculty of Medicine; Alexander John-

ston, LL. D., Professor of Mathematics and Natural Philosophy, McGill University; Rev. George Cornish, M. A., Professor of Classical Literature, McGill University; W. Scott, M. D., Professor of Anatomy; P. R. Lafrenaye, B. C. L., Professor of Civil Procedure and Jurisprudence, McGill College; Rev. Henry Wilkes, DD., D. D., Professor of Homiletics and Pastoral Theology in the Congregational College of British North America; Rev. D. H. McVicar, LL. D., Professor of Theology in the Presbyterian College of Montreal; R. A. Ramsay, M. A., B. C. L.; John Reddy, M. D.; Samuel B. Schmidt, M. D.; Norman W. Trenholme, M. A., B. C. L.

*Secretary, Registrar, and Bursar*—Wm. Craig Baynes, B. A.

*Of Professors*—Wm. Fraser, M. D., Professor of the Institutes of Medicine; Robert P. Howard, M. D., Professor of the Theory and Practice of Medicine; Hon. Frederick W. Torrance, M. A., B. C. L., Professor of Civil Law; R. G. Laflamme, B. C. L., Professor of Customary Law and Law of Real Estate; Charles Smallwood, M. D., LL. D., D. C. L., Professor of Meteorology; Charles F. Markgraff, M. A., Professor of German Language and Literature; D. C. McCallum, M. D., Professor of Midwifery and Diseases of Women and Children; Pierre J. Darey, M. A., B. C. L., Professor of French Language and Literature; Robert Craik, M. D., Professor of Chemistry; Edward Carter, Q. C., B. C. L., Associate Professor of Criminal Law; G. E. Fenwick, M. D., Professor of Clinical Surgery and Medical Jurisprudence; Joseph M. Drake, M. D., Professor of Clinical Medicine.

*Of Lecturers*—Gilbert P. Girdwood, M. D., Lecturer in Practical Chemistry; Charles Wurtele, B. C. L., Lecturer in Commercial Law.

*Doctors of Medicine.*—Chipman, Clarence J. H., B. A.; Macfie, James; Roderick, Thomas G.; Tabb, Silas E.; Trenholme, Edward Henry.

*Masters of Arts.*—Butler, Rev. John [Hon.]; Cushing, Lemuel, B. A., B. C. L.; Davidson, Charles P., B. A., B. C. L.; Dougall, John R., B. A., Hart, Lewis A., B. A.; McLaren, John R., B. A.; Robins, Sampson Paul, B. A.; Wickstead, Richard G., B. A., B. C. L.; Wortherspoon, Ivan Tolkein, B. A.

*Bachelors of Civil Law.*—Baynes, Edward Alfred; Butler, Thomas P.; Hart, Lewis A., B. A.; Holton, Edward; McLaren, John J.; Tait, Melbourne; Wurtele, Charles J. C.

*Bachelors of Arts.*—Kennedy, George T.; Major, Geo. W.; Marler, Wm, De M.

After prayer by Archdeacon Leach, the minutes of the last meeting were read by Mr. W. C. Baynes, Secretary.

Dr. G. W. CAMPBELL then read the following list of graduates:

#### MEDICAL FACULTY.

The total number of Students in the past Session was 150 (an increase of 10 over the preceding Session). Of these there were from the Province of Ontario 78; from the Province of Quebec 61; Nova Scotia 4; New Brunswick 1; Newfoundland 2; Prince Edward Island 2; United States 2.

The number of Students who passed their Primary Examination, which includes Anatomy, Chemistry, Materia Medica, Institutes of Medicine, and Botany or Zoology, was 26; alphabetically arranged as follows:—

Allen, Hamilton	West Osgood, O.
Blackader, Alex. D.	Montreal, Q.
Browne, Arthur A.	Kingsey, Q.
Christie, George H.	Lachute, Q.
Copeland, William	St. Catherines, O.
Cram, Daniel C.	Almonte, O.
Farewell, Geo. M. G.	Oshawa, O.
Gernon, George W.	St. Laurent, Q.
Hamilton, John R.	Stratford, O.
Hébert, Zotique	St. Constant, Q.
Hethrington, Harry	Melbourne, Q.
Howard, Robert	St. Johns, Q.
Jackson, Samuel N.	Montreal, Q.
Kelly, Thomas	Durham, O.
Mallory, Albert E.	Cobourg, O.
Marceau, Louis T.	Napierville, Q.
McLaren, Peter	Lanark, O.
Monroe, James T.	Roxburgh, O.
Morrison, John, B. A.	Waddington, N. Y.
Nicol, William R.	St. Mary's, O.
Sharpe, William J.	Simcoe, O.
St. John, Leonard	St. Catherines, O.
Stark, George A.	Milton, O.
Stewart, Alexander	Hampstead, O.
Wagner, A. Dixon	Dickensons Landing, O.
Waugh, Wm. E.	London, O.

The number of students who passed their final examination for the degree of M.D., C.M., was 29. Of these, 16 are from Ontario; 9 from Quebec; 2 from Nova Scotia; one from New Brunswick, and one from Newfoundland.

Their names, residences, and subjects of their theses are as follows:

Alexander, R. A., Stoney Creek, O., Urinary Calculi.  
 Beaudry, L. H., St. Pie, Q., Pathology of the Secretions.  
 Blackader, Alex. D., B. A., Montreal, Q., Common Sensation.  
 Brissett H. R., Chambly, Q., Diseases of the Heart.  
 Cattanach, A. J., Fergus, O., Morbus Coxæ.  
 Clarke, W., B. A., Montreal, Q., Acupressure.  
 D'Avignon, F. F., St. Mathias, Q., Strabismus.  
 Duncan, G. M., Bathurst, N. B., Chloral.  
 Duncan, John, Port Dover, O., Calculus Vesicæ.  
 Faulkner, G. W., Belleville, O., Dysentery.  
 Freeman, C. M., Milton, N. S., Diabetes Mellitus.  
 Gardner, M., Hespeler, O., Typhoid Fever.  
 Hamilton, J. R., Stratford, O., Talipes Varus.  
 Hunt, L. G., Halifax, N. S., Tubercular Meningitis.  
 Johnston, T. G., Saruia, O., Diabetes Mellitus.  
 Locke, C. F. A., Barrie, O., Atonic Dyspepsia.  
 McConkey, T. C., Barrie, O., Erysipelas.  
 Major, G. W., B. A., Montreal, Q., Enterorrhœa Infantum.  
 Marston, Alonzo, W., Hull, Q., Circulation of the Blood.  
 Mathieson, J. H., Embro, O., Surgical Cases.  
 Mitchell, F. H., London, O., Scarlatina.  
 Rattray, C. J., Cornwall, O., Venereal Diseases.  
 Reed, T. D., Montreal, Q., Pneumonia.  
 Reid, J. A., St. John, N. F., Vivisection.  
 Ross, W. G., London, O., Typhoid Fever.  
 Stevenson, R. A., Cayuga, O., Post Partum Hemorrhage.  
 Warren, F., Whitby, O., Debility.  
 Webb, J. F. S., Montreal, Q., Neuralgia.  
 Wright, H. P., Ottawa, O., Intermittent Fever.

Of the above named gentlemen, four have not yet completed their twenty-first year, and cannot therefore receive their diplomas at the present convocation. Their names are Messrs. Locke, McConkey, Warren, and Wright. They have, however, passed all the examinations, and fulfilled all the other requirements, and only await their majority to receive the degree.

#### FACULTY OF LAW.

##### THIRD YEAR.

##### List of Graduates.

The following students having passed and performed all the exercises required by the regulations of this Faculty during the session of 1870-71, are therefore entitled to the degree of B. C. L., alphabetically arranged as follows:

1. Archambault, Joseph Louis Calixte.
2. Bagg, Robert Stanley Clarke.
3. Calder, John.
4. Franks, Albert Wallace.
5. Lonergan, Michael L. S.
6. Major, Edward James.
7. McMaster, Donald.
8. Sarrasin, Ferdinand Léon.

The Chancellor then presented the Holmes Medal to the successful candidate, and the Dean presented the other prizes.

The ceremony of administering the obligation was performed by Dr. Craik, and the diplomas of each candidate were given by Dr. Dawson.

The valedictory address of the Medical Faculty was delivered by Dr. Stevenson, Cayuga, Ont., after which Dr. Fenwick addressed the graduates on the important career upon which they had entered, and expressed a hope that they would prove worthy of McGill College. He counselled the graduates to diligence and perseverance in the arduous duties before them, and the great responsibility they had taken upon themselves, and exhorted them to live so that at the end of their career in this life, their lives would not be found to have been without an object.

In the absence of the Dean, Professor Carter then read the list of prizes in the

#### MEDICAL FACULTY.

The Medical Faculty Prizes are the Holmes Gold Medal, awarded to the student who takes the highest marks in the aggregate of primary and final graduation examinations, and Thesis; and two prizes, one for the best final, and one for the best primary, examination.

The Holmes Medal was gained by John H. Mathieson, Embro, O. The prize for the best examination in the final branches was awarded to H. P. Wright, Ottawa, O., and in the primary branches to T. Kelly, Durham, O.

The gentlemen who, after the prizemen, passed the best examinations in the final branches were Messrs. R. A. Stevenson, T. G. Johnston, W. Clarke, B. A., A. W. Cattanach, C. F. A. Locke, W. G. Ross; and in the primary branches, Messrs. H. Allen, L. T. Marceau, G. A. Stark, A. A. Browne, and W. Copeland, in order of merit.

#### PROFESSORS' PRIZES.

Zoology—Prize, M. D. Stark.

Practical Anatomy—Senior class prize, J. Hills; junior class prize, Messrs. J. B. Comeau and Ellison, equal. Senior class, deserving honourable mention, Messrs. Alguire, Kittson, Carmichael, Ward; junior class deserving honourable mention, Messrs. Chevalier, Young, Rattray, Molson.

Practical Chemistry—Prize, C. Shepperd.

#### FACULTY OF LAW.

##### Session of 1870-71.

#### PRIZES, HONOURS, AND STANDING.

Elizabeth Torrance Medallist, in special examination covering the whole course—Donald McMaster.

#### RANK OF STUDENTS AS TO GENERAL PROFICIENCY.

3rd Year—1, Donald McMaster, 1st in 4 classes and 2nd in one; 2, John Calder, 1st in 2 classes and 2nd in two classes.

2nd Year—1, William DeMontmolin Marler, 1st in 3 classes and 2nd in one; 2, Wm. Guild Cruickshank, 1st in 2 classes and 2nd in one.

1st Year—1, Mathew Hutchinson, 1st in 3 classes and 2nd in one; 2, Duncan Ewen Bowie, 1st in one class and 2nd in 3 classes.

#### BEST THESIS.

Donald McMaster.

COMMERCIAL LAW—THE DEAN OF THE FACULTY THE HON. J. J. C. ABBOT AND MR. WURTELE.

3rd Year—1, Donald McMaster; 2, John Calder.

2nd Year—1, William DeMontmolin Marler; 2, Lewis W. P. Coutlee.

1st Year—1, Mathew Hutchinson; 2, Duncan Ewen Bowie.

#### ROMAN LAW—(C. C. GIFTS, WILLS, EVIDENCE).

The Hon. Professor Torrance and Mr. Trenholme.

3rd Year—1, Donald McMaster and John Calder, equal; 2, Michael L. S. Lonergan.

2nd Year—1, William DeMontmolin Marler and William Guild Cruickshank, equal; 2, Lewis W. P. Coutlee.

1st Year—1, Mathew Hutchinson; 2, Duncan Ewen Bowie and Joseph Desrosiers, equal.

#### JURISPRUDENCE AND CIVIL PROCEDURE—PROFESSOR LAFRENAYE.

3rd Year—1, Donald McMaster; 2, Joseph Louis Calixte Archambault and Michael L. S. Lonergan, equal.

2nd Year—1, William DeMontmolin Marler; 2, Lewis P. W. Coutlee and William Guild Cruickshank, equal.

1st Year—1, Duncan Ewen Bowie; 2, Edmond Joseph Henri Rottot and Mathew Hutchinson, equal.

#### CUSTOMARY LAW AND LAW OF REAL ESTATE—PROFESSOR LAFLAMME.

3rd Year—1, John Calder; 2, Donald McMaster.

2nd Year—1, William Guild Cruickshank; 2, William De Montmolin Marler.

1st Year—1, Mathew Hutchinson; 2, Duncan Ewen Bowie.

#### CRIMINAL LAW—PROFESSOR CARTER.

1, Donald McMaster; 2, Robert Stanley Clarke Bagg and John Calder, equal.

The Chancellor then presented the Elizabeth Torrance Medal to Mr. Donald McMaster.

These were afterwards "Capped" and presented with their Diplomas.

Mr. Donald McMaster, B. C. L., delivered the Valedictory.

Professor TRENHOLME then addressed the graduates. He characterized them as the custodians of the law, and spoke of the importance and antiquity of the law, and pointed out the great number of the branches of the law, and vast studies that were opened up by them. He was of opinion that the instruction given in the McGill College

was sound and practical, as her Professors were all practical men, and he concluded with the hope that they would maintain the law fair and upright which was the character of the law in England.

Professor GOLDWIN SMITH addressed the meeting, and expressed great pleasure in being present. He spoke of the colleges in the United States, and compared them unfavorably with those in Canada. In conclusion he spoke of the critical time at which they were going forth to the world, and hoped they would all strive to build up a great Canadian nation.

The CHANCELLOR said that much praise was due to the praiseworthy efforts of the Medical Faculty of McGill College, to erect a new building, and said it would be convenient and suitable for all the purposes for which it was wanted.

The benediction was pronounced by Professor Cornish, and the meeting dispersed.—*Montreal Gazette.*

### Current Exchanges Received.

- The Journal of Education*, for the Province of Nova Scotia, April 1871  
*Journal of Education*, Province of Ontario, January and February, 1871.  
*The School Reporter*, April, 1871.  
*Farmers' Journal*, St. Hyacinthe, P. Q., is published weekly at \$1. per annum, or 50 cents if paid in advance.  
*The Rhode Island Schoolmaster*, April, 1871.  
*American Newspaper Reporter and Advertisers Gazette*, a weekly Journal of Newspaper Intelligence, published by Geo. P. Rowell & Co., New York.  
*The Mount Auburn Index*, Cincinnati, April, 1871.  
*Scribner's Monthly*, an Illustrated Magazine for the People, conducted by J. G. Holland, May, 1871. In this number, under the head of "Topics for the Time," there is an article on "Compulsory Education," that will repay perusal, and which we intend to reproduce in our Journal.  
*The National Teacher*, a Monthly Educational Journal, April, 1871. It is enough to say of this periodical that E. E. White, Columbus, Ohio, is its editor and publisher.  
*Louisville School Messenger*, vol. 1., No. 1., April 1871.  
*Chutala Seminary Leaflets*, Tennessee, February, 1871.  
*Scientific Manual*, a Monthly Journal devoted to Art, Mechanics, Manufactures, Inventions and Patents,—Cincinnati, O. March, 1871, Vol. 1, No. 3, \$1. per annum in advance.  
*The Monetary and Commercial Times*, Toronto, March 31, 1871.  
*Appletons' Journal of Literature, Science and Art*, May 6, 1871.  
*The California Teacher*, a Journal of School and Home Education and official organ of the Department of Public Instruction, April, 1871.  
*Proceedings of the California State Teachers' Institute*, in San Francisco, Sept. 13, 16, 1870. We shall take occasion to refer to this in a future issue  
*Ohio Educational Monthly*, devoted to Education, Science and Free Schools, April, 1871.  
*The Western Educational Review*, April, 1871. Popular illustrated articles by competent writers will appear every month in this periodical, a new feature in the Review. A sample copy will be furnished on receipt of stamp to pay postage. Address E. F. Hobart & Co., 704 Chesnut St., St. Louis.  
*The Maine Journal of Education*, April, 1871.  
*The American Educational Monthly*, April, 1871.  
*The Manufacturer and Builder*, May, 1871.  
*The Nursery*, a monthly magazine for youngest readers, May, 1871.  
*Whitney's Musical Guest*, April, 1871.

Our musical friends will do well to examine "Whitney's Musical Guest" for April. It contains thirteen pages of the latest and best music, printed from full size music plates, and worth \$1.45 in sheet form: "Edward Gray," a beautiful song by A. Von Roehow; "Bonnie Highland Lassie," song and chorus, Ogden; Two Sunday School Choruses—"Our Cheerful Sabbath Home," and "Gather them into the Fold," both by W. A. Ogden; "Daisy Mazurka," Wm. Lighton; and "Little Folk's March," Horace Kimball. It is a mystery how the publisher can furnish so much valuable music for such a small sum, and a still greater mystery to see our musical friends spending their loose change for sheet music, when they can get upwards of seventy pieces of music for the small sum of \$1.00, by subscribing for this Magazine. Terms \$1.00 per year. Send ten cents for specimen copy. Canada subscribers must send 12 cents extra to prepay postage. Address, W. W. Whitney, Toledo, Ohio.

*Peters' Musical Monthly*, for April, 1871.

It is downright extravagance to buy music in sheet form, when you can get many times your money's worth by subscribing to Peters' Musical Monthly. The April number is to hand, and contains the following Beautiful selections: "Send the Little Ones Happy to Bed," Song and Chorus, Persley; "Alone by the Sea," Song and Chorus, Henry Tucker; "Building Castles in the Air," Scotch Melody; "Somebody Loves me Dearly," Song and Chorus, Persley; "Go, Pretty Flower, with Eyes of Blue," German Song, Haas; "Beautiful Days that are Dead," Quartet, Hollister; "Easter-Time," Sacred Quartet from Abt., Dressler; "Blue Eyes Galop," Harmistown; "Indiana Polka," Jaeger; "Village Beauty Polka," Kinkel. "Take me Home," transcription, L. Tonel.

The above pieces, if purchased in sheet-form, would cost \$4.75. You can get the lot for thirty cents, by sending to J. L. Peters, 599 Broadway, New York, for the April Number of Peters' Musical Monthly.

*Howe's Musical Monthly*, No. 15.

Contents.—Instrumental: Original Boston Dip Waltzes, On the Rhine Waltzes, Juliet Waltzes, Blush Rose Waltzes, Feuil D'Amour Polka Mazurka, On to Paris March, Conferenz Polka, Leicht Zu Fuss Polka, Um die Wette Galop, L'Amour Rheinlander Polka, Rosliem Auf Der Haide.

Songs, Piano Accompaniment:—Chatelar to Mary, Queen of Scots, The Agreeable Young Man, Down Below the Waving Lindens, Come sing to Me Again, Morning and Evening Star, Memory of Happy Days, The Free, The German Rhine; Where the Grass Grows Green, Crossing the Brook, Wearing of the Green, Rocked in the Cradle of the Deep, He will Return Terms \$3.00 per annum, single numbers 35 cents; to subscribers in the British Provinces, 24 cents per annum additional for postage to the line. Address Elias Howe, 103 Court St., Boston, Mass.

Should any omissions be noticed in the foregoing, the fault does not lie with us.

## MISCELLANY.

### Education.

—*An Imperishable Endowment.*—If Education could be made an article of ordinary traffic, that could be acquired or alienated in a moment for a managed consideration, what sum of money would induce the well educated man, whose patrimony had been exhausted in acquiring it, to part with it, on the condition that he should remain as ignorant as the uneducated for the rest of his life? If all the pebbles which line the bottom of the ocean could be converted into diamonds, they would not be sufficient to purchase it. He feels that he has been put in possession of that which is above all price, and that a pecuniary estimate of its value cannot be made.

Now let us ask in sober earnest, in the name of common sense, as well as of duty and humanity, is there any other mode of investing money for our children, half so desirable and profitable as this? And then too it is an indestructible investment. Money may perish in the fluctuation incidental to scrip and stock; landed property may depreciate in value, or be swallowed up by an earthquake; wealth in all its forms is notoriously uncertain, and may "take wings and fly away as an eagle towards heaven;" but that which is expended in the cultivation of the mind is placed beyond the reach of accident. It constitutes an investment that cannot be alienated, and is as imperishable as the soul.

If parents would but rightly entertain these views and carry them out, if they would but restrain the hoarding principle within due limits, or give to it its right direction, how different a state of things would soon exist. A moiety, nay a tithe of their superfluous wealth, spent judiciously on the education of their children, would soon relieve us of our pressing social ills, allay the current apprehensions in regard to our national prospects, and decide for ever the question of the practicability of self-government.

Oh! when will parents awake to a just consideration of these things, and to a knowledge of their true interests, dignity, and duty? The hopes of other generations are entrusted to their care. Would they prove themselves worthy of the trust? Let them know then that by the appropriate education of their children, and in no other way, can they discharge their every obligation. If parents would only perform this duty as they ought, their children would reverence them and "generations yet unborn would call them blessed."—*Exchange.*

—*Respect to Instructors.*—The emperor Theodosius used frequently to sit by his children, Arcadius and Honorius, whilst Arsenius taught them. He commanded them to show the same respect to their master as they would to himself; and surprising them once sitting, whilst Arsenius was standing, he took from them their princely robes, and did not restore them till a long time after, nor even then till after much entreaty.

Burton in his 'Anatomy of Melancholy,' says that it was reported of Magdalene, queen of Louis XI., of France, that taking a walk one evening with her ladies, she espied Mr. Alanus, one of the king's chaplains, an old hard-favored man, lying fast asleep in an arbor. She went to him and gently kissed him. When the young ladies laughed at her for it, she replied, 'that it was not his person that she had shown that mark of respect for, but the divine beauty of his soul.'

—*Respect to Age.*—'Dost thou not see, O Saul,' says Morni, in one of the poems of Ossian, 'how the steps of my age are honored?'

Morni moves forth, and the young meet him with reverence, and turn their eyes with silent joy on his course.'

The obligation to reverence old age is a necessary emanation from that duty which we owe to our parents. The youth who pays due honor to his own father will never treat despitefully the grey hairs of those who pass by his father's door, or enter within his threshold.

The Jewish law giver has made this duty the subject of a particular precept: 'See that thou rise up before the hoary man, and honor the face of the old man.' 'I am young,' says the son of Barachel, 'and ye are very old; wherefore I was afraid and durst not show you mine opinion. I find days should speak, and multitude of years teach wisdom.' Among the Chinese, neither birth, nor riches, nor honors, nor dignities, can make a man forget that reverence which is due to grey hairs; and it is said that the sovereign himself never fails to respect old age, even in persons of the lowest condition.

Many of our readers, are doubtless acquainted with the name of the Swiss Doctor, Michael Schuppach, of Lengnan, in the Emmenthal, who was highly celebrated, and much in vogue in the last century. He is mentioned by Archdeacon Coxé, in his *Travels in Switzerland*, who himself consulted him. There was a time when people of distinction and fortune came to him, particularly from France and Germany, and even from more distant countries; and innumerable are the cures which he performed on patients given up by the regular physicians.

There were once assembled in Michael Schuppach's laboratory a great many distinguished persons from all parts of the world, partly to consult him, and partly out of curiosity; and among them, many French ladies and gentlemen, and a Russian prince with his daughter, whose singular beauty attracted general attention. A young French marquess attempted for the amusement of the ladies, to display his wit on the miraculous doctor; but the latter, though not much acquainted with the French language, answered so pertinently that the marquess had not the laugh on his side. During the conversation there entered an old peasant, a neighbour of Schuppach, meanly dressed with a snow-white beard. Schuppach directly turned away from his great company to his old neighbour, and hearing that his wife was ill, set about preparing the necessary medicine for her, without paying much attention to his exalted guests, whose business he did not think so pressing. The marquess was now deprived of one subject of his wit, and therefore chose for his butt the old man, who was waiting while his neighbour Michael was preparing something for his old Mary. After many silly jokes on his long white beard, he offered a wager of twelve louis d'or, that none of the ladies would kiss the old dirty-looking fellow. The Russian princess, hearing these words, made a sign to her attendant, who brought her a plate. The princess put twelve louis d'ors upon it, and had it carried to the marquess, who of course could not decline adding twelve others. The fair Russian went up to the old peasant with the long beard, and said, 'Permit me, venerable father, to salute you after the fashion of my country.' Saying this she embraced him, and gave him a kiss. She then presented him the gold which was on the plate, with these words: 'Take this as a remembrance of me, and as a sign that the Russian girls think it their duty to honor old age.'—*The Percy Anecdotes*.

—*Deaf and Dumb Institution at Belleville, Ontario*.—Mr. Palmer, Principal of the Deaf and Dumb Institution at Belleville, has issued a circular in which he asks for information as to the number of deaf mutes in the province of a suitable age to enter school, so that the necessary steps may be taken to secure their admission into the institution. He says that an ample provision has been made, the institution is prepared to receive all deaf and dumb persons between the ages of seven and nineteen who are not physically or mentally imbecile, and any information as to terms of admission, &c., will be given on application to him. In remote sections of the province, many of this unfortunate class grow up in total ignorance because their parents are either unaware of the advantages offered by the institution or entertain a foolish notion that their children would not be properly cared for if sent to it. It is important, therefore, that special efforts should be made to secure the admission of every one of these unfortunates; and Mr. Palmer appeals to all good citizens of Ontario to aid him in accomplishing the noble end for which the institution was designed—the education of all this afflicted class of children in the province.—*Leader*.

—*School Attendance in Sweden*.—Ninety-seven out of every hundred Swedish children, between five and fifteen years of age, attend school. This percentage is reached by no other country in the world, not excepting Prussia, where education if not so general, is of a higher order.

—*Natural History*.—A boy eight years old, in one of the American public schools, having been told that a reptile "is an animal that creeps," on being asked to name one on examination-day, promptly replied, "a baby."

—*National University of Washington*.—A Bill has been introduced into Congress for the incorporation of a free university in Washington City, with the name of the "National University of Washington." The institution is to be under control of a Board of Regents, five of whom are to be residents of the District of Columbia, and to be appointed by the President. The donation of \$10,000 to the University is to constitute any person a life regent. The bill proposes a grant of one million acres of land for the erection of buildings, the furnishing of apparatus, &c.

—*Cost of Naval Instruction*.—The Graduating Class of 1870, from the United States Naval Academy, cost the Government \$880,000. The class numbered forty, of whom twenty passed the examination.

—*Female Medical Students*.—The project of admitting women to the Medical University at Edinburgh has received the express disapproval of the Queen.

—*Jewish University*.—The Jews of Cincinnati are moving to secure a national Jewish University. A prominent Israelite of Lawrenceville, Indiana, it is said, has taken the initiative by offering \$10,000.

—*Cambridge University, England*.—The first authentic charter to this institution, was granted by Henry III., in the year 1230. The University consists of seventeen colleges, and is represented by two members in Parliament.

—*Oxford* was founded as early as the time of Edward the Confessor, 1030. Its total revenue is about \$2,500,000 yearly.

—*London School Board*.—The following notice of motion has been given by W. Hepworth Dixon, Esq., for the next meeting of the London School Board:—"That means shall be provided for physical training, exercise and drill in every public elementary school established under the authority of this Board."

## Literature.

—*Books Published in 1870*.—The *Publishers' Circular* has recorded during 1870 the publication of 5251 books. This number includes 169 of mere re-entries for change of price, and 466 imported new American works, leaving a total of new books and new editions published in Great Britain from Jan. 1 to Dec. 31, 1870, of 4636.

An analysis of these shows a total of books on each subject for the year thus:—Theology, sermons, biblical, &c., 811; educational, philology, classical, &c., 508; juvenile works and tales, 605; novels and other works of fiction, 581; law, jurisprudence, &c., 123; political and social economy, and trade and commerce, 119; arts, science, and fine-art works, 346; travel and geographical research, 338; history and biography, 396; poetry and the drama, 366; year-books and bound volumes of serials, monographs, &c., 249; belles-lettres, essays, monographs, &c., 249; miscellaneous, including pamphlets not sermons, 156: making a total of 5082.

—*Progress in Constantinople*.—In Constantinople a new weekly periodical has appeared, written in modern Greek, and entitled *Euridiki*. It is chiefly intended for female readers, and its aim is to promote the intellectual development of women; with this view a series of lives of women distinguished in art, science, and literature, will be published in its pages; and the first of this series consists of a eulogistic biography of the Princess Dora d'Istria, whose literary works are so well known. A lady, Emelia Leonzias, is the editor (editress?) of the new periodical, which, when we remember that it is published at Constantinople, may be considered a remarkable sign of the times. *Athenæum*.

—*National Assembly of France*.—Seventeen poets, nine roman-cists, five historians, three savants, and six members of the French Academy, occupy seats in the National Assembly.

—*Lothair*.—Disraeli's "Lothair" has been translated into nine languages. A Russian translation has recently been published at Moscow, and a Hungarian one at Pesh.

—*Dumas*.—The remains of Alexandre Dumas, in accordance with a wish he expressed on his death-bed, will be sent for interment to his favorite city, Havre-de-Grâce.



— *Punch*. — The circulation of *Kladderastich* (the Berlin "*Punch*") is three times as great as the London *Punch*.

— *Guizot*. — Guizot has been confined to his bed for several months past, but his mind is as active as ever; and he dictates ten or twelve hours a day to his daughter-in-law, who acts as his amanuensis.

— *Alice Cary*, whose decease, on the 12th February last, saddened many a household, was one of the most widely known and best beloved of American female poets. Her father, Robert Cary, who died a few years ago at a ripe old age, was born in Lyme, New Hampshire, whence at 14 years of age he went with his family—a Revolutionary soldier—to Hamilton County, Ohio, and settled upon a farm only a little way from Cincinnati, upon which his nine children—seven daughters and two sons—were afterward born. Alice began to write at an early age; and ere long many of her poems and prose sketches found their way into newspapers, where they attracted unusual attention, indicating as they did a high order of talent. Alice and her sister Phoebe became regular contributors, to the *National Era*, established in Washington, in 1846; and four years later a volume of "Poems by Alice and Phoebe Cary" was published in Philadelphia. Simultaneously with the appearance of the volume the sisters removed to New-York, where they lived together for twenty years in relations so intimate and tender that to their friends they seemed "one and inseparable." Phoebe is now the sole survivor of the seven sisters.

Three volumes of poems, five or six of prose, including three novels, and numerous contributions to magazines and newspapers, attest her diligence in her calling. During the last twenty years of her life, she was an invalid, but, nevertheless, worked with a courage and a constancy that were at once the wonder and admiration of her friends. Even in her last illness, despite severe suffering, she failed not regularly to fulfil her literary engagements. Beginning in comparative poverty, she found means at length to establish herself in a home, which, during the latter years of her life, was the centre of a hospitality so charming that it will live for ever in the memory of those whose fortune it was to enjoy it. In person, she was tall and handsome, and her dark eyes always beamed with a friendly light. Her manners combined dignity with a fine womanly grace and thoughtful courtesy that won at once the admiration and confidence of those who came into her presence. Her own life having been a struggle with adverse circumstances, she had a generous sympathy with those less fortunate than herself, and especially with those of her own sex who were ambitious of literary distinction. Condensed from *Harper's New Monthly*.

ADVERTISEMENTS.

WANTS.

Wanted a Male Teacher for the Protestant Dissident School of St. Columba of Sillery, Quebec. Salary \$300 per annum and a free house. Applications will be received until 1st May next, by James Walker, Secretary-Treasurer.

A Male Teacher, not long arrived from England, furnished with a Diploma from the Quebec Protestant Board of Examiners, who understands music and plays the Harmonium,—is open to an engagement. Address—until 1st July next—the Ministry of Public Instruction, Quebec.

THE JOURNAL OF EDUCATION,  
(FOR THE PROVINCE OF QUEBEC.)

The *Journal of Education*,—published under the direction of the Hon. the Minister of Public Instruction and Edited by H. H. MILLS, Esq., LL.D., D.C.L. and P. DELANEY, Esq., of that Department,—offers an advantageous medium for advertising on matters appertaining exclusively to Education or the Arts and Sciences.

TERMS:—Subscription per annum \$1.00; Public School Teachers half price; School-Boards &c., free.

Advertising.—One insertion, 8 lines or less \$1.00, over 8 lines, 10 cents per line; Standing advertisements at reduced charges, according to circumstances, but not less than \$10 per annum.

Public School Teachers advertising for situations, free. School-Boards &c., free.

All communications relating to the *Journal* to be addressed to the Editors.

Meteorology.

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

sea, 182 feet,—for the month of March, 1871, By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

DAYS.	Barometer corrected at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	29.498	29.511	29.913	31.3	40.1	33.0	S W	W	W	74.12
2	30.023	30.050	.806	25.2	21.2	25.1	W	N E	N E	217.17
3	29.399	29.401	.850	33.4	36.0	31.7	S W	S W	W	91.10
4	30.251	30.100	30.096	18.1	43.6	22.2	W	N E	W	84.10
5	.074	.010	29.979	19.7	83.6	31.1	W	W	W	78.74
6	29.799	29.871	30.175	33.2	33.4	31.1	S W	N E	W	81.10
7	30.284	30.256	.162	17.6	38.4	23.7	W	N E	N E	67.27
8	.100	.062	29.998	25.1	44.2	40.1	N E	S W	W	80.00
9	29.981	29.930	.930	41.2	61.6	47.2	S	S	S	60.24
10	.900	.975	30.051	46.1	40.2	38.0	S	W	W	57.11
11	30.162	.976	29.951	38.0	56.2	48.0	S W	W S W	W	81.14
12	29.722	.464	.472	42.4	58.7	33.2	W	S E	W	51.11
13	.841	.974	30.000	31.1	50.7	32.2	W	W	W	96.74
14	30.062	30.101	.162	32.0	43.3	32.2	W	W	W	50.12
15	.312	.279	.250	23.2	36.1	27.8	N E	N E	N E	61.10
16	.202	.004	29.819	25.6	38.4	34.3	N E	N E	N E	104.29
17	29.740	29.687	.774	38.1	46.2	42.1	S E	S E	W	71.11
18	30.052	30.061	30.000	31.9	43.3	37.0	W	W	W	99.40
19	.200	.346	.401	31.0	52.7	33.1	W	N N W	N E	65.24
20	.422	.234	.042	26.0	38.0	28.5	N E	N E	N E	71.11
21	29.701	29.504	29.466	33.4	37.7	33.0	S E	S E	W	42.10
22	.497	.603	.743	29.1	36.7	29.6	W	W S W	W	179.22
23	.748	.674	.746	28.4	37.2	30.1	W	N E	N E	111.17
24	.887	.903	.962	20.0	32.2	28.5	N E	N E	W	91.12
25	.964	.976	30.000	22.0	48.2	33.1	wbyN	N N W	N N W	86.14
26	30.061	30.006	29.900	28.7	57.4	36.0	W	W	W	117.12
27	29.661	29.647	.725	31.9	27.1	26.0	S W	N E	N E	89.24
28	.860	.989	30.008	24.0	44.0	28.1	N W	N W	N W	118.21
29	30.275	30.123	.062	26.0	48.3	36.2	N W	W	W	86.20
30	.002	.055	29.946	34.8	55.0	38.4	W	S W	W	74.12
31	.050	.052	30.096	27.2	55.3	35.0	nbye	nbye	nbye	67.10

The highest reading of the Barometer was on the 20th day, and was 30.422 inches; the lowest was on the 1st day, and was 29.424 inches. The mean of the month was 29.950 inches.

The highest temperature was on the 9th day, and indicated 61° 6; the lowest was on the 4th day, and was 17°; giving a monthly range of 44° 6.

Snow fell on 4 days, amounting to 13.49 inches.

Rain fell on 8 days, amounting to 3.059 inches.

—Observations taken at Halifax, Nova Scotia, during the month of March, 1871; Lat. 44°39' North; Long. 63°36' West; height above the Sea 175 feet; by Sergt. John Thurling, A. H. Corps, Halifax.

Barometer, highest reading was on the 11th.....	30.367 inches.
„ lowest „ „ 22nd.....	29.114
„ range of pressure.....	1.253
„ mean for month (reduced to 32°).....	29.743
Thermometer, highest in shade was on 25th.....	55.8 degrees.
„ lowest „ „ 5th.....	14.0
„ range in month.....	41.8
„ mean of highest.....	42.7
„ mean of lowest.....	23.9
„ mean daily range.....	18.8
„ mean for month.....	33.3
„ maximum in sun's rays.....	118.4
„ minimum on grass.....	12.3
Hygrometer, mean of dry bulb.....	35.5
„ „ wetbulb.....	33.2
„ dew point.....	29.6
„ elastic force of vapour.....	.164 in.
„ weight of vapour in a cubic foot of air....	1.9 grains.
„ „ required to saturated.....	0.5
„ the figure of humidity (Sat. 100).....	79
„ average weight of a cubic foot of air.....	557.4
Wind, mean direction of North.....	4.25 days.
„ „ „ East.....	1.00
„ „ „ South.....	7.50
„ „ „ West.....	18.25
„ daily horizontal movement.....	Anem. broken.
„ daily force.....	2.1
Cloud, mean amount of, (0-10).....	7.7
Ozone, „ „ (0-10).....	3.4
Rain. No. of days it fell.....	8
Snow.....	10
Amount of rain and melted snow collected.....	5.16 inches.

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES FOR 1870.

COUNTIES.	MUNICIPALITIES.	Reasons for the Grant as well as the Amount.	Amount of Ordinary Grant.	Amount of Assessment Raised.	Amount Asked.	Amount Granted.
Argenteuil.	Gore and Wentworth.	New and poor, five schools.	128 42	275 00	100 00	25 00
"	Mille Isles No. 1, 2, 3.	" " three "	60 76	197 00	50 00	34 00
"	Township Morin.	" " " "	51 57	96 00	30 00	16 00
"	" (Diss.).	" " " "		90 00	30 00	16 00
"	Harrington No. 1.	Population scattered.	28 82	53 00	30 00	20 00
"	Arundel.	New and poor.	4 02	111 00	50 00	30 00
"	Grenville No. 3.	" " " "	64 80	170 00	40 00	20 00
"	" No. 2.	" " " "	91 38	101 00	40 00	20 00
Arthabaska.	Chenier.	New, maintains eight schools.	160 04	800 00	40 00	30 00
"	St. Valère.	" " three "	55 38	204 00	100 00	30 00
"	Ste. Clothilde.	" " two "	21 36	175 00	100 00	30 00
"	Blanford.	" " three "	57 42	155 00	40 00	30 00
"	Chester, (East).	" " four "	88 98	167 00	50 00	30 00
"	" (West).	" " three "	84 90	512 00	50 00	30 00
"	Arthabaskaville.	" " six "	187 62	309 69	40 00	30 00
"	Warwick.	" " seven "	15 14	560 00	40 00	30 00
"	St. Norbert.	" " three "	139 30	220 00	40 00	30 00
"	St. Christophe.	" " seven "	166 26	257 00	40 00	30 00
"	Tingwick.	" " five "	62 02	255 58	40 00	25 00
"	Victoriaville.	" " four "	92 06	436 58	40 00	30 00
"	St. Albert.	" " one "	20 58	90 00	30 00	30 00
L'Assomption.	St. Lin, (Diss.)	Population sparse.	36 25	120 00	30 00	16 00
Bagot.	Acton Vale.	" " two Model Schools.	128 94	585 50	300 00	175 00
"	St. André.	" " " schools.	47 18	222 63	150 00	60 00
"	St. Théodore.	" " three "	111 58	400 00	50 00	40 00
"	St. Liboire.	" " six "	108 52	771 00	50 00	40 00
"	St. Ephrem.	" " five "	99 62	460 00	50 00	40 00
"	Ste. Hélène.	" " four "	102 42	395 00	50 00	40 00
Bonaventure.	Rustico.	" " two "	43 06	82 67	30 00	30 00
"	New Richmond.	" " one "	37 94	126 00	30 00	20 00.
"	" (Diss.)	" " two "	132 76	300 00	30 00	30 00
"	Port Daniel.	" " three "	130 58	182 00	80 00	25 00
"	Maria.	" " seven "	206 10	392 00	40 00	25 00
"	Hope.	" " two "	56 50	300 65	30 00	20 00
"	Matapédia.	Population sparse and poor, two "	35 04	320 00	30 00	25 00
"	Nouvelle.	" " " " (one Model).	59 98	140 00	50 00	20 00
"	Ristigouche (Indian).	Very poor.	50 00	40 00	40 00	40 00
"	Hamilton.	Population sparse, seven schools.	147 98	582 52	50 00	30 00
"	Shoolbred.	Poor, two schools.	92 30	200 67	50 00	30 00
Bellechasse.	St. Cajetan d'Armagh.	New and poor, four schools.	73 26	200 00	40 00	30 00
"	Buckland.	" " three "	90 44	188 00	40 00	30 00
Beauharnais.	St. Stanislas de Kostka.	Poor, maintains seven schools.	121 94	422 00	50 00	30 00
"	" (Diss.)	Population sparse, one school.	10 90	70 80	50 00	16 00
"	St. Louis de Gonzague.	Lost this sum through the last Education Act.				30 00
"	St. Clément.	" " " " " "				16 00
"	St. Etienne.	" " " " " "				16 00
Beauce.	St. George.	Maintains six schools.	200 10	316 50	40 00	30 00
"	Forsyth.	Poor, two schools.	76 54	109 00	40 00	20 00
"	Aylmer.	" three "	61 86	174 20	40 00	25 00
"	St. Ephrem.	" six "	104 02	300 00	40 00	25 00
"	Lambton.	" four "	142 32	384 00	40 00	25 00
"	St. Frédérick.	" seven "	169 58	304 00	40 00	30 00
"	St. Victor.	" six "	130 78	420 00	40 00	25 00
"	St. Ome.	New and poor, two schools.	58 52	165 00	40 00	20 00
Berthier.	St. Gabriel, (Diss.)	Population sparse.	19 62	30 00	20 00	16 00
Brome.	Bolton, (Diss.)	Poor and scattered.	25 24			20 00
Charlevoix.	St. Fidèle.	Poor, four schools.	94 00	200 00	30 00	25 00
"	Ste. Agnès.	" " " "	149 78	268 00	30 00	25 00
"	De Sales.	" one "	45 00	52 00	30 00	20 00
"	St. Irénée.	" three "	112 82	240 00	30 00	20 00
"	Settrington.	" " " "	61 04	160 00	30 00	30 00
"	St. Urbain.	" " (one Model School).	86 00	208 00	30 00	20 00
"	Eboulements.	" six "	252 74	424 00	25 00	30 00
"	Baie St. Paul.	These 2 Mun. suffered from the earthquake.	63 48	600 00	30 00	25 00
"	Callières.	Population sparse and poor.	30 06	30 86	30 00	20 00
"	Petite Rivière.	" " three schools.	82 30	92 00	30 00	20 00
"	Ile aux Coudres.	" " " "	79 14	152 00	30 00	20 00
Compton.	Hereford.	Maintains ten schools, and has built two (\$500).	41 38	750 00	40 00	30 00
Amount carried over.						1691 00

## APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES FOR 1870.—Continued.

COUNTIES.	MUNICIPALITIES.	Reasons for the Grant as well as the Amount.	Amount of Ordinary Grant.	Amount of Assessment Raised.	Amount Asked.	Amount Granted.
		Amount carried over.....				1691 00
Compton.....	South Winslow.....	Population sparse, three schools.....	88 88	419 53	20 00	20 00
"	" (Diss.).....	Population sparse and poor.....	13 30	88 47	20 00	26 00
"	Whitton.....	New, maintains two schools.....	57 88	120 00	30 00	20 00
"	Clifton.....	Maintains eleven schools, and has built one.....	61 50	365 00	50 00	30 00
"	St. Romain.....	New, maintains three schools.....	80 62	282 50	30 00	30 00
"	Lingwick.....	" " five ".....	63 76	400 00	40 00	30 00
"	Westbury.....	" " three ".....	33 58	166 87	40 00	30 00
"	Newport.....	" " seven ".....	45 56	288 00	40 00	30 00
Chicoutimi.....	Harvey.....	New and very poor, one school.....	43 40	79 00	36 00	20 00
"	Grande Baie.....	Maintains five schools, (two Model Schools).....	147 46	408 00	40 00	25 00
"	Anse St. Jean.....	New and poor, two schools.....	39 44	44 00	40 00	35 00
"	Bagotville (Village).....	Population sparse and maintains one Model School.....	48 62	125 87	24 00	25 00
"	St. Alphonse.....	New and maintains six schools.....	149 80	500 00	28 00	25 00
"	St. Joseph.....	" " three ".....	79 04	282 00	30 00	20 00
"	Latérière.....	" " five ".....	92 26	540 90	30 00	35 00
"	Hébertville.....	" " six " (one Model School).....	109 64	583 41	30 00	20 00
"	St. Jérôme.....	New and poor, has suffered from fire.....	74 88	80 00	50 00	30 00
"	Ouiatchouan.....	" " three schools.....	45 58	294 00	40 00	30 00
"	Chicoutimi (Parish).....	Had a school house burned in the great fire.....	268 50	1029 58	50 00	30 00
Champlain.....	St. Tite.....	Poor, maintains three schools.....	107 72	149 00	60 00	20 00
"	Mont Carmel.....	" " four ".....	55 62	376 50	80 00	20 00
"	Ste. Flore.....	Population sparse and poor, four schools.....	41 26	240 00	40 00	20 00
Châteauguay.....	Ormstown (Diss.).....	" " ".....	11 44	92 00	30 00	20 00
Deux Montagnes.....	St. Coloman.....	Poor, maintains three schools.....	101 30	211 38	120 00	20 00
"	St. Joseph.....	Two schools, \$200 for building school house.....	152 14	170 81	100 00	30 00
Dorchester.....	Ste. Claire.....	Population sparse and poor, maintains eight schools.....	376 52	494 98	80 00	30 00
"	Cranbourne.....	Population sparse and poor, one school.....	30 72	106 00	30 00	20 00
"	Ste. Germaine.....	New and poor, three schools.....	79 20	82 00	30 00	30 00
Drummond.....	Wickman.....	Maintains four schools.....	28 14	381 99	30 00	30 00
"	" West.....	New and poor, two schools.....	36 38	146 00	50 00	30 00
"	" (Diss.).....	Scattered in two municipalities.....	16 52	43 00	30 00	16 00
"	St. Bonaventure.....	Maintains four schools.....	105 24	179 08	80 00	20 00
"	St. Germain.....	" nine ".....	177 84	784 64	45 00	30 00
"	Windower et Simpson.....	Lost this sum through the last Education Act.....	47 10	320 00		132 00
"	Grantham.....	" \$20 " five schools.....	85 90	425 00	200 00	30 00
"	St. Fulgence (Diss.).....	Scattered, two schools.....	30 64	78 93	40 00	20 00
"	St. Pierre.....	" " ".....	198 40	864 00	100 00	60 00
Gaspé.....	Grande Rivière.....	Maintains three schools, (two Model).....	149 00	440 00	40 00	20 00
"	Newport.....	Population scattered and poor, one school.....	46 92	200 00	40 00	16 00
"	Ile Bonaventure.....	" " ".....	30 00	80 00	30 00	20 00
"	Mont Louis.....	" " ".....	22 62	116 00	30 00	20 00
"	Rivière au Renard.....	" " " two schools.....	69 46	280 00	30 00	20 00
"	Anse à Valeau.....	" " ".....			30 00	16 00
"	Anse à Grisfouds.....	" " " one school.....	31 38	160 00	30 00	16 00
"	Percé.....	" " " three schools, (1 Mod.).....	156 00	400 00	40 00	90 00
"	Barre à Choir.....	" " " one school.....	37 53	83 59	30 00	20 00
"	Cap des Rosiers.....	" " " one school.....	39 94	160 00	30 00	20 00
"	Malbaie.....	" " " two schools.....	52 34	282 00	40 00	30 00
"	Pahos.....	" " " two schools.....	42 72	280 00	30 00	20 00
"	Cap Désespoir.....	" " " one school.....	95 90	316 00	30 00	25 00
"	Cloridorme.....	" " " one school.....	25 20	60 00	30 00	20 00
"	Grande Grave.....	" " " one school.....	79 30	250 00	30 00	20 00
"	Ste. Anne des Monts.....	" " " three schools.....	98 24	187 72	40 00	25 00
"	York et Haldimand.....	" " " one school.....	32 34	150 00	30 00	20 00
Huntingdon.....	Huntingdon (Diss.).....	Poor, one school.....	23 66	125 00	30 00	30 00
"	Godmanchester (Diss.).....	" and scattered, one school.....	17 04	39 50	30 00	30 00
"	Hemmingford (Diss.).....	" " three schools.....	70 58	216 54	30 00	25 00
Hochelaga.....	Côteau St. Louis (Diss.).....	Population sparse.....	16 00	132 82	40 00	16 00
L'Islet.....	Ste. Louise.....	Maintains three schools.....	124 02	152 00	30 00	30 00
"	Ashford.....	New and poor.....			30 00	30 00
"	Aubert.....	Maintains five schools.....	149 86	189 00	30 00	30 00
"	St. Cyrille.....	" two schools.....		125 00	140 00	20 00
Herville.....	St. Athanase.....	Lost \$62.44 through the Act of 1869.....	226 72	600 00		60 00
Joliette.....	St. Ambroise (Diss.).....	Population sparse, one school.....	32 62	104 00		16 00
"	St. Félix de Valois (Diss.).....	" " ".....	15 42			16 00
"	Ste. Mélanie.....	Poor, maintains six schools.....	158 60	497 00	40 00	30 00
"	Ste. Béatrix.....	" " three schools.....	101 18	164 40	40 00	30 00
		Amount carried over.....				3836 00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES FOR 1870.—Continued.

COUNTIES.	MUNICIPALITIES.	Reasons for the Grant as well as the Amount.	Amount of Ordinary Grant.	Amount of Assessment Raised.	Amount Asked.	Amount Granted.
		Amount carried over.....				3836 00
Joliette.....	St. Jean de Matha.....	Poor, maintains four schools.....	152 16	247 84	80 00	30 00
Kamouraska.....	Mont Carmel.....	" " two ".....	67 60	125 00	45 00	25 00
".....	St. Hélène.....	" " five ".....	143 58	224 00	40 00	25 00
".....	St. Alexandre.....	" " nine ".....	171 52	304 00	40 00	30 00
".....	St. Onésime.....	" " four ".....	88 60	220 00	40 00	30 00
Lotbinière.....	St. Emilie.....	New Municipality, poor, four schools.....	93 16	308 00	100 00	25 00
".....	St. Agapit.....	" " two ".....	63 74	174 00	40 00	25 00
".....	St. Agathe, No. 2.....	" " three ".....	119 28	119 38	30 00	30 00
".....	St. Flavien.....	" " four ".....	115 98	324 00	30 00	30 00
".....	St. Gilles, No. 1.....	Poor, re-opening of schools closed for some time.....	38 92		60 00	20 00
".....	" No. 2.....	" " " " " ".....	38 58		40 00	20 00
Lévis.....	Village Lauzon.....	Poor, a great No. of children, two thirds of the Mun. exempt from taxes (Government Property).....	229 66	341 00	100 00	50 00
".....	St. Lambert.....	Poor, maintains seven schools, (one Model School).....	196 08	296 00	50 00	50 00
".....	St. Etienne.....	" " four ".....	86 14	190 60	30 00	30 00
".....	St. Jean Chrysostome.....	" " very large, maintains nine schools.....	282 62	708 00	30 00	30 00
Maskinongé.....	St. Paulin.....	" " maintains four schools.....	120 40	216 53	40 00	25 00
".....	Hunterstown.....	New and poor, two schools.....	80 58	203 66	80 00	25 00
".....	Peterborough.....	" " one ".....	48 16	104 00	30 00	25 00
".....	St. Didace.....	" " four ".....	157 62	243 26	50 00	30 00
".....	St. Ursule, (Diss.).....	Population sparse one ".....	15 00	76 95	60 00	16 00
Mégantic.....	St. Julie.....	Maintains nine schools, (two Model Schools).....	158 04	475 00	80 00	30 00
".....	St. Pierre Broughton.....	Poor, re-organisation of schools.....	174 44	400 00	50 00	30 00
".....	Nelson.....	" " " " " , two schools.....	101 86	175 00	40 00	30 00
Missisquoi.....	Dunham, (Diss.).....	" " scattered, two schools.....	41 18	90 00	30 00	30 00
Moutmorency.....	Laval.....	Very poor, one school.....	79 76	84 00	30 00	20 00
".....	St. Tite.....	" " one ".....	38 00	95 00	30 00	20 00
Montcalm.....	Chertsey.....	New Mun. and thinly settled, three schools.....	103 90	320 00	50 00	30 00
".....	Kilkenny.....	" " " " " five ".....	171 84	240 94	40 00	30 00
".....	Rawdon, (Diss.).....	" " " " " one ".....	34 52	173 61	30 00	16 00
".....	St. Julienne.....	" " " " " four ".....	158 00	287 00	30 00	25 00
".....	L'Energie.....	Newly erected and poor, (has no house).....				50 00
Montmagny.....	Grosse Ile.....	Population sparse and very poor.....	50 00		30 00	30 00
Nicolet.....	St. Gertrude.....	Maintains six schools.....	160 64	224 00	40 00	30 00
".....	St. Wenceslas.....	New and poor, three schools.....	97 74	200 00	50 00	40 00
".....	St. Léonard.....	" " built several school-houses, five schools.....	90 00	450 00	50 00	45 00
".....	St. Perpétue.....	" " two schools.....	24 84	150 00	50 00	30 00
".....	St. Brigitte.....	" " two ".....	60 52	120 00	30 00	20 00
Ottawa.....	Hartwell.....	" " one ".....	32 78	98 77	30 00	30 00
".....	Monte-Bello.....	" " two good schools.....	67 76	267 84	30 00	30 00
".....	Masham.....	" " three schools, built three houses.....	127 40	138 44	40 00	30 00
".....	Buckingham, (Diss.).....	Population scattered, three schools.....	76 10	836 00	40 00	25 00
".....	Hull.....	New Municipality, four schools.....	72 04	675 00	40 00	30 00
".....	St. Etienne.....	" " three ".....	76 88	370 00	40 00	20 00
".....	" (Diss.).....	" " six ".....	130 48	1087 59	40 00	20 00
".....	Eardley.....	" " five ".....	90 78	472 00	40 00	30 00
".....	Lowe, (Diss.).....	Population sparse, one school.....	22 84	180 50	30 00	16 00
".....	Notre-Dame de Hull.....	" " three schools (two Model).....	119 48	600 00	40 00	20 00
".....	Wright et Northfield.....	New and poor, two schools.....	80 70	291 00	40 00	30 00
".....	Waterloo.....	Poor, one Model school, numerously attended.....	94 18	220 00	40 00	30 00
".....	Ripon.....	" two schools.....	68 84	124 00	30 00	20 00
".....	Aylmer.....	" one Model school, numerously attended.....	138 32	640 00	40 00	30 00
".....	Templeton.....	" seven schools.....	204 96	700 00	40 00	20 00
".....	Ange Gardien.....	" four " (one Model).....	101 76	441 30	40 00	25 00
Pontiac.....	Clarendon.....	Some parts recently settled and poor, eleven schools.....	262 40	793 00	40 00	30 00
".....	Onslow.....	New and poor.....	129 04	260 00	40 00	25 00
".....	Bristol.....	" " seven schools.....	228 48	855 64	40 00	30 00
".....	Calumet, (Diss.).....	Population sparse and poor, one school.....	13 96	80 00	25 00	16 00
".....	Sheen.....	" " " " " two ".....	43 98	440 00	30 00	25 00
".....	Chichester.....	" " " " " ".....	61 94	457 00	30 00	25 00
".....	Waltham.....	" " " " " ".....	45 22	116 00	30 00	30 00
Portneuf.....	Portneuf.....	Built a model school (cost \$800).....	186 54	425 00	175 00	40 00
".....	St. Basile.....	Poor, five schools.....	194 70	336 00	30 00	30 00
".....	St. Jeanne.....	" " " " " ".....	96 62	308 00	30 00	40 00
".....	St. Raymond.....	" six ".....	235 94	328 00	30 00	80 00
".....	" (Diss.).....	" two ".....	92 14	128 00	20 00	16 00
".....	St. Catherine.....	Population sparse and poor, three schools.....	188 80	188 00	40 00	40 00
		Amount carried over.....				5746 00

## APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR SCHOOL MUNICIPALITIES FOR 1870.

COUNTIES.	MUNICIPALITIES.	Reasons for the Grant as well as the Amount.	Amount of Ordinary Grant.	Amount of Assessment Raised.	Amount Asked.	Amount Granted.
		Amount carried over.....			20 00	5746 00
Portneuf.....	Portneuf ( <i>Diss.</i> ).....	Population sparse, one school.....	24 14	102 00	30 00	16 00
Québec.....	Tewkesbury No. 1.....	New and poor, one Model school.....	40 00	75 00	30 00	30 00
"	" No. 2.....	" " one school.....	29 80	78 00	30 00	30 00
"	St. Dunstan.....	" " one ".....	47 08	120 00	30 00	25 00
"	Ste. Foye.....	Population sparse, two schools, one Model.....	88 66	300 00	40 00	20 00
"	St. Gabriel Valcartier.....	" poor, one school.....	95 52	98 00	40 00	20 00
"	Valcartier.....	" " two ".....	92 92	100 00	40 00	30 00
"	Cap Rouge.....	" " two Model schools.....	67 50	96 75	40 00	40 00
"	Stoneham.....	Population sparse and poor, one school.....	26 06	220 00	40 00	20 00
"	" ( <i>Diss.</i> ).....	" " one ".....	22 02	60 00	40 00	20 00
"	St. Roch Nord.....	A considerable number poor, 3 schools, 886 pupils.....	105 32	814 00	40 00	50 00
"	" Sud.....	" " " 3 schools.....	662 60	1208 00	30 00	40 00
Rimouski.....	St. Fabien.....	Maintains six schools.....	137 46	264 00	30 00	30 00
"	St. Mathieu de Rioux.....	New and poor, four schools.....	84 10	91 32	30 00	30 00
"	McNider.....	Has built two houses (cost \$197,) four schools.....	132 16	240 00	40 00	30 00
"	Ste. Félicité.....	Poor, three schools.....	128 44	168 00	40 00	30 00
"	St. Ulric.....	New and poor, three schools.....	62 06	92 88		30 00
"	St. Octave.....				40 00	25 00
Richmond.....	Shipton ( <i>Diss.</i> ).....	Poor, two schools.....	50 04	151 03	30 00	60 00
"	Brompton ( <i>Diss.</i> ).....	" one ".....	21 64	107 00	30 00	20 00
"	St. George.....	" four ".....	70 10	131 00	40 00	30 00
"	Stoke.....	" six ".....	70 40	777 00	30 00	30 00
Saguenay.....	Ste Marguerite.....	New and very poor, one school.....	22 60	40 00	30 00	20 00
"	Tadoussac.....	" " two ".....	71 78	76 00	30 00	20 00
"	Escoumins.....	" " one ".....	116 34	78 00	30 00	20 00
"	Bergeronne.....	" " one ".....	40 00	40 00	20 00	20 00
"	Rivière aux Canards.....				40 00	20 00
Shefford.....	St. Valérien.....	Maintains four schools.....	107 40	325 00		30 00
"	Roxton.....	Lost this sum through the last Education Act.....			40 00	200 00
"	Ely Sud.....	Maintains five schools.....	82 42	521 30	30 00	25 00
"	Ely Nord.....	" eight schools.....	77 98	803 00	30 00	35 00
"	Granby Village ( <i>Diss.</i> ).....	Poor, one school.....	34 28	70 00	30 00	30 00
"	" Dissidents.....	" and scattered, four schools.....	86 40	102 00		30 00
"	Ste. Cécile.....	Lost this sum through the last Education Act.....			40 00	16 00
St. Maurice.....	Shawanigan.....	Four schools, (one Model School).....	114 18	320 00	80 00	25 00
"	St. Sévère.....	" " ".....	105 82	168 78	80 00	30 00
"	St. Etienne.....	Five schools.....	160 00	374 00	40 00	30 00
Stanstead.....	Coaticook ( <i>Diss.</i> ).....	Population sparse and poor, one school.....	35 54	67 00	40 00	30 00
"	Barford.....	" " four schools.....	79 14	200 00	40 00	35 00
"	Hatley ( <i>Diss.</i> ).....	" " and poor, one school.....	35 30	70 00		30 00
St. Jean.....	Lacolle.....	Lost this sum through the last Education Act.....			33 62	72 00
"	L'Acadie ( <i>Diss.</i> ).....	Population sparse, one school.....	40 14	82 00	60 00	20 00
Terrebonne.....	Ste. Agathe.....	New and very poor, two schools.....	90 44	139 20	40 00	30 00
"	Ste. Sophie.....	To aid in paying off a debt.....	108 46	513 48	26 00	40 00
"	St. Hippolyte.....	New and poor, going to build several houses.....	87 50	63 00	30 00	40 00
"	Ste. Marguerite.....	" " two schools.....	78 72		40 00	30 00
Témiscouata.....	St. Eloi.....	Poor, five schools.....	107 92	241 98	30 00	30 00
"	St. Antonin.....	" four ".....	134 84	118 10	40 00	30 00
"	St. Modeste.....	" two ".....	70 10	120 00	25 00	30 00
"	St. Jean de Dieu.....	" one ".....	23 22	52 00	30 00	25 00
"	Notre Dame du Lac.....	" two ".....	93 82	106 00	30 00	30 00
"	St. Epiphane.....		125 04	128 00	30 00	20 00
Wolfe.....	Ham South.....	Population sparse and poor, two schools.....	25 32	120 00	40 00	30 00
"	Ham North.....	" " four ".....	68 96	300 00	40 00	30 00
"	Weedon.....	" " four ".....	79 36	318 00	30 00	30 00
"	" ( <i>Diss.</i> ).....	" " one ".....	12 10	24 42	40 00	20 00
"	Wolfertown.....	Eight schools.....	140 41	750 00	50 00	30 00
"	Wolton.....	Nine schools.....	173 32	420 00	40 00	30 00
"	St. Gabriel.....	New and poor, three schools.....	46 70	130 35	40 00	30 00
"	St. Camille.....	" " four ".....	54 94	294 00	30 00	30 00
"	Garthby.....	" " one ".....	31 08	45 00	40 00	30 00
Yamaska.....	St. Zéphirin.....	Six schools.....	148 72	440 00		30 00
		Total.....				7735 00