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SUMMARY.—**SCIENCE:** Leaves from Gosse's Romance of Natural History—Times and seasons.—**EDUCATION:** Moral instruction in Common Schools, (an extract from a lecture by the Rev. Canon Leach.)—Arithmetic, by John Bruce, Esq., Inspector of Schools, (continued).—**Verbum Sat.**—Loud Talking.—Beginning the Day—Dull Scholars.—**OFFICIAL NOTICES:** Notice concerning the examination of teachers on the Art of Teaching and on Agriculture.—Erection of School Municipalities.—Vacant inspectorships.—Appointment of School Commissioners and School Trustees.—Diplomas granted.—Donations to the Library of the Department.—Situations wanted.—**EDITORIAL:** Teachers Examinations—Twenty-second Conference of the Teacher's Association in connection with the Jacques-Cartier Normal School.—Twenty-first Conference of the Teacher's Association in connection with the Laval Normal School.—Extracts from the Reports of the Inspectors of Schools, (continued).—**NOTICES OF BOOKS AND PUBLICATIONS:** Logan: Notes on the gold of Eastern Canada.—Dawson: Agriculture for Schools.—Kirby: British North American Almanac Langevin: Answers to the Programmes on Teaching and on Agriculture.—Ferland: Biographical notice of Bishop Plessis.—La Revue Canadienne.—D'Avanzo: Second voyage de Jacques-Cartier.—Porreault: Exploration de Quebec au Lac St. Jean.—The Northern American—**Jugement erroné de M. Renan sur les langues sauvages par N. O.**—**MONTHLY SUMMARY:** Educational intelligence.—Scientific intelligence.—Statistical intelligence.—Neerological intelligence.—**OFFICIAL DOCUMENTS:** Table of the distribution of the Supplementary grant to poor municipalities for 1863.—List of the Teachers who have graduated in the McGill Normal School.

foliage is fine and striking. Nor are the forms which the drifted snow assumes less attractive. Here, it lies in gentle undulations, swelling and sinking; there, in little ripples, like the sand of a sea-beach; here it stands up like a perpendicular wall; there, like a conical hill; here, it is a long, deep trench; there, a flat, overhanging table; but one of the most charming of its many-visaged appearances is that presented by a shed or out-house well hung with cobwebs. After a drift, the snow is seen, in greater or less masses, to have attached itself to the cobwebs, and hangs from the rafters and walls, and from corner to corner, in graceful drapery of the purest white, and of the most fantastic shapes.

The elegant arabesques that the frost forms on our window-panes, and the thin blades and serrated swords of which hoar-frost is composed, are beautiful; and still more exquisitely charming are the symmetrical six-rayed stars of falling snow, when caught on a dark surface. But I think nothing produced by the magic touch of winter can excel a phenomenon I have often seen in the woods of Canada and Newfoundland, where it is familiarly called silver-thaw. It is caused by rain descending when the stratum of air nearest the earth is below 32 deg., and consequently freezing the instant it touches any object; the ice accumulates with every drop of rain, until a transparent, glassy coating is formed. On the shrubs and trees, the effect is magical, and reminds one of fairy scenes described in oriental fables. Every little twig, every branch, every leaf, every blade of grass is enshrined in crystal; the whole forest is composed of sparkling, transparent glass, even to the minute leaves of the pines and firs.

But all this is the beauty of death; and the naturalist, though he may, and does, admire its peculiar loveliness, yet longs for the opening of spring. To his impatience it has seemed as if it would never come; but, at last, on some morning toward the end of April, the sun rises without a cloud, the south-west wind blows softly, and he walks forth, "wrapt in Elysium." Life is now abroad: larks, by scores, are pouring, forth sweet carols, as they hang and soar in the dazzling brightness of the sky; the blackbird is warbling, flute-like, in the coppice; swallows, newly come across the sea, sweeping and twittering joyously; the little olive-clad warblers and white-throats are creeping about like mice among the twigs of the hedges; and, ha!—sweetest of all sounds of spring! there are those two simple notes, that thrill through the very heart,—the voice of the cuckoo!

Here, too, are the butterflies. The homely "whites" of the garden are flitting about the cabbages, and the tawny "browns" are dancing along the hedge-rows that divide the meadows; the delicate "brimstone" comes bounding over the fence, and alights on a bed of primroses, itself scarcely distinguishable from one of them. On the commons and open downs the lovely little "blues" are frisking in animated play; and here and there a still more minute "copper"—tiniest of the butterfly race—rubs together its little wings, or spreads them to the sun, glowing with scarlet lustre like a coal of fire.

The streams, freed from the turbidity of the winter rainé, roll in

SCIENCE.

Leaves from Gosse's Romance of Natural History.

TIMES AND SEASONS.

"To everything there is a season;" and, in its season, everything is comely. Winter is not without its charm, the charm of a grand and desolate majesty. The Arctic voyagers have seen King Winter on his throne, and a full royal despot he is. When the mercury is solid in the bulb, to look abroad on the boundless waste of snow, all silent and motionless, in the very midst of the six-months' night, must be something awful. And yet there is a glory and a beauty visible in perfection only then. There is the moon, of dazzling brightness, circling around the horizon; there are ten thousand crystals of crisp and crackling snow reflecting her beams; there are the stars flashing and sparkling with unwonted sharpness; and there is the glorious aurora spanning the purple sky with its arch of coruscating beams, now advancing, now receding, like angelic watchers engaged in mystic dance, now shooting forth spears and darts of white light with rustling whisper, and now uncurling a broad flag of crimsoned flame, that diffuses itself over the heavens, and is reflected from the unsoftened snow beneath.

The appearance of the forest, after a night's heavy snow in calm weather, is very beautiful. On the horizontal boughs of the spruces and hemlock-pines, it rests in heavy, fleecy masses, which take the form of hanging drapery, while the contrast between the brilliant whiteness of the clothing and the blackness of the sombre

transparent clearness, now gliding along smooth and deep in their weedy course through "th' indented meads," where the roach and the dace play in sight, and the pike lies but half-hidden under the projecting bank; and now drawing and sparkling in fragmentary crystal, over a rocky bed, where the trout displays his speckled side as he leaps from pool to pool.

The willows on the river margin are gay with their pendant catkins, to whose attractions hundreds of humming bees resort, in preference to the lovely flowers which are already making the banks and slopes to smile. The homeliest of these, even the dandelions and daisies, the buttercups and celandines, are most welcome after the dreariness and death of winter.

If in this favoured land we are conscious of emotions of peculiar delight, when we see the face of nature renewing its loveliness after winter, where yet the influence of the dreary season is never so absolute as quite to quench the activities of either vegetable or animal life, and where that face may be said to put on a somewhat gradual smile ere it breaks out into full joyous laughter — much more impressive is the coming in of spring with all its charms in such a country as Canada, where the transition is abrupt, and a few days change the scene from a waste of snow to universal warmth, verdure, and beauty. I have observed, with admiration, how suddenly the brown poplar woods put on a flush of tender yellow-green from the rapidly-opening leaves; how quickly the maple trees are covered with crimson blossoms; how brilliant flowers are fast springing up through the dead leaves in the forests; how gay butterflies and beetles are playing on every bank where the snow lay a week before; and how the bushes are ringing with melody from hundreds of birds, which have been for months silent. The first song of spring comes on the heart with peculiar power, after the mute desolation of winter, and more especially when, as in the country I speak of, it suddenly bursts forth in a whole orchestra at once. The song-sparrow is the chief performer in this early concert; a very melodious little creature, though of unpretending plumage.

The summer, with all its gorgeous opulence of life, possesses charms of its own; nor is autumn destitute of an idiosyncrasy which takes strong hold of our sympathies. We cannot indeed, divest ourselves of a certain feeling of sadness, because we know that the season is in the decrepitude of age, and is verging towards death. In spring, hope is prominent; in autumn, regret: in spring we are anticipating life; in autumn, death.

Yet a forest country in autumn presents a glorious spectacle, and nowhere more magnificent than in North America, where the decaying foliage of the hardwood forests puts on in October the most splendid colours. Every part of the woods is then glowing in an endless variety of shades; brilliant crimson, purple, scarlet, lake, orange, yellow, brown, and green: if we look from some cliff or mountain-top over a breadth of forest, the rich hues are seen to spread as far as the eye can reach; the shadows of the passing clouds, playing over the vast surface, now dimming the tints, now suffering them to flash out in the full light of the sun; here and there a large group of sombre evergreens, — hemlock or spruce, — giving the shadows of the picture, and acting as a foil to the brightness; — the whole forest seems to have become a gigantic parterre of the richest flowers.

It is observable that after all this short-lived splendour has passed away, and the trees have become leafless, in Canada and the Northern States, there always occur a few days of most lovely and balmy weather, which is called the Indian summer. It is characterised by a peculiar haziness in the atmosphere, like a light smoke, by a brilliant sun, only slightly dimmed by this haze, and by a general absence of wind. It follows a short season of wintry weather, so as to be isolated in its character. One circumstance I have remarked with interest, — the resuscitation of insect life in abundance. Beautiful butterflies swarm around the leafless trees; and moths in multitudes flit among the weeds and bushes, while minuter forms hop merrily about the heaps of decaying leaves at the edges of the woods. It is a charming relaxation of the icy chains of winter.

The different divisions of the day — early morning, noon, evening, night — have each their peculiar phase of nature, each admirable. An early riser, I have always been in the habit of enjoying, with keen relish, the opening of day and the awakening of life. In my young days of natural history, when pursuing with much ardour an acquaintance with the insects of Newfoundland, I used frequently, in June and July, to rise at daybreak, and seek a wild but lovely spot a mile or two from the town. It was a small tarn or lake among the hills, known as Little Beaver Pond. Here I would arrive before the winds were up, for it is at that season

generally calm till after sunrise. The scene, with all its quiet beauty, rises up to my memory now. There is the black, calm, glassy pond sleeping below me, reflecting from its unruffled surface every tree and bush of the dark towering hills above, as in a perfect mirror. Stretching away to the east are seen other ponds, embosomed in the frowning mountains, connected with this one and with each other in that chain-fashion which is so characteristic of Newfoundland; while, further on in the same direction, between two conical peaks, the ocean is perceived reposing under the mantle of the long dark clouds of morning. There is little wood, except on the pine and fir tribe, sombre and still; a few birches grow on the hill-sides, and a wild cherry or two; but willows hang over the water, and many shrubs combine to constitute a tangled thicket redolent with perfume. Towards the margin of the lake, the ground is covered with spongy-swamp-moss, and several species of *ledum* and *katmia*, with the fragrant gale, give out aromatic odours. The low, unvarying, and somewhat mournful bleat of the snipes on the opposite hill, and the short, impatient flapping of wings as one occasionally flies across the water, seem rather to increase than to diminish the general tone of repose, which is aided, too, by yonder bittern that stands in the dark shadow of an overhanging bush as motionless as if he were carved in stone, reflected perfectly in the shallow water in which he is standing.

But presently the spell is broken; the almost oppressive silence and stillness are interrupted; the eastern clouds have been waxing more ruddy, and the sky has been bathed in golden light ever becoming more lustrous. Now the sea reflects in dazzling splendour the risen sun; nature awakes; lines of ruffling ripple run across the lake from the airs which are beginning to breathe down the gler; the solemn stillness which weighed upon the woods is dissipated; the lowing of cattle comes faintly from the distant settlements; crows fly cawing overhead; and scores of tiny throats combine, each in its measure, to make a sweet harmony, each warbling its song of unconscious praise to its beneficent Creator. Then with what delight would I haste to the lake-side, where the margin was fringed with a broad belt of the yellow water-lily, whose oval leaves floating on the surface almost concealed the water, while here and there the golden globe itself protruded. Having pulled out my insect-net from a rocky crevice in which I was accustomed to hide it, I would then stretch myself on the mossy bank and peer in between the lily leaves, under whose shadow I could with ease discover the busy inhabitants of the pool, and watch their various movements in the crystalline water.

The merry little boatflies are frisking about, backs downwards, using their oar-like hind feet as paddles; the triple tailed larvæ of dayflies creep in and out of holes in the bank, the finny appendages at their sides maintaining a constant waving motion; now and then a little water-beetle peeps out cautiously from the cresses, and scuttles across to a neighbouring weed; the unwieldy caddisworms are lazily dragging about their curiously-built houses over the sogged leaves at the bottom, watching for some unlucky gnat-grub to swim within reach of their jaws; but, lo! one of them has just fallen a victim to the formidable calliper-compasses wherewith that beetle-larva seizes his prey, and is yielding his own life-blood to the ferocious slayer. There, too, is the awkward sprawling spider-like grub of the dragonfly; he crawls to and fro on the mud, now and then shooting along by means of his curious valvular pump; he approaches an unsuspecting blood-worm, and, — oh! I remember to this day the enthusiasm with which I saw him suddenly throw out from his face that extraordinary mask that Kirby has so graphically described, and, seizing the worm with the serrated folding-doors, close the whole apparatus up again in a moment. I could not stand that: in goes the net; the clearness is destroyed; the vermin fly hither and thither; and our sprawling ill-favoured gentleman is dragged to daylight, and clapped into the pocket-phial, to be fattened at home, and reared "for the benefit of science."

Since then I have wooed fair nature in many lands, and have always found a peculiar charm in the early morning. When dwelling in the gorgeous and sunny Jamaica, it was delightful to rise long before day and ride up to a lonely mountain gorge overhung by the solemn tropical forest, and there, amidst the dewy ferns arching their feathery fronds by thousands from every rock and fallen tree, and beneath the splendid wild-pines and orchids that droop from every fork, await the first activity of some crepuscular bird or insect. There was a particular species of butterfly, remarkable for the extraordinary gem-like splendour of its decoration, and peculiarly interesting to the philosophic naturalist as being a connecting link between the true butterflies and the moths. This lovely creature, I discovered, was in the habit of appearing

just as the sun broke from the sea, and congregating by scores around the summit of one tall forest-tree then in blossom, filling the air with their lustrous and sparkling beauty, at a height most tantalising for the collector, and after playing in giddy flight for about an hour, retiring as suddenly as they came.

In these excursions I was interested in marking the successive awakening of the early birds. Passing through the wooded pastures and guinea-grass fields of the upland slopes, while the stars were twinkling overhead, while as yet no indication of day appeared over the dark mountain-peak, no ruddy tinge streamed along the east; while Venus was blazing like a lamp, and shedding as much light as a young moon, as she climbed up the clear, dark heaven among her fellow-stars; — the nightjars were unusually vociferous, uttering their singular note, "witta-wittawit," with pertinacious iteration, as they careered in great numbers, flying low, as their voices clearly indicated, yet utterly indistinguishable to the sight from the darkness of the sky across which they fluted in their triangular traverses. Presently the flat-bill uttered his plaintive wail, occasionally relieved by a note somewhat less mournful. When the advancing light began to break over the black and frowning peaks, and Venus waned, the peadove from the neighbouring woods commenced her fivefold coo, hollow and moaning. Then the petchary, from the top of a tall cocoa-palm, cackled his three or four rapid notes, "or, pr, p, q;" and from a distant wooded hill, as yet shrouded in darkness, proceeded the rich, mellow, but broken song of the hopping-dick-thrush, closely resembling that of our own blackbird. Now the whole east was ruddy, and the rugged points and trees on the summit of the mountain-ridge, interrupting the flood of crimson light, produced the singularly beautiful phenomenon of a series of rose-coloured beams, diverging from the eastern quarter, and spreading, like an expanded fan, across the whole arch of heaven, each ray dilating as it advanced. The harsh screams of the clucking-hen came up from a gloomy gorge, and from the summit of the mountain were faintly heard the lengthened flute-like notes, in measured cadence, of the solitaire. Then mocking birds all around broke into song, pouring forth their rich gushes and powerful bursts of melody, with a profusion that filled the ear, and overpowered all the other varied voices, which were by this time too numerous to be separately distinguished, but which all helped to swell the morning concert of woodland music.

Cowper has selected "The Winter Walk at Noon" for one of the books of his charming "Task:"—

"Upon the southern side of the slant hills,
And where the woods fence off the northern blast,
The season smiles, resigning all its rage,
And has the warmth of May. The vault is blue,
Without a cloud, and white without a speck
The dazzling splendour of the scene below.

No noise is here, or none that hinders thought.
The redbreast warbles still, but is content
With slender notes, and more than half suppress'd
Pleased with his solitude, and sitting light
From spray to spray, where'er he rests he shakes
From many a twig the pendant drops of ice,
That tinkle in the wither'd leaves below."

But how different from such a scene is a tropical noon — a noon in Guiana, or Brazil, for example! There, too, an almost death-like quietude reigns, but it is a quietude induced by the furnace-like heat of the vertical sun, whose rays pour down with a direct fierceness, from which there is no shadow except actually beneath some thick tree, such as the mango, whose dense and dark foliage affords an absolutely impenetrable umbrella in the brightest glare. Such, too, is the smooth-barked mangabeira, a tree of vast bulk, with a wide-spreading head of dense foliage, beneath which, when the sun strikes mercilessly on every other spot, all is coolness and repose. The birds are all silent, sitting with panting beaks in the thickest foliage; no tramp or voice of beast is heard, for these are sleeping in their coverts. Ever and anon the seed-capsule of some forest-tree bursts with a report like that of a musket, and the scattered seeds are heard pattering among the leaves, and then all relapses into silence again. Great butterflies, with wings of resplendent azure, almost too dazzling to look upon, flap lazily athwart the glade, or alight on the glorious flowers. Little bright-eyed lizards, clad in panoply that glitters in the sun, creep about the parasites of the great trees, or rustle the herbage, and start at the sounds themselves have made. Hark! There is the toll of a distant bell. Two or three minutes pass, — another toll! a like interval, then another toll! Surely it is the passing bell of some convent,

announcing the departure of a soul. No such thing; it is the note of a bird. It is the campanero or bell-bird of the Amazon, a gentle little creature, much like a snow-white pigeon, with a sort of soft fleshy horn on its forehead, three inches high. This appendage is black, clothed with a few scattered white feathers, and being hollow and communicating with the palate, it can be inflated at will. The solemn clear bell-note, uttered at regular intervals by the bird, is believed to be connected with this structure. Be this as it may, the silvery sound, heard only in the depth of the forest, and scarcely over except at midday, when other voices are mute, falls upon the ear of the traveller with a thrilling and romantic effect. The jealously reclusive habits of the bird have thrown an air of mystery over its economy, which heightens the interest with which it is invested.

We come back from scenes so gorgeous, to quiet, homely England. How pleasant to the set olbo, just infected with the entomological mania, is an evening hour in June devoted to "mothing!" An hour before sunset he had been seen mysteriously to leave home, carrying a cup filled with a mixture of beer and treacle. With this he had bent his steps to the edge of a wood, and with a painter's brush had bedaubed the trunks of several large trees, much to the bewilderment of the woodman and his dog. Now the sun is going down like a glowing coal behind the hill, and the youthful savant again seeks the scene of his labours, armed with insect-net, pill-boxes, and a bull's-eye lantern. He pauses in the high-hedged lane, for the bats are evidently playing a successful game here, and the tiny gray moths are fluttering in and out of the hedge by scores. Watchfully now he holds the net; there is one whose hue betokens a prize. Dash! — yes! it is in the muslin bag; and, on holding it up against the western sky, he sees he has got one of the most beautiful of the small moths, — the "butterfly emerald." Yonder is a white form dancing backward and forward with regular oscillation in the space of a yard, close over the herbage. That must be the "ghost-moth," surely! — the very same; and this is secured. Presently there comes rushing down the lane, with headlong speed, one far larger than the common set, and visible from afar by its whiteness. Prepare! Now strike! This prize, too, is won — the "swallow-tail moth," a cream coloured species, the noblest and most elegant of its tribe Britain can boast.

But now the west is fading to a ruddy brown, and the stars are twinkling overhead. He forsakes the lane, and with palpitating heart stands before one of the sugared trees. The light of his lantern is flashed full on the trunk; there are at least a dozen flutterers plying around the temptation, and two or three are comfortably settled down and sucking away. Most of them are mean-looking, gray affairs; but stay! what is this approaching, with its ten patches of rosy white on its olive wings? The lovely "peach-blossom," certainly: and now a pill-box is over it, and it is safely incarcerated. He moves cautiously to another tree. That tiny little thing, sitting so fearlessly, is the beautiful "yellow underwing," a sweet little creature, and somewhat of a rarity; this is secured. And now comes a dazzling thing, the "burnished brass," its wings gleaming with metallic resplendence in the lamp-light; but (*O infortunate puer!*) a nimble bat is before-hand with you, and snaps up the glittering prize before your eyes, dropping the brilliant wings on the ground for your especial tantalisation. Well, never mind! the bat is an entomologist, too, and he is out mothing as well as you; therefore allow him his chance. Here is the "copper underwing," that seems so unsuspecting that nothing appears easier than to box it; but, lo! just when the trap is over it, it glides slyly to one side, and leaves you in the lurch. But what is this moth of commanding size and splendid beauty, its hind wings of the most glowing crimson, like a fiery coal, bordered with black? Ha! the lovely "bride!" If you can net her, you have a beauty. A steady hand! a sure eye! Yes! — fairly bagged! And now you may contentedly go home through the dewy lanes, inhaling the perfume of the thorn and clematis, watching the twinkle of the lowly glowworms, and listening to the melody of the wakeful nightingales.

I have noticed the peculiar silence of a mountain summit by night in the tropics, and this far more absolute and striking than that alluded to by Latrobe. (Latrobe's *Alpenstock*, p. 135.) I was spending a night in a lonely house on one of the Liguanea mountains in Jamaica, and was impressed with the very peculiar stillness; such a total absence of sounds as I had never experienced before: no running water was near; there was not a breath of wind; no bird or reptile moved; no insect hummed; it was an oppressive stillness, as if the silence could be felt.

But at lower levels in tropical countries night is not characterised

EDUCATION

Moral Instruction in Common Schools.

(An extract from a Lecture delivered at Montreal, on the 26th January 1864, by the Rev. Canon Leach, D. O. L., Vice-Principal of the McGill University and a member of the Council of Public Instruction for L. O.)

The work of moral instruction ought to be commenced as systematically and carefully as any other subject taught, whenever the scholars are capable of reading well, and of giving, in their examinations, an account of what they read. With a suitable textbook, there is nothing to prevent them, even at an early age, say between ten and fourteen, any two years between these, from attaining distinct conceptions of the most important points in relation to rights of person, of property, of contracts, of marriage, of government. These, and the corresponding obligations, as far as it is useful practically, might unquestionably be made intelligible to them. I think it also unquestionable, that it is the duty of some to teach them these things. They surely ought to be told what actions are held to be offences and crimes, in what light they are regarded, and with what punishments visited. Not that this ought to be done with over-minuteness, but sufficiently to awaken reflection, and serve as so many cautions or warnings against law-breaking. I do not say that it is the result of any observation of my own, but I find it asserted that "judges and magistrates are sometimes compelled to punish offenders whom they believe *entirely ignorant* of the law they have violated." Of course, laws against crimes are always promulgated, but it does not follow that, in the remoter parts of the country especially, they are always known; and I think it extremely probable that many a sour and malignant nature would have been checked in his meditated crime, had he been previously made conscious of the detestation with which society regards it and fully acquainted with its consequences in regard to himself.

I fortify what has been said on this subject by the opinion of some of our most eminent judges and jurists.

The Hon. Mr. Justice McCord says as follows:

"I am *firmly convinced* that moral training in the Common Schools would greatly lessen crimes and offences."

The Hon. Mr. Justice AYLWIN says:

"As to Common Schools without Moral Instruction, I conceive that it is robbery to the community, not to be thought of in any Christian land."

The Hon. Mr. Justice BADGLEY says:

"I think that early habits and impressions of the better kind, whatever they may be, are the most lasting, and the tender charities of home, the kindnesses of early life, which all in some degree have experienced, however small that degree may be, are the most ineffaceable, and even in the most desperate subjects exhibit their power—their moral power—in temporarily softening and toning down the most abandoned and depraved. Such feelings predispose for Moral Instruction, to commence upon in the young, and if there is a stand-point at all for any of them, cannot fail to be beneficial in their influence, if properly attended to, &c.

I am very much disposed to believe that criminals rarely turn to the consideration of how their offences may be regarded by the laws at the time of their commission. They know that the law, as regards them, is merely a means of punishment, and whatever may be their original motive for the commission of the crime, their great consideration in success, and it is only after that, that the avoidance of detection follows the fear of punishment."

The Hon. Mr. Justice DAY expresses himself as follows:

"With respect to the ignorance of criminals, of the character of their acts, as viewed by the instructed and orderly classes of society, I have no doubt that, in frequent cases, it is very great, perhaps absolute among the children of the vicious. Trained in a course of vice, the moral sense becomes perverted, and the distinction between right and wrong rests chiefly upon the fear of detection and punishment.

I think it is exceptional, even among those whose childhood has not been passed in familiarity with crime and criminals, that they have a perception of the moral evil, the wrong-doing of their acts. They oftener regard themselves as in a state of natural warfare with the law and the more fortunate classes whom it pro-

by silence. Strange and almost unearthly sounds strike the ear of one benighted in the forests of Jamaica. Some of these are the voices of nocturnal birds, the rapid articulations of the nightjars, the monotonous hoot, or shriek, or wail of the owls, the loud impatient screams of the *Aramus*. But besides these, there are some which are produced by reptiles. The gecko creeps stealthy and cat-like from his hollow tree, and utters his harsh cackle; and others lizards are believed to add to the concert of squeaks and cries. And then there come from the depth of the forest-glooms sounds like the snoring of an oppressed sleeper, but louder; or like the groaning and working of a ship's timbers in a heavy gale at sea. These are produced by great tree-frogs, of uncouth form, which love to reside in the sheathing leaves of parasitic plants, always half full of cool water. These reptiles are rarely seen; but the abundance and universality of the sounds, in the lower mountain-woods, prove how numerous they must be. Occasionally I have heard other strange sounds, as, in particular, one lovely night in June, when lodging at a little lone cottage on a mountain-side, in the midst of the woods. About midnight, as I sat at the open window, there came up from every part of the moonlit forest below, with incessant pertinacity, a clear shrill note, so like the voice of a bird, and specially so like that of the solemn solitaire, that it might easily be mistaken for it, but for the inappropriate hour, and the locality. Like that charming bird-voice, it was beautifully trilled or shaken; and like it, the individual voices were not in the same key. Listening to the mingled sounds, I could distinguish two particularly prominent, which seemed to answer each other in quick but regular alternation; and between their notes, there was the difference of exactly a musical tone.

Darwin speaks of the nocturnal sounds at Rio Janeiro:—"After the hotter days, it was delicious to sit quietly in the garden, and watch the evening pass into night. Nature, in these climes, chooses her vocalists from more humble performers than in Europe. A small frog of the genus *Hyla* [*i. e.*, of the family *Hyladæ*, the tree-frogs already alluded to], sits on a blade of grass about an inch above the surface of the water, and sends forth a pleasing chirp; when several are together, they sing in harmony on different notes. . . . Various cicadae and crickets at the same time keep up a ceaseless shrill cry, but which, softened by the distance, is not unpleasant. Every evening, after dark, this great concert commenced; and often have I sat listening to it, until my attention has been drawn away by some curious passing insect."

Edwards, in his very interesting voyage up the Amazon, heard one night a bell-like note, which he eagerly concluded to be the voice of the famed bell-bird. But on asking his Indian attendants what it was that was "gritando," he was told that it was a toad,—"everything that sings by night is a toad!"

I doubt much whether the voice first referred to in the following extract ought not to be referred to the same reptilian agency:—

"During our ride home, [in Tobago,] I was startled by hearing what I fully imagined was the whistle of a steam-engine; but I was informed it was a noise caused by a beetle that is peculiar to Tobago. It is nearly the size of a man's hand, and fixing itself against a tree, it commences a kind of humming noise, which gradually quickens to a whistle, and at length increases in shrillness and intensity, till it almost equals a railroad-whistle. It was so loud that, when standing full twenty yards from the tree where it was in operation, the sound was so shrill, that you had to raise your voice considerably to address your neighbour. The entomological productions of the tropics struck me as being quite as astonishing in size and nature as the botanical or zoological wonders. There is another beetle, called the razor-grinder, that imitates the sound of a knife-grinding machine so exactly, that it is impossible to divest one's self of the belief that one is in reality listening to some 'needy knife-grinder,' who has wandered out to the tropical wilds on spec."

This latter was pretty certainly not a beetle proper, but a *Cicada*, an insect of another order; remarkable for its musical powers, even from the times of classical antiquity. These are doubtless sexual sounds; the serenades of the wooing cavaliers, as Mr Kirby humorously says,—

"Formosam resonare docent Amaryllida sylvas."

(To be continued.)

pects, and consider themselves entitled to take all they can from them; and oftener consider themselves as the injured than as the injuring party. This feeling comes out every day in the Criminal Courts, and I have often been struck with the reflection, how early our selfishness leads us to reverse all the rules of justice and morality.

"It is unnecessary to say, after these hurried sentences, that not only the right, but the only right place to begin a sound reform, is with the young. I have little faith in efforts to reclaim old offenders. We are bound to continue them, but I fear success is very rare. If a judicious system of Moral Training could be introduced into our Common Schools, it would be a great step in the right direction, the difficulty is, to avoid sectarianism, so that no jealousy should be excited among different religious denominations."

EDWARD CARTER, Q. C. :

"It frequently happens that the offenders are ignorant of the light in which their crimes are regarded by the law. More particularly is this the case with the classes known as juvenile offenders, who are very numerous, and who, from the want of moral instruction, early commence a career of crime, from which it is difficult to extricate them. A violation of the law becomes a crime in the offender, when he possesses knowledge to distinguish between right and wrong; but, without moral instruction, the power of discernment must, in many cases, be wanting; and that which is in reality a crime in the eye of the law, is regarded as nothing more than a clever or bold achievement.

"The second question, whether moral instruction received by the young in the Common Schools would tend to lessen the number of offences, admits, in my opinion, of no doubt whatever. It is owing to the absence of moral instruction that crimes are so multiplied as to point out the necessity of directing our attention to the cause, and not only to the means of correction. The law may to a certain extent effect some good, by denouncing crime and punishing offenders. The best remedy, however, is a preventive one—to be secured only by a system of moral instruction in the Common Schools."

The part of the plan which I have now indicated, belongs strictly to the science of jurisprudence. But it is to be remembered that jurisprudence and morality are in a great measure one. They overlap each other practically, and the tendency of both is the same in kind; and it is on this account that I comprehend both under the more general designation of morality.

And here I beg to call attention to what I consider an important observation in regard to the object of the plan I have in view. The design is not specially nor chiefly directed to the class of persons termed *criminals*. That its effects will be beneficial in that lower sphere—that the number of criminals will be diminished, I hold unquestionable. Still, in every community, criminals may be expected. The species is immortal, because, in some natures, the hereditary corruption seems almost complete and the prospect of all human efforts at reformation as vain as the attempting a transformation of the species. The only thing with regard to the worst cases is hanging or constant confinement and constant occupation. But it is not from this class that the danger to society, as I believe, arises. Whatever it may be in the large cities of the older states of Europe, it is not from this quarter that the dangerous forces are likely to break out in Canada, but from another and far more widely extended class, and of which the individuals are comparatively respectable. Of this class there are multitudes almost entirely destitute of all sentiment of jural obligations—not absolutely irreligious, but whose moral discrimination is almost blindness itself, whose predominating motives are some form of rapacious selfishness, and who regard all the necessary institutions of society rather as obstructions to themselves than as the essential conditions of human well-being. This comparatively good class is tremendously numerous and extended.

After this, the moral duties, of which the forementioned are the expression in law, might be proceeded to,—duties of the affections, filial, parental, fraternal, &c.—duties respecting property, truth, purity, public order. There is no cause why the virtues in connexion with these, and to which in our own language there are so many precise and intelligible denominations, should not be explicitly dwelt upon. A statement of human rights and obligations, of human duties and virtues, at once comprehensive enough and sufficiently plain and explicit to be a suitable instrument of instruction, I suppose then to be placed in the hand of every master and of every scholar of the proper age, and that the teaching from this text-book shall go on simultaneously with the other exercises. This is the general outline of the plan.

It may be said there is no time for this. I think the objection of no value. Between the age of ten and twelve, or that of twelve and fourteen, according to the attainments or capacity of the pupils, even with all the other exercises ordinarily done, I feel confident that this exercise may be introduced without prejudice to their proficiency. The number of hours at school daily is no measure of the means of proficiency. The proficiency must always be exactly in the proportion of the amount of attention given. A lesser portion of time if spent attentively, or in earnest application, is much more successful than the lax inaction, which usually prevails for indefinite periods, in almost all the common schools. The pupils seem to think much, but for the greater part of the time, they actually think nothing to the purpose. The various subjects which are now taught are not found, generally speaking, by consequence of the variety, to be each less easily learnt. Granting, however, that the apprehension is well founded, are there not some subjects taught, comparatively insignificant, a lesser progress in which might well be conceded, and of which even an utter exclusion would be almost immaterial?

The success of teaching in the kind proposed must of course very much depend upon the moral earnestness and intelligence of the master. So does success in every other subject; and if competency in other things is looked for in the master, why may it not be looked for and required in this? There is also this to be said, as to the matter of the instruction recommended, that it will hardly be possible for the master himself, having moral principles constantly brought into his thoughts, not to feel their operative energy, when he strives for the intellectual as well as the moral cultivation of his pupils; and this is a consideration of some value, for many masters may themselves need to study the subject, and every master may exert a wide moral influence. At first, it will, no doubt, in the case of most teachers, bring some additional labour in the way of preparation, but it is a kind of labour that has incitements and rewards of its own. They will feel, if they are the right men in the right place, that they are distributing that which in its nature is a good imperishable, and will rejoice that in communicating their light to others, they have the happy experience that the candle of the Lord burns nothing the less brightly within themselves.

As to the possibility of communicating to the young the kind of knowledge which I desire to be taught universally as a part of the course in all schools, I may perhaps be allowed to say, that my own experience in teaching first suggested it, and furnished decisive evidence of it. It has often been to me the occasion of most agreeable surprise, to witness the facility with which young persons grasp the full significance of moral truths. I am convinced that there is that within them, which tends to reach forth to the laws of God, when they are explicitly set before them; and I have often observed, that many who comparatively fail in other subjects, such as languages, grammar, and arithmetic, evince readiness of perception, and nice discrimination in questions of a moral nature, for one soul differeth from another soul in glory. This is a fact that cannot, I believe, be accounted for by the supposition of any marked difference of previous culture; and although it may be next to impossible, in any two diverse cases, so to analyze the facts, as to determine anything conclusively with respect to the influence of *authority*, or *previous culture* in the production of the different susceptibilities adverted to, yet a comparison of many cases, in which the previous conditions are very similar, is, with me, even of itself, a justification of the belief, that there exists originally and independently a tendency or power to feel and discriminate morally, stronger in some than in others; but in point of fact, it is a tendency or power which, more or less, it may be said, is inherent in all, an incarnation of the eternal law, which God in his mercy has left in the souls of his immortal children, for all the calamity of the first and great transgression. Hence it is that the response of young persons to moral rules, when presented in clear and plain language, is generally immediate and spontaneous. In many instances this is so remarkably apparent that it is like the mere opening of the eyes to see the daylight. What child almost does not spontaneously recognize the duty of treating its parents with tenderness and respect? And whenever its thoughts are detained upon it, how powerful are the emotions that rise up simultaneously with the first apprehension of a moral rule on the subject, and preserve it from oblivion, stored up amongst the many thousands of other objects that have their place in the hive of the ever active mind. It may have been observed by any one, who has ever noticed attentively the conduct of little boys engaged in their sports or games, how the sense of justice manifests itself when one of them happens to be detected in an act that violates it. You hear the indignant cry from some bystander,

"that's cheating," or on the other hand, the no less resentful denial of the charge. This is not entirely the effect of impressions from without. Some internal force, that gives them their vitality, must lie at the root of such feelings as these. I may mention a case that fell under my own particular observation. It was the case of a boy, who exhibited very strongly what I have always considered an original sentiment of truthfulness. Believing himself suspected of having told a lie, in consequence of a mere inadvertency of the way in which he had expressed himself in regard to some fact, he became restless and unhappy. The idea preyed upon him indeed to such a degree that his bodily health was visibly affected; he could no longer endure to live at strife with his own nature, in violation of an intuition so powerful, and to terminate his misery, determined upon self-destruction—an event that was only averted by an accidental occurrence that brought about an explanation. In this case there was no complexity to be discovered, no fears of after consequences, no personal interests in any way affected. I believe that it was an instance of purely moral consciousness, which thus appears to have been as powerful as could have been the belief of an avenging justice following him, even to the gates of hell. Nor is this to be wondered at, for even a heathen, could say: "I hate, as I hate the gates of hell, the man who has one thing in his heart, another on his tongue."

It is observable that the love of approbation is very strong in many young persons. It is a sentiment of which the tendency is certainly moral. Clearly it is a desire that seeks its gratification, on the ground of some good thing done or supposed to be done, of some excellence possessed or supposed to be possessed. It is a force against which the love of life or the fear of death is as nothing; the force of certain springs of action that have their source in the human heart, and which thus often manifests itself in early youth. And here I may be allowed to ask how it happens that while everybody acknowledges that the soul has in itself a power that tends to Music, there is at least an apparent reluctance to recognize the existence of a moral consciousness as inherent in the soul? Music, and the perception of beauty in form and in colour, are not more to the "manor born" than are the moral powers, and probably are much less capable of cultivation upon the whole.

The truth is, that young persons are much more easily instructed in moral duties than persons of mature age. The instinctive or intuitional power by which they are apprehended, operates in them more directly and spontaneously than in others. Grown-up persons—the multitude of them, at least—who never, in any part of their life, had their attention directed and steadily applied to moral subjects, can see them only through a medium that distorts and discolours them. The light that was in them has been darkened. The tendencies of the age, so vigorous and active, almost exclusively in the direction of material interests and advantages, have corrupted and choked up the fountain-heads of moral feeling. This is unconsciously manifested in a great variety of ways. Moralizing is the term with which a reference to duties is contemptuously parried. Moralizing is adverse to the gratification of sinful passions, and adverse to the expedition of business. As to the positive rules of duty, what are they not unusually thought to be, but the necessary and convenient regulations which people have adopted from time to time for their social intercourse, many of them useless, or positive hindrances to success in life—many of them antiquated since the time they were begotten in the clouds of past ages, and none of them dependent upon authority universally held as infallible. They are the things of yesterday or to-day, as they happen to suit the pleasures, the interests, or the conveniences of the community, or of any portion of it, or of any individual of it. How all this is to *ultimate*, is a very fearful question, but not the one in hand. Our hope must be in the *young*. Before they drift into the abyss they are more accessible. The divine in them may be more readily elicited and cultivated. The next generation will have, in a very great degree, its character determined by what is now done, or neglected to be done, for the children of this. As certainly as one generation goes and another comes, must the religious and moral training of the young now in the schools bear fruit in their maturer years; and unless successful efforts are now made in the right direction; unless, among the other sciences, the young are taught the science of their duties; and, I shall add, unless the truly religious and well-intentioned part of the community unite all their force to give strength and depth to the moral training which it is proposed they shall receive, I, for one, am persuaded that all the efforts which are being made by all the different agencies now employed, will fail to confer on society here or anywhere the vast and invaluable blessings which they intend, and might otherwise be able to confer. If it were made a peremptory condi-

tion that such instruction should be given in every school that receives public aid, and the proper means adopted to secure its being given, I have the hope and complete conviction that people's judgments would be more discriminating, their feelings more vigorous as to every duty of human life, private and public, and, at no distant period, the general state of society be changed for the better, instead of sinking to a lower deep than the deep that is.

All that is necessary in this, as in other processes, is to draw the thoughts of the young at school to the subject day after day—to furnish them with correct forms of expression—that their conceptions may become clearer and clearer, and to lead them gradually over a field of important moral truths, so connected as to be the more easily remembered. The teacher, I am persuaded, will find his labour more successful than he might at first be disposed to expect. An unseen power, a certain *cæca potentia*, will soon yield itself, and supply the *matter* requisite for the exercise of the logical faculty. He will soon discover that something is prepared ready for his hand,—that there is some link of communication between the soul and its Creator, that something has been provided by that Divine providence, that has been awake from everlasting—"There is a spirit in man, and it is the breath of the Almighty that giveth him understanding."

Besides, the possibility of moral instruction seems to be generally acknowledged. In some sense or other, efforts are everywhere made, however irregularly or unwisely, to give a moral character to the young. Admonitions or remonstrances, friendly advice or earnest expressions of persuasion, are occasionally given to some or all of his scholars by every good master; and the belief in the possibility and good effects of such means and kind of instruction is therefore to be presumed. There have always been many schools, even from the time of their first establishment in Europe in the 6th century, in which religious and moral instruction was given, or in which, when not given formally and systematically—the discipline and incidental teaching were of a highly moral character. Religious and moral teaching is alleged to be imperative in the Normal Schools of France. In Switzerland, we are informed that religious instruction, and instruction in the rights and duties of citizens, is given in the communal or parochial schools. Moral and religious teaching has not been overlooked in the schools of Holland and Prussia; and it cannot be doubted that the introduction of instruction of this kind into any Christian State in Europe or America would be matter of rejoicing to every statesman of character and influence. Upon the desirableness and beneficial effects of it, there is, of course, a general, and we may say, complete agreement of opinion. It is observable however, that, in all these cases religious instruction is connected with moral, whenever it is designed to adopt a general plan of education.

(Here the revd. and learned lecturer discusses the question how far religious and moral instruction can be separated, and concludes in the following manner.)

1st. The intuitional character of our moral perceptions is a fact which, of itself, carries with it the proof that, in a rational agent, the moral nature is susceptible of cultivation. They have an emotional as well as an intellectual side. There is, always in moral subjects, some proportion between exactness of obedience and completeness of knowledge—some natural vicinity between truth and goodness.

2nd. As a matter of experience, the efficacy of moral discipline and instruction might be evinced. It might be evinced by a reference to instances innumerable, in which no aid could have been received from Divine Revelation.

3rd. It might be evinced by a reference to the recorded opinions of the most competent judges in past ages and in the present.

4th. It might be evinced by an appeal to the common sense of mankind, in different ages and countries, and even to all known *languages*, by which men have endeavoured to appeal to the moral consciousness of their fellow-creatures, for the purpose of deepening their feeling of Moral obligation and rendering their judgment more discriminating.

5th. There is yet another point which might be adduced, closely relative to these: no moral discipline and teaching *per se* could, in the present state of things, be absolutely separated from the Religious element. There is no chasm between the sense of duty and the recognition of God. No sooner does a human soul feel itself under a moral law, than it concludes almost instantaneously that God is the author of it; so that, over the whole sphere of duty there is drawn the solemnity and awfulness that are inspired by the presence of the Great Eye that never slumbers nor sleeps. Hence it is that, after all, there is practically an inseparable connexion between the moral and religious consciousness, however

imperfectly the religious element may be developed, for God never leaves himself without a witness.

Much might be said on this subject, and much also on the fact, that there are thousands of individuals sincerely desirous of acting rightly or conscientiously, whose immoral acts are to be ascribed to ignorance or error. Unprepared, utterly unprepared in many cases, for distinguishing clearly the path of duty among the complicated courses of action in the midst of which they find themselves, and which necessarily result from the complex forms of civilized life, they fail, and, instead of doing the good they really desire to do, often inflict permanent and irreparable evils on the society which they influence. This is especially the case in regard to duties of a public description. How little are the magistrates of a country supported and aided by the jural or moral sentiments of the people generally. How often do the verdicts of juries astound one with the conviction that their pathological sympathies are with the criminal, their moral sympathies not with the law. How little horror is excited by the atrocious crime of perjury, and how little are the frightful consequences of its prevalence realized. When a whole community repudiates its just debts, the gigantic sin excites no apprehension; the very magnitude of it seems to alter its nature.

There are multitudes of good, and good-meaning men, who seem to have the conviction that the material progress of the country is the whole contents of national prosperity—increased immigration, new markets for produce, increased commercial facilities of communication, development of the physical sources of wealth—as if all these good things would not soon collapse in confusion, without security of life and property—as if every one to whom the history of man is not a dead letter, did not know perfectly well that, unless the beliefs and moral sentiments of the people are energetically directed to the support of public order and influenced with the deepest veneration for its main instruments, the solemnities of religion and the scarcely less sacred laws that define and protect the rights of men among men, our brilliant prospects are, and can be, nothing but a paradise of fools. Without the walls of the churches, what is the universal cry? Material progress, material success,—these are the things; for these is the strong and perpetual cry: Who will show us any good? What we really need is the common love of public order, the strong persuasion of the duty of it, and the constant and persevering demand for it. Truly, the principle of freedom flourishes sufficiently here; but the fatal mischief is, that the principle of order languishes. Surely no martyrs for freedom are needed and probably never will be needed until that time arrive, which may God in his mercy avert, when moral evil having done its worst, a social state results, as, alas! we see it sometimes does, similar in the body politic before its salvation, to that which an old poet holds necessary for the individual—

“For no just man in heaven can dwell”
 “Until he first have passed through hell.”

It is a very remarkable thing to hear good and sensible men, in the present circumstances of the country, speaking and writing eloquently in praise of freedom, when they have occasion to speak to others the truth, which to others is due. It is a thing which might draw tears from the blessed angels, if they, coming to the gates of heaven, could hear what is spoken in these parts of the earth. Why is it that nothing almost is spoken in behalf of order? Can freedom continue that has not order for its basis? Have we not freedom to our heart's content? What more freedom can we desire, unless it be freedom to rob or to cut one another's throats? It is so perfectly absurd! It forces one to imagine an *Æsopian* fable like this: “Once upon a time, a dispute having arisen among the tame beasts of the earth, as to the wisdom of continuing to be governed by the laws and customs under which they had lived time immemorial, it was agreed to have the subject discussed in a convention of all, tame and wild together. The convention is summoned; all are assembled; and some of the graver of the tame were endeavouring to recommend the ancient rules of order for the preservation and good guidance of the whole, when they were interrupted by the asses. The asses lifted up the thunders of their voice, and brayed so long and so loudly in eulogy of the principle of freedom, that the wild ones, excited by a theme so congenial to their instincts, sprang out upon the tame, and devoured them all, including the long-eared members of the convention themselves.”

He who, in his measures for the public well-being, should omit the consideration due to the Scriptural doctrine of human corruption, builds on a foundation as baseless as smoke. He who overlooks, in human nature, its power to recognize an immutable and eternal morality, would construct only an absolute despotism,

where external force and authority would be the sole instruments of obedience. With us, to overlook this moral power must be a fatal blunder. If the idea of patriotism is not a delusion; if the love of man, as man, is an affection that can dwell in human hearts; if we have the consciousness of a duty that we owe to the Blessed Being, whom men call God, it is in this direction that our efforts must be turned, and turned to the young, interweaving into their daily life the golden threads of moral truths, that they may be guided and governed in the path of duty,—enriched and prepared for the love of God in Christ.

ARITHMETIC.

(Continued from our Dec. number.)

Read the following parts of numbers, and explain them: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{1}{5}$. Explain from the following tables a half, a third, a fourth, an eighth, &c.

Table 1.

| | | |
|---------------|----------------|----------------|
| a | b | |
| | $\frac{1}{4}$ | |
| | c | |
| | $\frac{1}{8}$ | |
| $\frac{1}{2}$ | d | e |
| | $\frac{1}{16}$ | $\frac{1}{32}$ |

Table 2.

| | | | | |
|---------------|----------------|--|----------------|--|
| a | b | | c | |
| | $\frac{1}{6}$ | | $\frac{1}{9}$ | |
| | d | | e | |
| $\frac{1}{3}$ | $\frac{1}{12}$ | | $\frac{1}{18}$ | |
| | f | | g | |
| | $\frac{1}{24}$ | | $\frac{1}{27}$ | |

How do you know that a, table 1, is a half; b, a fourth; c, an eighth; d, a sixteenth; and e is one thirty-second of a whole? Tell me how you know that a, table 2, is a third, b a sixth, c a ninth, d a twelfth, e an eighteenth, &c., of a whole?

Table 2.

| | | | |
|----|----|----|----|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |

In exercising them on these tables be sure that they understand what a square figure is; and how it can be divided into sub-squares to any number. As they advance familiarize them with lines, curves, angles, triangles, circles, cubes, &c.

How many squares would be equal to half the table? How many to a fourth?—to an eighth?—to a sixteenth? Take three squares from the 16, how many would be left?—What part of the 16 squares would 8 squares be?—would 4 squares be?—would 2 be? How many sides has a square? Have the sides all the same length? Would it be a square, were they not? &c.

Measurement.

How many inches in a foot?—How many feet in a yard? Show lengths of inches; feet, yards. How many inches in two feet?—three feet?—four feet?—five feet? For two yards how many feet should I have!—for five feet, how many inches? Show me by your steps yards. &c.

Numeration.

3,760,925.

A line of figures to be tabularized, giving each its relative value.

| Millions of ones. | Hundred thousands of ones. | Ten thousands of ones. | Thousands of ones. | Hundreds of ones. | Tens of ones. | Ones. | |
|-------------------|----------------------------|------------------------|--------------------|-------------------|---------------|-------|--------------------------|
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | Three millions. |
| | 7 | 0 | 0 | 0 | 0 | 0 | Seven hundred thousands. |
| | | 6 | 0 | 0 | 0 | 0 | Sixty thousands. |
| | | | 0 | 0 | 0 | 0 | No thousand. |
| | | | | 9 | 0 | 0 | Nine hundred. |
| | | | | | 2 | 0 | Twenty. |
| | | | | | | 5 | Five. |
| 3 | 7 | 6 | 0 | 9 | 2 | 5 | |

Give your reason for putting each figure in what you think its proper column. Into what columns would you put 365?—10?—7008?—And so on, till you are satisfied that their ideas of the denary succession of numbers are well understood.

So far the review exercises.

Let us now proceed to farther onward exercises.

Exercises for adding and subtracting.

| | | | | | | | | | | | | | | | | | | | | |
|---------|----|----|----|----|----|----|----|--------------|--|--|--|--|--|--|--|--|--|--|--|--|
| | 3 | 5 | 9 | 3 | 4 | 1 | 29 | | | | | | | | | | | | | |
| | 4 | 3 | 4 | 9 | 7 | 7 | 28 | | | | | | | | | | | | | |
| | 7 | 9 | 7 | 6 | 8 | 9 | 21 | Totals up. | | | | | | | | | | | | |
| | 8 | 6 | 6 | 8 | 5 | 6 | 12 | Totals down. | | | | | | | | | | | | |
| | 5 | 2 | 2 | 4 | 3 | 4 | 6 | | | | | | | | | | | | | |
| | 1 | 3 | 1 | 1 | 7 | 2 | 27 | | | | | | | | | | | | | |
| Totals. | 28 | 28 | 29 | 31 | 34 | 29 | | | | | | | | | | | | | | |

To be thus exercised on every column. N. B.—As here directed, train them on every column—up and down—up and down, in adding and subtracting; and taking the figures in combinations of two, three, four figures, &c., giving totals at sight, till they can give at once the total of each column, viz., 28, 28, 29, 31, 34, 29.

Mastering combinations of figures, in whatever way taken, is the sure way to lay a solid, extended foundation for progress in arithmetic.

When these exercises are gone through with skill, and facility, teach them how to dissect the answers, thus—29 means two tens and nine ones. In placing the 20, or two tens, and nine ones, side by side, we leave out the naught and put the 9 in its place = 20 + 9 = 29. And so on with the other sums.

Oral, or exercises without slates.

- 12 + 9 + 10 + 8 + 9 + 7 = 55. Ans.
- 55 - 10 - 9 - 8 - 9 - 7 - 12 = 0. Ans.
- 17 + 9 + 10 - 12 - 3 + 8 = 29. Ans.
- 72 - 2 + 12 - 9 - 3 - 11 = 59. Ans.

When they can readily add columns separately and demonstrate them; then give two and three together. Give variety to every process.

| | | | | | | |
|---|----|-----|-----|-----|----|-----|
| Exercise them in adding both columns together—taking first the tens and then adding in the units. | 75 | 156 | 156 | 27 | 33 | 33 |
| | 81 | | | 33 | | |
| | 46 | 75 | 75 | 12 | 27 | 12 |
| | 29 | | | 27 | | |
| | 33 | 72 | 72 | 7 | 21 | 7 |
| | 24 | | | 3 | | |
| | 15 | | | 3 | | 3 |
| | | | | 303 | | 303 |

Go over these processes often.

- 385
- 247
- 523
- 164
- 285
- 24 = 20 + 4
- 280 = 200 + 80
- 1300 = 1000 + 300
- 1604 = 1300 + 280 + 24

Or, beginning at the column of hundreds, thus—

395
247
523
164
285

1300 = line of hundreds.
280 = line of tens.
24 = column of ones

1604

| Common way. | By analysis. |
|-------------|-----------------|
| 340 | 300 } = 340 |
| 1078 | 40 } |
| 65073 | 1000 } = 1078 |
| 780153 | 70 } |
| 846714 | 8 } |
| | 60000 } |
| | 5000 } |
| | 70 } = 65073 |
| | 3 } |
| | 700000 } |
| | 80000 } |
| | 100 } = 780153 |
| | 50 } |
| | 3 } |
| | 70 } = 70 |
| | 846714 = 846714 |

| 40 tens of thousands. 51 thousands. 43 hundreds. 51 tens. 39 ones. | 1st addition. | 2nd addition. | 3rd addition. | 4th addition. | 5th addition. | At sight. |
|--|---------------|---------------|---------------|---------------|---------------|--------------------------|
| 3 5 6 7 4 | 30 | | | | | |
| 5 4 6 6 4 | 31 | 16 | | | | |
| 4 6 7 4 8 | 23 | 19 | 39 | | | |
| 6 7 5 2 3 | 20 | 25 | 23 | 16 | | |
| 4 8 3 7 6 | 14 | 30 | 14 | 25 | 39 | |
| 2 5 2 7 5 | 9 | 19 | 39 | 39 | 39 | |
| 4 7 6 8 3 | | | | | | |
| 7 5 2 7 6 | | | | | | |
| 4 0 1 3 1 9 | 39 | 39 | 39 | 39 | 39 | Total obtained at sight. |

Analysis of answer.

1st figure 9 ones.
2nd " 1 ten.
3rd " 30 tens.
4th " 100 tens.
5th " 0,000 tens.
6th " 40,000 tens.

Total. 40,131 tens and 9 ones over.

N. B.—To be exercised in these different ways on all the columns, till correctness and dexterity are acquired.—This is training; merely obtaining the answer is no training. Every part of the training should be accompanied with questioning, and last results, or answers, with general questioning.

JOHN BRUCE,
Inspector of Schools.

(To be continued.)

VERBUM SAT.

Schoolmasters talk too much, far too much for their own good, and for the good of their pupils. Take an example:

"The next lesson will be the first six examples on the 98th page—98th page, first six examples. I want all the class to understand it—to-morrow, you will take the first six examples on the 98th page. Every day I have to tell you over again three or four times; now I want you to remember, this time, that your lesson will be six examples on the 98th page."

"Begin at the top of the page, teacher?"

"Yes, begin at the top of the page, and take six examples."

Surely it would seem that after so much repetition, scholars must remember where their lessons are. When the time comes for preparing the lesson, Thomas or Mary very innocently inquires where the lesson is. The teacher pauses in apparent vexation and surprise, and inquires:

"Were you in class yesterday?"

"Yes, sir, but I did not hear you, give out any lesson."

"Charles, what did I say about it?"

"I don't know, sir."

"Joseph, where is to-day's lesson?"

Joseph, at a venture,

"You said take the same lesson again."

"I did not. I said take the first six examples on the 98th page."

After all this, it will be strange if some of the class do not bring in the wrong examples, and others come wholly unprepared, because they "did not know where the lesson was."

However tiresome this may be to the reader, it should be borne in mind that it is but a single specimen of what many pupils are forced to endure daily, it may be for years.

This example will serve to illustrate how teachers too generally multiply words, upon the various affairs of the school-room.

The matter of discipline is a theme fruitful of words; repeated warnings, cautions, threats, expostulations and entreaties falling continually upon the ear of the pupil, until they become so matter-of-course, that they are scarcely heard and much less heeded. It is not strange that when night comes, the teacher is exhausted. He who talks in the dust and atmosphere of a school-room six hours per day, must have lungs of leather, a throat of brass, and an iron constitution, to enable him to continue such labor for many years.

The person who has contracted this habit of talking incessantly, verily believes that should he talk less the progress of the school would be seriously affected. Without doubt it would, but I predict that it would be for the better—not for the worse. Most of us can recall to mind, days when ill-health, or a severe cold has compelled us to forego talking; how, on such occasions, we have resolved to keep the machinery of school in motion and simply maintain order by our presence, little expecting any definite results from the exercises of the day. Some of us remember how surprised we have been, to find that on such days above all others, school has moved off with remarkable satisfaction, and that upon such occasions the scholars have unquestionably made more than ordinary progress. But so far are we from profiting by the lesson of our experience, that when the ban is removed, we return to our habit of talking, often making up by double diligence, what we half believe has been lost by our constrained silence.—N. Y. Teacher.

Loud Talking.

Very loud talking is designed for people who are deaf. Nothing is more really offensive, to quiet and sensitive people, than boisterous talking. Loud talkers are perpetual "bores." Their presence is thoroughly destructive to real peace and quietude. In the family loud and boisterous talk is a most certain indication of ill-breeding. When the mother talks to her children as if they were all deaf, you may be certain she has not the proper control of them. Children should everywhere be taught that talking demands a hearing. Talking "for fun," on ordinary occasions, is poor business. Of course we refer to talking in contradiction to those seasons of mirth and pastime, not at all inconsistent with the real philosophy of living. But in no place is loud talk more intolerable than in the school-room. A well regulated school is not unlike a well regulated family.

Timothy Jones is a perfect specimen of a loud-talking teacher. He enters the school-room in the morning with what is sometimes termed a "regular swell." If the fire is not in proper trim he commands John Smith, in a loud tone of voice, to bring some wood. John is accustomed to this loud talk, and does not start until spoken

to several times. When the hour arrives for school, Mr. Jones seizes the big bell and rings it with might and main at the front door of the school-room. A loud talker must, of course, have things about him to correspond with his inveterate habit of boisterous speaking. And so he rings the bell as if all the children were deaf, or as if he would call in the whole neighborhood. It is not unfrequent that this loud call has to be repeated: for it is a fact that children who are accustomed to hear loud talk, are not those of the most acute hearing.

It is not *quantity*, but style of voice and deportment, that demands attention. After considerable ringing and loud talking, the scholars are in their places, when the teacher commences reading in a loud voice, his morning lesson. He reads *loud* that they may all hear. But the fact is, the quiet and attentive portion of the school is nearly "crazed," while those whose ears have not been educated, understand as little of what is said, as they do of the language of the wind.

Mr. Jones calls his classes in a loud voice; indeed he must make some effort to be heard amid the din, which is ever heard in this kind of a school-room. He asks his questions in a voice which would disturb pupils intent upon getting their lessons. He reproves a way-ward scholar, so that the whole school may hear the reproof. He talks incessantly, and in a tone which can be heard by a thousand people. He never has real quiet or order in his school; and the important reason is, he does not preach by the power of example. You may talk ever so long and loud upon the importance of quiet and order in the school-room, but a little wholesome *example* will prove many times more efficacious. Mr. Jones just keep quiet yourself; show by consistent *example* what you would like to see in your pupils, and you will be delighted with the speedily improved appearance of your school.

Over the way is a school-room regulated by entirely a *different* system. In Mr. Jones' school, strangers wonder why he talks so loud, in the other, the wonder is that pupils seem to hear what strangers cannot distinguish. Every movement is quiet and orderly; and the pupils who attend this school, seem to need very little correction or reproof. Tasks are done more cheerfully and more promptly. No particular amount of talk is necessary to preserve quiet and order. One thing be very careful to impress upon the minds of your pupils. That when you do *talk*, you do so to be *heard*. This lesson well taught will save you much trouble in the future. Let it be a *daily* lesson until it is thoroughly learned. The teacher who teaches by the silent power of example, will be most carefully watched by his pupils, while the inveterate talker will be as the "idle wind," which few regard with much interest. Take pains to educate the *ears* of your children. *Hearing* is a most important avenue to the human soul. But how often it seems overgrown with briars and thorns. While your talk should be discreet and timely, the ears of your pupils should be ready to listen. You may as well talk by the seashore, to the mighty dashing of the wild waters, as to talk to those who are not prepared to hear.

Talk by the quiet force of example, if you expect to be heard.—*N. Y. Teacher.*

Beginning the Day.

The teacher is not always aware how much of his success depends upon beginning each day aright. To do this, he must commence with his own spirit and temper. Before he enters the school room, let him *take possession of himself*, and hold himself firm against the disturbing influences which will be likely to meet him at the threshold of his school room. Over this internal firmness let him throw the charm of a pleasant face; smiling cheerfully upon his school, and the work that opens before him. If there is disturbance and unseemly noise, or expressions of ill-feeling among his pupils as he enters the room, let his calm and cheerful presence, and firm, kind word of authority allay the tumult.

Let the teacher avoid the excitement likely to be awakened in his own mind by the confusion around him, and he will soon be able to control it. When quiet is established, let him make upon his pupils the impression that they are to enter upon a pleasant day's work. Let him *allure* them to their labors, and not commence *driving* them, as to a task. A few pleasant remarks upon some interesting topic,—not a dry, harsh homily, upon their duties to their teacher and the school,—may well precede the work of the morning. If pupils can thus be brought into sympathy with the teacher and with each other, and made to feel that the work before them is one of pleasure, and not of mere wearisome work,—very much is done toward securing a whole day of profitable study.

Let the teacher, then, strive to begin his day and his school aright; and the hours which follow will be cheerfully and profitably passed.—*Maine Teacher.*

Dull Scholars.

Much injury is often done to children of sluggish minds by the injudicious course of teachers. Many children are reputed dull, when it is nothing more or less than this:—their mental processes are slow, though correct. Just so is the case in the physical system. A boy may be as strong to lift a weight as large as another who may be able to run faster than he.

There is a wide difference between a dull scholar and a dunce. The former I have just described. The latter can never be made to learn very much from books. The former, with suitable instruction, will often succeed beyond the expectations of friends.

Teachers should be very careful not to press too much upon the minds of such children at once.—Here is the poor teacher's greatest fault. Suppose you have a dull scholar. First secure his confidence by asking him such questions as you are pretty sure he can answer. By this means you secure his confidence. Be not over-scrupulous at first if an answer is not in the most elegant form of expression. Teach him how to use his tongue,—in other words, how to *talk*. Let the first lessons be very short. Let your own mind be slow for the time being, as well as that of your pupil. Remember the law that memory is strengthened by repetition; consequently, frequent reviewing is necessary. It may all seem very simple to you, but to the child it is everything. If possible, find some active employment for his mind. Many a rogue has been cured in this way. Be sure and call up something that you have previously taught him, but be sure that he is familiar with the subject. He will be pleased to recall it, and feel encouraged when he can answer your questions. There is in this the same pleasure as that of the old soldier who

"Shoulders his crutch
To show how fields are won."

Never intimate to him that he is dull,—if you do, you will soon make him act like a dunce. I know it is very pleasant to teach bright active children; but we have duties as well as pleasure to look after, and he is the truly successful teacher who can interest all classes of children. It is by no means certain that the pert young scholar, who answers so glibly, will in the end of the race come off conqueror. The boy who started slowly at first, will in due time accelerate his speed, and outstrip all his early competitors.

Be patient, then, fellow-teachers, with your dull pupils, and they will one day bless you. N. T. T.—*Maine Teacher.*

OFFICIAL NOTICES.



NOTICE.

The Council of Public Instruction having approved of Text-Books on the Art of Teaching and Agriculture, Notice is hereby given that by virtue of *Article Tenth* of the *Rules and Regulations for the Examination of Candidates for Teachers' Certificates or Diplomas in Lower Canada*, the Divers Boards of Examiners will, from and after their sessions in August next, inclusive, examine all candidates whatsoever on the Programmes having reference to the *Art of Teaching*, and all candidates for the Model School and Academy Diploma, on the *Art of Teaching and Agriculture*. Therefore, candidates presenting themselves for examination at these and subsequent sessions, must be prepared to answer accordingly.

ERECTIONS, &C., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General was pleased, by an order in Council of the 18th December 1863, amended by another Order in Council of the 30th January last,

To detach from the School Municipality of the Parish of Ste. Anne de la Pérade, in the County of Champlain, the following portion of territory, and to erect it into a separate school municipality, under the

name of the *School Municipality of the Village of Ste. Anne de la Pêrade*, to wit: That portion of territory bounded on the north by the River St. Anne, on the south by the River St. Lawrence, on the north-east by the line dividing the Seignior of Ste. Anne from the *fief* Dorvillier, commencing at the River St. Lawrence and dividing the lands of Narcisse Barril from those of Pierre Piché Laféche, running thence till it meets the boundary of the lands situated at the place called the *Rapid*, thence following the last mentioned line to its junction with the line dividing the land of Damien Mailhot from that of Ferdinand Laquerre, and along this line to the River St. Ann; on the south-west by the south-western line of the River St. Ann, from its mouth to the land of Damien Mailhot, exclusive; the islands known by the following names being included in the limits above described, viz., *Isle-du-Sable*, *Madame Dury's Island*, *Isle-du-Grand*, the Islands of *St. Ignace* and *Ste. Marguerite*, and all other islands situated in the River St. Ann from its mouth to the line dividing the land of Ferdinand Laquerre from that of Damien Mailhot.

His Excellency the Governor General has been pleased, by an Order in Council of the 24th of the present month of February, to revoke the commission appointing Charles H. Leroux, Esquire, Inspector of Schools.

His Excellency the Governor General in Council was pleased, on the 24th of the present month of February, to accept of the resignation of William Hamilton, Esquire, as Inspector of Schools.

A P P O I N T M E N T S.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 29th January last, to make the following appointments of School Commissioners, viz.,

County of St. Johns.—St. Johns. Messrs. Félix Gabriel Marchand and Casimir Surprenant.

County of Ottawa.—Aylmer. John Robert Woods, Esquire.

On the 8th of February:

County of Drummond.—Township of Grantham: Rev. J. O. Prince, *Curé*, Messrs. Moïse Janelle, Norbert Lafontaine, Benjamin Lafond and Edward Watkins.

On the 18th February:

County of Megantic.—Inverness: Mr. Neil McKenzie.

County of Rimouski.—Métis: Daniel Macgugan.

And on the 29th February:

County of Champlain.—Village of Ste. Anne-de-la-Pêrade: Rev. Louis Edouard Adolphe Dupuis, *Curé*, Messrs. Joseph Onésippe Méthot, Pierre George Beaudry, Louis Gonzague Tessier and Narcisse Grimard.

TRUSTEES OF DISSENTIENT SCHOOLS.

His Excellency the Governor General has been pleased, by an Order in Council of the 29th January last, to approve of the following appointment of a School Trustee:

County of St. Johns.—St. Johns: Mr. James McPherson.

DIPLOMAS GRANTED.

LAVAL NORMAL SCHOOL.

Model School (F.)—Mr. Bernard Garneau.

Feb. 1, 1864.

SHERBROOKE BOARD OF EXAMINERS.

2nd Class Academy (E.)—Mr. Francis E. Gilman.

1st Class Model School (E.)—Miss Jane Green.

2nd Class Elementary (E.)—Misses Harriet Drummond, Mary Ann Mauro and Sarah Young.

2nd Class Elementary (F.)—Miss Marie Adélaïde Phélonise Champagneau.

Feb. 2, 1864.

S. A. HURD,
Secretary.

STANSTREAD BOARD OF EXAMINERS.

1st Class Elementary (E.)—Messrs. Abel M. Davis, Milo D. House, Ira Miller; Misses Alice A. Atwood, Emeline S. Fox, Elisabeth Field, Helen M. Hubbard and Joséphine Morrill.

2nd Class Elementary (E.)—Messrs. George Bradford, William F. Davis, Ernest V. Maloney; Misses Julia E. Langmayd and Lucy A. Libbey.

Feb. 2, 1864.

C. A. RICHARDSON,
Secretary.

PROTESTANT BOARD OF EXAMINERS OF BEDFORD.

1st Class Elementary (E.)—Messrs. Whiting R. Ball, William J. Crothers, Misses Hattie A. Bédard, Jennette Barns, Nancy J. Clark, Mary E. Clark, Adélaïde L. Dyer, Helen E. England, Annette Gilbert, Lavina Jersey, Delilah Jennings, Tamer Ned, Helen Shepherd and Angelina H. Tenney.

2nd Class Elementary (E.)—Mr. W. A. Lay, Mrs. Sarah McVicker, Misses Margaret Adams and Rosebell White.

Feb. 2 and 3, 1864.

WM. GIBSON,
Secretary.

PROTESTANT BOARD OF EXAMINERS OF MONTREAL.

1st Class Model School (E.)—Mr. George William Webb.

1st Class Elementary (E.)—Miss Sarah Jane Nichols and Miss Lucy Verity.

2nd Class Elementary (E.)—Messrs. Charles S. Dow, Norman McDonald, Miss Margaret McNaughton and Miss Eleanor Nesbitt.

Feb. 2, 1864.

T. A. GIBSON,
Secretary.

CATHOLIC BOARD OF EXAMINERS OF MONTREAL.

1st Class Elementary (F.)—Misses Philomène Dubé and Marie Céline Dupuis.

Aug. 4, 1863.

1st Class Elementary (F. and E.)—Miss Julia Armstrong.

1st Class Elementary (F.)—Messrs. Hector Milette, Magloire Pilon, Misses Eliza Marie Brodeur, Marie Anne Johnston, Parmelle Lacasse, Henriette Leblanc, Emilie Montreuil, Philomène Royal and Domitilde Vermet.

2nd Class Elementary (F.)—Misses Anathalie Sara Bissonnette, Rosalie Bonin and Elisabeth Gauthier.

Feb. 2, 1864.

F. X. VALADE,
Secretary.

CATHOLIC BOARD OF EXAMINERS OF QUEBEC.

2nd Class Model School (F.)—Mr. Elie St. Hilaire.

2nd Class Elementary (F.)—Mr. Damasc Bourget, Misses M. Adéline Boisvert and M. Louise Lortie.

Feb. 2, 1864.

N. LACASSE,
Secretary.

PROTESTANT BOARD OF EXAMINERS OF QUEBEC.

1st Class Elementary (E.)—Messrs. Robert Robertson and Wm. Robert Scott.

Feb. 2, 1864.

D. WILKIE,
Secretary.

BOARD OF EXAMINERS OF OTTAWA.

2nd Class Elementary (F.)—Mr. Elzéar Bertrand and Miss Philomène Amiotte.

2nd Class Elementary (E.)—Misses Elizabeth Hews, Anne O'Keefe, Martha Maria Shipman and Julia Sullivan.

Feb. 2, 1864.

JOHN R. WOODS,
Secretary.

BOARD OF EXAMINERS OF BONAVENTURE.

1st Class Elementary (F. and E.)—Mr. François-Xavier Buteau.

1st Class Elementary (F.)—Mr. Joseph Guidry.

1st Class Elementary (E.)—Miss Janet Henderson.

2nd Class Elementary (E.)—Miss Robina Henderson.

Feb. 2, 1864.

CHARLES KELLY,
Secretary.

BOARD OF EXAMINERS OF RIMOUSKI.

2nd Class Elementary (F.)—Mrs. Narcisse Deroy (Marguerite Thibault), and Miss Céline Bérubé.

Feb. 2, 1864.

P. G. DUMAS,
Secretary.

BOARD OF EXAMINERS OF BEAUCE.

1st Class Elementary (F.)—Miss Emilio Marcoux and Miss Olyo Côté.
2nd Class Elementary (F.)—Miss Elisa Blouin.
Feb. 2, 1864.

J. T. P. PROULX,
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent of Education acknowledges with thanks the following donations:

From J. W. Dawson, Esq., LL. D., F. R. S. and Principal of McGill University: "First Lessons in Scientific Agriculture, for Schools and Private Instruction," 2 copies.

From Mr. Inspector Valade: 37 parts of the *Annales de la Propagation de la Foi*.

SITUATIONS WANTED.

A situation is wanted in a Catholic School, by a Teacher at present in the Jacques Cartier Normal School who, independent of an English Education, can give instruction to a junior class in Classics and French. Residence in a College, or with a priest preferred.

References kindly permitted to the Education Office.

JOURNAL OF EDUCATION.

MONTEAL (LOWER CANADA), FEBRUARY & MARCH, 1864.

Teachers' Examinations.

Our readers will perceive by an official advertisement in another column that the examinations on the *Art of Teaching* and *Agriculture*, which candidates for Teachers' Diplomas have hitherto had the option of declining, are declared to be obligatory from and after the meeting of the Boards of Examiners in August next. We learn with much pleasure that a goodly number of teachers have anticipated the requirements of the rules and regulations by voluntarily submitting themselves to the test with a view of securing on the face of their diplomas proof of their proficiency in these branches.

It is indeed quite natural that teachers should be expected to know all about the art of teaching itself, and also, that in a country where the vast majority of the population must necessarily be agricultural, those employed in Academies and Model schools should be held to be competent to teach agriculture. The action of the Council of Public Instruction in these matters is only in accordance with the oft expressed wishes of every one in Canada who has taken an interest in Education.

Twenty-Second Conference of the Teachers' Association in connection with the Jacques Cartier Normal School.

This meeting was held on the 29th January.

The President took the Chair at 10 o'clock, A.M.

The minutes of the last meeting having been read and adopted, Mr. Tessier, on request of the President, gave a synopsis of the previous discussion on the methods of teaching the four elementary rules of arithmetic.

Mr. Valade, Inspector of Schools, then delivered a lecture on *Education and its influence on the young*.

Mr. Hétu read a paper on *The Duties of the Teacher*.

The following subject was then proposed for discussion by the President: *What are the most approved methods of teaching vulgar fractions and aliquot parts?*

A long debate ensued, in which many members took part

and during which the following question was proposed: *At what stage of advancement should children be taught fractions?* The majority having declared that fractions should be taught immediately after the first four elementary rules, simple and compound, the debate was summed up by the Principal. The consideration of the second part of the question, viz., the teaching of aliquot parts, was left over till next meeting.

The Hon. the Superintendent of Education then complimented the teachers who had taken part in the discussion on the able manner in which they had handled the subject, and renewed some excellent advice which he had imparted to them at previous meetings; he also congratulated the association on its excellent library and advised the members to extend its circulation to the utmost of their power.

Messrs. Jardin, Paradis and Dallaire were requested to lecture at the next meeting.

The following subjects were then chosen for debate: *How should children be taught verbs; and, can the several rules applicable to the past participle be reduced to one, and if this be possible, would it be better to follow this rule in teaching the participles?*

On motion of Mr. Dostaler, seconded by Mr. St. Hilaire, the meeting adjourned to the last Friday in May.

Twenty-first Conference of the Teachers' Association in connection with the Laval Normal School.

The minutes of the last meeting were read and adopted.

Mr. Thibault, in a lecture, sketched the history of the normal schools in Europe and America.

Mr. Doyle delivered a lecture on English Grammar.

Mr. Cloutier spoke on the art of penmanship.

The debate on the questions propounded at the last meeting was then proceeded with, and the following answers adopted:

10th. What should the teacher be doing while the class is employed in writing?

Ans. He should observe the attitude of his pupils, the position of their hands, copy-books &c., notice defects in writing and explain the principles of the art to his class from time to time.

11th. Should the exercises be long and frequent?

Ans. They should occupy half an hour each day.

12th. How should the teacher accustom the children to give a proper inclination to the letters?

Ans. By parallel lines drawn at the same angle as the example.

13th. How should he accustom them to leave equal distances between letters and words?

Ans. By vertical lines.

14th. How should old copy-books be disposed of?

Ans. The first and last in each term should be preserved to show the progress of each pupil at the examination.

15th. How should children be taught to keep their copy-books clean?

Ans. They should be made to keep their hands clean and to rest the fingers on slips of paper while writing. Too much ink must not be taken in their pens, and the inkstands should be fixed in the desks. The pages ought not to be too long, and blotting paper should be used before closing their copy-books.

The three last questions were left over until next meeting, when the following additional questions will also be taken into consideration:

1st. *Should book-keeping be taught in all the schools?*

2nd. *What is the most applicable system of book-keeping?*

3rd. *At what time should book-keeping be first taught?*

4th. *What is the best method of teaching book-keeping?*

The following lectures were then announced for the next meeting: *A few remarks on Natural Philosophy*—Mr. Dufresne; *The Normal schools of Europe, the United States and Canada compared*—Mr. Thibault; *Book-keeping*—Mr. McSweeney; *English Grammar*—Mr. Doyle.

The meeting then adjourned to the last Saturday in May next.

Extracts from the Reports of the School Inspectors, for the years 1861 and 1862.

(Translated by order of the Legislative Assembly).

Extract from the Report of Mr. Inspector HUME.

COUNTY OF MEGANTIC. (Continued.)

13. *Nelson*.—In this municipality there are two schools in operation, one French and one English; in a third district a new school house has been built, where it is intended to commence a school after the 1st of January next, or as soon as a teacher can be found capable of teaching both languages. To supply the wants of all the inhabitants of Nelson, five schools at least would be required.

14. *St. Colixte de Somerset*.—I have much pleasure in speaking of this municipality, as there are none in which more has been done for the progress of education than in it.

After great exertions the building intended for a convent has been completed. I visited it in the month of October last, and was much pleased with the method of teaching practised; at that time there were 71 pupils attending. There is a model school for boys, and five elementary schools, at all of which very satisfactory progress has been made. The teacher of the model school is from the Laval Normal School, and is extremely well qualified, having also the advantage of being equally conversant with both languages.

The Commissioners have been obliged to incur a considerable debt; but I believe it will be all paid without pressing too heavily upon the inhabitants.

15. *St. Julie de Somerset*.—In this municipality, also, much has been done. Two new school houses have been built, and there are now five elementary schools in operation. A model school has been established, with a teacher from the Laval Normal School. The progress made in most of the schools is satisfactory.

16. *St. Sophie d'Halifax*.—In this municipality eight schools are in operation, and at them all, with the exception of two, very good progress has been made. The school laws are well carried out in this municipality. This is the more gratifying when it is considered that a few years ago this was one of the municipalities which was the most opposed to carrying out the school laws. This reformation, so happily effected, is in a great measure owing to the exertions of the President of the Commissioners (Mr. J. Théophile Hébert), who has held that office since the schools were first established.

17. *St. Ferdinand d'Halifax*.—The only drawback to the prosperity of this municipality, as regards its school affairs, is the large amount of old debts which still remain unpaid, and which the Commissioners can only gradually discharge unless they imposed a higher assessment than the great majority of the inhabitants would be willing to pay. The amount of this debt still unpaid is \$600.

There are ten schools in operation under the commissioners; two of these are taught by teachers from the Laval Normal School. At the greatest number of the schools there has been good progress made. Three new schools have been built and some repairs made in others.

There are also two dissentient schools in this municipality, which have been very well attended and at which very good progress has been made. A new school house has also been built by the dissentients.

18. *Ireland*.—This municipality affords another proof of the advantage of assessment for school purposes over the voluntary system. For a number of years every attempt to establish schools under the latter failed, but since the former was adopted there has been no difficulty experienced in sustaining them, and the monetary affairs of the municipality are in a flourishing condition. Seven schools have been in operation; at most of them very good progress has been made.

19. *Broughton*.—As the limits of this municipality have lately been changed, there has not yet been time to organize a sufficient number of schools; one school has been in operation.

Extract from the Report of Mr. Inspector BÉLAND.

COUNTIES OF BEAUCÉ AND LOTBINIÈRE.

You will perceive that generally there has been progress in the

schools in my district. Every person in it, so to speak, willingly assists in putting the school-law in execution.

The female teachers employed are competent, although several of them have no diplomas. They all propose to acquire them as soon as the Board of Examiners for Beauce shall be organized.

There are this year 105 schools attended by 5925 pupils. Last year there were 111. This diminution results from the closing, on account of difficulties with which you are acquainted, of 12 schools in St. Sylvestre. There are also three model schools attended by 240 pupils.

Our two convents and colleges have 475 pupils, including both boarders and day scholars.

The grand total of pupils attending the various educational establishments is 6,640. Of this number 1710 are beginning the alphabet; 2290 read fluently; 2610 read well; 3735 are learning to write; 3880 are beginning to cipher; 1980 practise the simple and compound rules; 150 are learning book-keeping; 3195 are learning spelling; 1045 are learning geography; 3225 French grammar, and the same number parsing; 380 are learning English grammar and do a little translation; 685 are learning and practising epistolary style; 110 mathematics; 120 mensuration; 115 linear drawing; 1215 are learning vocal and 240 instrumental music.

I find altogether but five male teachers, which is too small a number; all the other elementary schools are entrusted to female teachers. This results from the smallness of the salary which is generally given, and which is generally insufficient to remunerate a married male teacher, and scarcely one who is single.

Extracts from the Reports of Mr. Inspector JUNEAU.

COUNTIES OF DORCHESTER AND LÉVIS.

First Report.

I have the honor to transmit to you the report of my visit to the various educational institutions in the Counties of Lévis and Dorchester.

I am very happy to be able to state that in nearly every case marked progress has been made since my first visit, and that all the schools, with hardly an exception, are working tolerably well.

The college of Notre-Dame de la Victoire has changed masters; it is now under the able direction of the gentlemen of the Quebec Seminary. I am satisfied that liberal encouragement will be extended to it.

The convents of St. Joseph and Notre-Dame de Lévis continue to be well attended, and the invariably constant progress made by the pupils amply rewards those parents who send their children thither, for their sacrifices.

The model schools work very well, and the persons who direct them are deserving, in every sense, of honorable mention. They are, for the most part, pupils of the Laval Normal School.

In the two counties there are not less than 113 schools, both superior and elementary, attended by 7297 children of both sexes.

I have ascertained that not less than thirty thousand dollars are expended in the support of these schools.

Second Report.

No notable change has taken place since my first visit this year; however, I have had the pleasure of observing further progress and an increase in the number of pupils in a certain number of the schools.

I took part, in some of the parishes, in the public examinations, and I observed with satisfaction that, in each section, the parents of the pupils willingly left their numerous occupations to attend these literary festivals. At one school I counted, upon my arrival, no less than forty vehicles. There was a crowd everywhere.

The schools taught by Mr. Louis Roy and the Misses Chamberland, Chouinard, Olivier and Plante were especially excellent; I found in them some children of unusual talent. At the examination at Miss Olivier's school, at St. Nicholas, I remarked a little girl named Joséphine Desrochers, only six years of age, who could read and write well, and knew the whole of the catechism, Lhomond's grammar, the elements of geography, the multiplication table, the first four simple and compound rules of arithmetic, &c.; this interesting child wrote on the blackboard some tolerably long

* To obviate the difficulties, St. Sylvestre has been divided into two municipalities; several schools have since been opened, and others, it is hoped, will be so shortly.

sentences which were dictated to her, and parsed them better than several pupils of 12 and 15 years of age could do.

In public and private examinations, children of considerable ability are everywhere found; for this reason, the great importance, the necessity of establishing good schools cannot be too strongly urged. The parishes, moreover, who have the good sense to employ none but competent teachers, have reason to congratulate themselves upon the fact that the few slight sacrifices which they make to obtain them, are so amply repaid by the improvement of their children.

In the Counties of Lévis and Dorchester there are at present 7511 children attending the schools; this is an increase of 314 over the first six months of the year 1861.

Extract from the Report of Mr. Inspector CRÉPAULT.

COUNTIES OF BELLECHASSE, MONTMAGNY AND L'ISLET.

The school-law works well in my district; there is not a single municipality nor a single township which does not contain a sufficient number of schools in proportion to the requirements of the population.

As regards the qualification of teachers, there remains but little to be desired. Besides the advantage which this district enjoys in possessing two academies under the wise and zealous direction of the Brothers of the Christian Doctrine, it contains three convents, two of which are taught by the Ladies of the Congregation, and the third by the Sisters of Jésus-Marie, and we have also at the head of our schools a great number of male and female teachers from the Laval Normal School, nearly all of whom discharge their duties with ability and success. The other male and female teachers make laudable efforts to emulate them, and from this results remarkable progress in all our schools.

We may say that our country teachers are now beginning to enjoy a degree of prosperity more in proportion to the great services which they render. In fact, if we compare their condition at the present day, which, if not advantageous, is at least tolerable, with the position occupied by them only ten years ago, we must admit that much has been done both to promote their physical comfort, and to improve their moral and intellectual position. It may thus be asserted that their social position has been considerably improved, and continues to be ameliorated daily. I sincerely rejoice to see these men enjoy rights and privileges which were formerly denied to us, the pioneers of the cause of education. I congratulate them upon the marks of respect, esteem and consideration bestowed upon them by society and the country at large. This change and improvement in the position of the teacher does honor to those who have obtained for him public consideration and respect.

I return this year to the charge against illiterate school commissioners. I have already, in my preceding reports, mentioned the disadvantages which result from this evil, and the inconvenience to which a municipality, under the control of a school corporation incompetent from ignorance to manage its affairs, is subjected. In my opinion this duty should be entrusted to none but persons who are able at least to read and write tolerably well, even should it be necessary, in order to effect this, to reduce the number to three.

I have frequently had an opportunity of observing that every municipality which is fortunate enough to have its Curé, or at least some educated person, in its school commission, makes a point of engaging in preference, at least for its model and superior schools for girls, the services of teachers from the Normal Schools. The sacrifice of a few pounds more is willingly made in order to place over the school persons who have gone through a course of special study, and who bring to their task a perfect system of instruction. The very reverse prevails in most municipalities presided over by illiterate commissioners. The engagement of teachers is postponed as long as possible, and this is done invariably that a smaller salary may be paid. If they do not always succeed in engaging teachers at a very low price, it is not from a regard for the competence or ability of the person whom they engage. So far as this is concerned, they are satisfied if the person whom they engage holds a diploma from the Board of Examiners.

In justice to the municipalities in this district, I must here mention that they have given proof of great zeal and love of progress by assessing themselves to double and even treble the amount of their share of the grant: this is saying a great deal in their favor. I have already alluded, in my preceding reports, to the necessity which exists for increasing the legislative grant, if the improvement which we now observe is to be permanent. It was too small from

the first, and the share of each municipality is diminished after each census, in consequence of the erection of new parishes and new townships which require schools. The people who do not always understand this proceeding, which every census renders necessary, firmly believe that the government is gradually withdrawing its grant and will in the end annul it entirely.

I consider it advisable to remark here that teachers who hold academy and model school diplomas, as also the female teachers of superior schools, are everywhere well treated, but this is not the case with the teachers of elementary schools. The competition of the female teachers, who formerly obtained diplomas from the Board of Examiners with so much facility, makes it impossible for them to obtain a salary proportionate to the services which they render.

I must not forget to state that the books which the government has been pleased to give as prizes to those pupils who exhibited the greatest assiduity and application, have been productive of the most happy results.

I shall now proceed to review each municipality in detail.

1. *Beaumont*.—This municipality contains three schools: one model and two elementary. The model school, which is under the direction of Mr. Legendre, does that gentleman honor; he has succeeded beyond all expectation, and, with the assistance of a mistress, gives instruction to nearly one hundred pupils. The two elementary schools are also well kept and are sufficient for the requirements of the sections in which they are situated. The school-law works well in this little municipality, which at present enjoys the most perfect tranquility. The school commissioners give evidence of zeal and good will. Mr. Chas. Letellier, the Secretary-Treasurer, a man of good education, gives them effectual assistance in the performance of their duties. The books are well kept.

2. *St. Michel (Village)*.—This municipality has an industrial college and an academy for girls. The college is under the direction of Mr. Dufrene, who has given proof of ability and great activity. Three other professors have been appointed to assist him.

The academy for girls is taught by Mlle. Laroche, with the assistance of a mistress for the elementary department. This teacher, who has only lately undertaken the direction of this establishment, commenced her career under the most happy auspices. These two institutions do honor to the village of St. Michel and to the gentlemen who, by their sacrifices and zeal, have succeeded in raising the parish above the level of the others in my district.

The accounts are well kept.

3. *St. Michel (Parish)*.—In this municipality there are three good elementary schools. That in the fourth range is kept by Mr. Defsin, who for several years, has taught with energy and success. Miss Moffat, who teaches the school in the third range, is very competent and has been successful. The commissioners of this municipality do their duty well. Their Secretary-Treasurer acts in the same capacity for the village. The monetary affairs of these two municipalities are in a prosperous condition.

4. *St. Charles*.—Nine schools, one of which is a model school and another a superior school for girls, are in operation in this parish. The model school is at present under the direction of Mr. Huot, a pupil of the Laval Normal School. The superior school is taught by Mlle. Couture, who has been engaged in instruction for several years, and who has sent from her school a large number of teachers. She has given evidence of great zeal and devotion in the performance of her duty. Of the seven other schools, two have made satisfactory progress; the remaining five are of medium quality.

The accounts are regularly kept.

5. *St. Gervais*.—There are eleven schools in this municipality. The model school, in the village, has been for three years under the direction of Mr. Larue, who holds a diploma from the Laval Normal School. This young man has given evidence of ability, and the pupils taught by him have made progress. The ten other schools are of medium quality. The Secretary-Treasurer, Mr. E. Couture, keeps the accounts in a satisfactory manner. Besides these schools, St. Gervais contains a convent, under the management of the ladies of Jésus Marie, at which satisfactory progress has been made.

6. *St. Lazare* maintains six elementary schools, which suffice for the requirements of its various sections, and all of which are kept by female teachers, who hold diplomas and are tolerably competent. The ratepayers make great efforts to maintain their schools; they are in general poor. It is almost impossible for them to con-

tinue to maintain so many schools unless they receive a supplementary grant. If any municipality is deserving of it, on account of the efforts and the sacrifices which it has made, this certainly is the one.

7. *St. Valier*.—Five schools are in operation in this municipality; they are all elementary. A school for girls has been established in the village. The commissioners are more zealous than those whom they have succeeded.

8. *St. Raphael* maintains a model school and four elementary schools. The model school is at present under the direction of Mlle. Chouinard. The other schools are sufficient for the requirements of the different sections.

9. *Berthier*.—In this municipality there are three schools which, though only elementary, are not the less deserving of honorable mention. The school taught by Mr. Langlois is well worthy of being included in the number of model schools. The commissioners are very zealous. This little municipality pays great attention to its school affairs, and neglects nothing which can promote their improvement.

10. *St. François*.—Five schools, all elementary, are in operation in this municipality; they are of medium quality. There is a convent in this parish, under the management of the Reverend Sisters of the Congregation. An unfortunate difficulty has arisen between a former chairman of the corporation and the Secretary-Treasurer, respecting the money matters of the municipality.

11. *St. Pierre* maintains a model and three elementary schools. For the first half of the present year the model school was under the direction of Mlle. Dumais. The three other schools are well kept and taught by competent female teachers. The commissioners show very great zeal for the maintenance of their schools. The books and accounts of the corporation are well kept.

12. *St. Thomas*.—This large municipality maintains eight schools, of which one is a model school; the seven others are elementary. These latter are kept by competent female teachers, especially that taught by Miss Daziel, whose pupils have made remarkable progress during nearly ten years, which time she has been engaged in instruction. The academy for boys is taught by the Brothers of the Christian Doctrine, who are very successful. This parish has a convent under the care of the Ladies of the Congregation; it is well attended. The accounts are in good order.

13. *Grosse Isle*.—Some years since this island obtained a separate school from the Isle aux Grues, to which it was formerly attached. In consequence of the abolition, last summer, of the quarantine station, this school, which was attended solely by the children of the employés, has been closed for want of pupils. The school was only in operation six months.

14. *Isle aux Grues*.—This little municipality maintains two schools with zeal and success; one of these a model school under the direction of Mlle. Painchaud, who has been teaching for a great number of years. This lady is very competent; several of her pupils are now engaged in teaching, some of them with success.

15. *Cap St. Ignace*.—Eight schools are in operation in this municipality. The model school of the village, which is under the care of Mlle. Lachaine, a pupil of the Laval Normal School, is very well managed. The seven other schools are not very good, but are sufficient for the requirements of the sections. The commissioners of this municipality are zealous and well disposed. The registers and account books are in good order. Manifest progress has been made in this locality within the last few years.

16. *L'Islet*.—There are thirteen schools in this municipality. The model school is under the direction of the Brothers of the Christian Doctrine. Besides the usual subjects, English, drawing and singing are taught at this institution. The academy for girls is under the successful management of Mlle. Lauguedoc. The eleven other schools are all well kept, especially those taught by Milles. Cloutier, Boucher, and C. Fortin. The Secretary-Treasurer performs his duties with order and regularity.

17. *St. Cyrille*.—There are three schools in this small new municipality. All three are taught by competent female teachers, one of whom has no diploma. The ratepayers, although generally poor, make considerable sacrifices to maintain their schools.

18. *St. Jean Port Joly*.—This large municipality maintains ten schools, of which one is a model school and nine are elementary. Mlle. Letourneau, who teaches the model school, does very well.

The other schools are well kept and supply the wants of their sections. The accounts are in perfect order.

19. *St. Aubert*.—Five schools are in operation in this municipality. These schools are all kept by competent female teachers who hold diplomas. The commissioners are full of zeal and goodwill.

20. *St. Roch des Aulnaies* maintains eleven schools; all good, and kept by female teachers who hold diplomas. Mlle. Langlais, who teaches the school for girls attached to the church, and Mlle. Pelletier, who keeps that on the lower beach, have done very well and are deserving of honorable mention. The pupils of Mr. Hudon, who teaches the Fabrique school, have made wonderful progress under him, especially in caligraphy and French grammar. It is to be regretted that difficulties have arisen with respect to the mill school, kept by Mlle. C. Cloutier.

Extracts from the Reports of Mr. Inspector BARDY.

COUNTIES OF QUEBEC, MONTMORENCY AND PORTNEUF, AND CATHOLIC POPULATION OF THE CITY OF QUEBEC.

First Report.

I do not venture to assert absolutely, in this report, that the progress which I have observed in the schools which I have visited during the past winter and spring, have been of the most satisfactory nature; the extract from the statistics which I have the honor to submit to you, will enable you to form an opinion respecting it. A few remarks which seem to me worthy of your attention will serve to relieve me from the necessity of repeating the observations of each half year.

1. The school municipality of *St. Michel de Beauport*, composed of some concessions detached from Beauport, and which was lately erected by you for the advantage of its ratepayers, has been subjected to some difficulties which have arisen between its commissioners and those of Beauport. But I have every reason to believe that these will be entirely done away with by your decision, to which both municipalities must conform. More than 80 children attend the only school established in this place. Under a competent master, no doubt can be entertained of its success.

2. In *Valcartier* there are three schools under the control of Protestant commissioners; they are attended by about 150 children, of whom 80 are Catholics. One is kept by a Catholic female teacher, who succeeds in giving satisfaction to all interested.

3. *Laval*, the school affairs of which are managed solely by the Curé, the Reverend Mr. Colford, who is chairman of the commissioners, and which is divided into three sections, has, however, in consequence of its poverty, but one school in operation.

4. In *Château Richer*, although that municipality, owing to former and incessant contentions, is still in debt, the centre school has been divided and a model school for boys established, which is successfully taught by Mr. Girardin, a teacher educated at the Laval Normal School; the girls have been left under the management of Mlle. Portelance, the former teacher. The former has 42, and the latter 45 pupils. At the other two schools 83 children receive instruction, giving a total of 170.

5. *St. Anne*, with two schools, educates about 120 children, and has commissioners who manage its affairs quietly and successfully.

6. *St. Joachim* has also two schools. That in the centre of the municipality is attended by about 120 children. The Curé, the Reverend Mr. Provencher, the chairman of the commissioners, is anxious, as I myself also am, to provide a male teacher for the boys and a female teacher for the girls. The school house is fine and roomy, and the interests of the children would seem to render this change necessary.

7. At *St. Tite des Caps*, in the school lately established, so to speak, in the depths of the forest, there are 50 pupils; it is entrusted to a young female teacher who manages it successfully.

8. *St. Féréol*.—This parish, always a poor one, has located its single school, which was formerly situated in the centre, at the southern extremity of the municipality for three years, proposing to remove it subsequently to the northern extremity for a similar period of time, and then to bring it back to the centre. This extraordinary system can never produce well educated pupils, as each

of the three sections can only enjoy the benefits of education at intervals of six years.

9. The three schools at *Ange Gardien* continue nearly in the same condition as formerly, well disciplined, but ill-attended. Mr. Tardif, the teacher of the central elementary school instructs several of his pupils in composition, epistolary style, book-keeping, geometry and linear drawing.

10. *Beauport* has five schools, attended by nearly 400 children. In some of these schools several of the pupils are in want of books. In each of them, a considerable number of pupils are learning English.

The female teacher of school No. 3 teaches the use of the globes. Mr. Paquet, of No. 1, teaches book-keeping, composition, and epistolary style. Miss Vallée, of No. 5, is an excellent teacher; and she also teaches valuation and epistolary style. The commissioners of this municipality are very active and use all possible exertions to meet their engagements and to liquidate debts which had been previously contracted.

11. *St. Laurent* possesses three schools, one of which is a model school, kept by Mr. Lapierre, who teaches all the branches required in a school of this kind. The other two are elementary schools, and would show more success if the pupils were more assiduous. I think that I have succeeded in persuading the commissioners to construct a new school-house in section No. 2, the want of which has been felt for some time.

12. In *St. Jean*, a parish which has the reputation of being wealthy, I was grieved to find that an attempt was being made to reduce the teachers' salaries; and the proceeding seemed the more unjust from its being directed against those teachers who, by their ability and praiseworthy conduct in every respect, really deserve the greatest encouragement. The central academy, kept by Mr. Mignault, is each year the scene of new difficulties on the subject of salary. The commissioners, who are illiterate, mean and stubborn, would like to gain possession of the subsidy granted to this superior school, but at the same time to engage a second class teacher at a low figure, in order, as they say, to lighten the burdens of the supporters of the other two schools. Educated and well disposed persons, who reside in the locality, can never succeed in being elected commissioners, as thirty proprietors in easy circumstances (pilots and others) are compelled to absent themselves from the parish at the time of the election, so that the field is left clear for the farmers who are ostensibly opposed to education. These thirty proprietors, who are desirous of encouraging a good superior school, begged of me to obtain a change in the time of election, fixing it in January, in order that they may be enabled to take part in it. Section No. 3 could send at least 40 pupils to the school, and yet it happens during some months that the teacher sees only three or four; and on the day of my last visit, although it was previously announced, I only met seven or eight children. I then advised the commissioners to close the school, unless they could succeed in inducing the parents to send their children more regularly.

13. *St. François*.—At this parish there are two schools which are not attended very assiduously. The children, moreover, are withdrawn from school too soon, so that their progress can never be very brilliant.

14. *Ste. Famille*.—The convent of the Sisters of the Congregation is attended by 60 little girls, 45 of whom are boarders and the rest day-scholars. The use of the globes, composition, epistolary style, linear drawing, vocal music, embroidery, reading, etc., etc., are taught with great success. More than 40 little boys are taught at the model school kept by Mr. Prémont, an able graduate of the Laval Normal School.

15. *St. Pierre*.—200 children attend the three schools in this municipality. Progress the same; no notable change; there are but few talented children.

16. *St. Catherine*.—There are four schools in operation here under the system of voluntary contribution. Although the commissioners meet with some difficulty in collecting the contributions, the schools are tolerably successful. Mr. McDonald, of No. 4, has made his pupils very efficient, particularly in arithmetic; Miss Kenny, of No. 3, manages her pupils admirably, and teaches them English and French very well.

17. *St. Raymond*.—This municipality contains six schools, of which three are French and three Protestant and English, all under

the control of the same commissioners, one of whom is a Protestant, who attends to the English schools. All these schools are tolerably good.

18. *St. Basile*.—The four schools in this municipality are also passable without being in a flourishing condition; they are attended by 186 children.

19. *Cap Santé*.—This school municipality contains five school sections under control and a boys' school under the direction of trustees, independent of the commissioners.

There are, besides, three dissentient schools, one of which, kept Mr. Miller, is making great progress in book-keeping, geometry, mensuration, trigonometry, algebra, linear drawing, composition, music, &c. It is a good model school.

20. *Deschambault* has only five school sections since *St. Alban* has been erected into a municipality; but there are still about 280 children in the schools, which are, as before, well conducted and give universal satisfaction. Reverend Mr. Belanger has, with the most praiseworthy zeal, succeeded in erecting a fine convent near the church, and nuns are shortly expected who will find 50 young girls prepared to receive instruction.

21. *St. Alban*.—A new school municipality, and still poor, which has, nevertheless, four school-sections in full operation; the commissioners as well as the ratepayers shew great zeal for their schools, in which upwards of 180 children could receive a good education.

22. *St. Casimir*.—This municipality only contains two sections; the two schools of which furnish instruction to upwards of 160 children. The central school, directed by Mr. Laquerre, has 57 male and 53 female pupils; it could be divided to allow of a female teacher for the girls. I attempted to obtain the sanction of the commissioners to this project, but they pretended that it would be difficult to raise the funds required to keep up these two schools.

23. *Grondines*.—In five sections there are only four schools in operation. In section No. 3. I found that the premises rented for the school were not suitable. The children were too much crowded together, and were continually exposed to be disturbed by the noise of a number of young children belonging to the family in the neighboring house. I therefore urged upon the commissioners and taxpayers, who are in easy circumstances, the necessity of building a new school-house, but without success. These four schools receive at least 230 scholars. The male and female teachers perform their duties very zealously.

24. *Ecureuils*.—The teacher of the only school in this small municipality, Miss Vallières, performs her duties with talent and success. The children, 110 in number, like their school and repair to it with eagerness. All the branches required in a school of this nature, including English, are there taught.

25. *Pointe-aux-Trembles*.—This municipality contains five sections, and a sixth will soon be added. In an upper concession of the parish the ratepayers are erecting a school-house, which will be fit to receive pupils in the commencement of July. In the central section there is a model school kept by Mr. Lefebvre, a talented young teacher, who instructs upwards of 50 young boys with great success. This school which has been established about a year, has been confirmed by you; the commissioners, nevertheless, with inexcusable meanness, do not seem now to desire the school, and have even refused to re-engage the teacher, against whom they acknowledge that they have no ground of complaint. The convent of the Sisters of the Congregation, now under control, has 23 boarders and 50 day scholars. The little girls receive an excellent education there, and are even taught branches which really belong to a model school, in addition to embroidery, sewing, &c.

26. *St. Augustin*.—Upwards of 200 children are admitted to the four schools of this municipality. There is a model school kept with success by Miss Tapin, a pupil of the Laval Normal School. The other schools, as a general rule, are well kept, and I would specially mention No. 4, kept by Miss Watters, also from the Laval Normal School. English is taught in both these schools.

27. *Ancienne Lorette* has six school sections, where upwards of 300 children receive instruction. The schools should be better inspected by the commissioners. Nevertheless, in schools Nos. 4 and 5, kept by Mr. Hamel and Miss Roberge, there has been marked improvement among the pupils.

28. *Cap Rouge*.—There is only one school here, kept by Miss Laroche, who has a model school diploma; she has about 70 pupils,

18 of whom learn English. This young lady has a great deal of work, because before she took charge the pupils had been sadly neglected.

29. *St. Foye*.—In this municipality the only school in operation is kept by Mr. Letourneau, who holds a model school diploma from the Laval Normal School. This school is attended by more than 60 children, a few of whom are learning book-keeping, composition, and epistolary style; 30 pupils learn English.

30. *St. Ambroise*.—The seven schools under control impart instruction to 360 children. All these schools, under the zealous care of the Curé, are generally successful. French grammar is well learned, particularly at the central school, where the pupils are well grounded in parsing, composition, and epistolary style.

31. *Charlesbourg* has five schools in operation under control, which receive about 250 pupils; also, an independent English school, kept by Miss Boyne. The model school, kept by Miss Paradis, was very good; but I have learned with sorrow since my last visit, that the school commissioners had discharged her to make room for another teacher.

32. *St. Dunstan*.—Of the two schools in this municipality, one is Protestant with 44 pupils, some of whom have made considerable progress; the other is Catholic and receives 32 pupils. These schools are both in want of a number of indispensable articles.

33. *Stoneham* has only one school. The children are far from being assiduous and the teacher is indifferent. I found no progress.

34. *St. Coloman de Sillery*.—There are three sections and three school-houses. In each house there are two schools, one French and one English. The commissioners have made, and intend to make great improvements in these buildings. The schools are attended by 280 children. The teacher instructs the pupils in the use of the globes, some geometry, linear drawing and book-keeping.

35. *St. Rochs Banlieue*.—The Sisters of the Congregation teach four classes, one of which, under control, shews some female pupils of capacity. The total number of scholars receiving instruction is from 310 to 320. Another school of about 60 pupils is kept in the village of Ste. Angèle; if it were not for the careless attendance of the pupils more progress would be made. The Oblat Fathers are building a fine school-house near the St. Sauveur Church, in which they purpose placing teachers of some religious order. Since the beginning of this month a third school has been opened near the Dorchester Bridge in the village of St. Charles, where there are already about 100 pupils. For some time previously the want of a school had been felt, and I am pleased that this year I have been successful in persuading the commissioners to open this school for the advantage of both the ratepayers and the children in the locality. I can bear testimony to the active zeal of the commissioners. What obstacles and prejudices, nevertheless, have they not had to contend with before attaining their object—their predecessors having refused to tax that part of the municipality and having advised the people to oppose the establishment of a school there!

36. *City of Quebec*.—Three schools under control are kept by lay teachers: Mr. Dion, in St. Rochs' Suburbs; Mr. Dugal, in St. John's Suburbs; and Miss Farley, in the Lower Town. These three schools give instruction to upwards of 150 children, and do much good in their respective localities.

The Christian Brothers keep classes under control in St. Rochs, at the Glacis, and at Cap Blanc, in which about 1100 pupils are taught, apart from six independent classes which are attended by upwards of 600 children. The education imparted by these good men is very judicious. The best linear draughtsmen are found in their schools.

The Sisters of the Good Shepherd instruct some pupils who are very proficient in parsing, composition, geography, and the other branches; they have upwards of 330 pupils. The Sisters of Charity teach at the Glacis eight classes, viz., five French and three English, in all teaching 354 pupils; and at Cap Blanc three classes, viz., two English and one French, with 210 pupils.

At the convent of St. Rochs there is only one class of day-scholars under control, which is very successful.

There are 45 independent Catholic schools in the city; among them may be found some very superior commercial and literary schools and academies, kept by Messrs. Sweeny, Malone, Lafrance and Donnelly, who educate a large number of pupils. The other elementary schools are also well attended.

Second Report.

In several school municipalities I have had wrongs to redress, some difficulties to overcome, and a number of affairs to regulate. I remarked that a great deal of progress had been made in many of the schools. I think it would be of importance to prepare rooms for the teachers, both male and female, in every school-house, and to compel them to reside in them. By the present system the children, left too often to themselves, are deprived of that supervision which should be exercised over them during the hours of recreation. In winter, moreover, they generally suffer from cold, as the house is heated too late for them to be comfortable. The house, in addition to this, becomes deteriorated in value when there is no fire from half-past three o'clock in the afternoon till the following morning, and particularly from Friday night to the following Monday morning. I have remarked that teachers who board elsewhere continually complain that the house is cold, while the contrary is the case with those who live on the premises. In order that I shall not be found repeating the same observations twice during the same year, I may confine myself in the present report to a description of the changes which I observed during this visit.

(To be continued)

Notices of Books and Publications.

LOGAN.—NOTES ON THE GOLD OF EASTERN CANADA. *being a reprint of portions of various Reports of the Geological Survey of Canada from 1848 to 1863.* Dawson Brothers, Publishers, Montreal; 1864.—8vo, 40 pp. Price 25 cents.

As public curiosity has been greatly exercised of late by the favorable accounts from the gold mines of the Chaudière, we doubt not that the above pamphlet will meet with an extensive sale. It would appear by these Notes that gold was found many years ago on the River Gilbert, one of the tributaries of the Chaudière, and the fact communicated to the public for the first time through Silliman's Journal (vol. 28, p. 112) by Capt. F. H. Baddeley, R. E., as early as April 1835. In the Report of the Geological Survey of May 1, 1853, Sir William Logan writes:

"It may be considered that the auriferous drift has now been shown to exist over 10,000 square miles on the south side of the St. Lawrence, comprehending the prolongation of the Green Mountains into Canada, and the country on the south-east side of them. In following the range of this drift north-eastwardly, the researches of the Survey have not extended beyond Etchemin Lake; but the general similarity of the rocks beyond, renders it probable that little change will be found for a distance extending much farther, perhaps to the extremity of Gaspé.

And again in the General Report, 1863:

"The auriferous drift of Eastern Canada is spread over a wide area on the south side of the St. Lawrence, including the hill-country belonging to the Notre Dame range, and extending thence south and east to the boundary of the province. These wide limits are assigned, inasmuch as although gold has not been everywhere found in this region, the same mineralogical characters are met with throughout; and, in its continuation southward, in Plymouth and elsewhere in Vermont, considerable quantities of gold have been obtained from the alluvial deposits. In Canada, gold has been found on the St. Francis River from the vicinity of Melbourne to Sherbrooke, in the townships of Westbury, Weedon, and Dudswell, and on Lake St. Francis. It has also been found on the Etchemin, and on the Chaudière and nearly all its tributaries, from the seigniory of St. Mary to the frontier of the state of Maine, including the Bras, the Guillaume, the Rivière des Plantes, the Famine, the Du Loup, and the Mergermet. Several attempts have been made to work these alluvial deposits for gold, in the seigniories of Vaudreuil, Aubert-Gallion, and Aubert de l'Isle, but they have been successively abandoned, and it is difficult to obtain authentic accounts of the result of the various workings, although it is known that very considerable quantities of gold were extracted. The country people still, from time to time, attempt the washing of the gravel, generally with the aid of a pan, and are occasionally rewarded by the discovery of a nugget of considerable value. In the years 1851 and 1852, an experiment of this kind, on a considerable scale, was tried by the Canada Gold Mining Company, in the last named seigniory, on the Rivière du Loup, near its junction with the Chaudière. The system adopted for the separation of the gold from the gravel was similar to that used in Cornwall in washing for alluvial tin, and the water for the purpose was obtained from a small stream adjoining. Great difficulties were however met with, from a deficient supply of water during the summer months. The gravel from about three eighths of an acre, with an average thickness of two feet, was washed during the summer of 1851, and yielded 2,107 pennyweights of gold; of which 160 were in the form of fine dust, mingled with about a ton of black

iron-sand, the heavy residuo of the washings. There were several pieces of gold weighing over an ounce. The value of this gold was \$1,825, and the whole expenditure connected with the working \$1,643; leaving a profit of \$182. In this account is however included \$500 lost by a flood, which swept away an unfinished dam; so that the real difference between the amount of the wages and the value of the gold obtained should be stated at \$682.

"It would appear from the facts here given that the quantity of gold in the valley of the Chaudière is such as would be remunerative to skilled labor, and should encourage the outlay of capital. There is no reason for supposing that the proportion of the precious metal to be found along the St. Francis, the Etchemin, and their various tributaries, is less considerable than that of the Chaudière. What is called the hydraulic method of washing such deposits is adopted on a great scale in California, and to some extent in the state of Georgia and North Carolina. In this method, the force of a jet of water, with great pressure, is made available both for excavating and washing the auriferous earth. The water, issuing in a continuous stream, with great force, from a large hose-pipe, like that of a fire-engine, is directed against the base of a bank of earth and gravel, and tears it away. The bank is rapidly undermined, the gravel is loosened, violently rolled together, and cleansed from any adhering particles of gold; while the fine sand and clay are carried off by the water. In this manner hundreds of tons of earth and gravel may be removed, and all the gold which they contain liberated and secured, with greater ease and expedition than ten tons could be excavated and washed in the old way. All the earth and gravel of a deposit is moved, washed, and carried off through long sluices by the water, leaving the gold behind."

DAWSON.—AGRICULTURE FOR SCHOOLS. By J. W. Dawson, LL. D. John Lovell, Publisher, Montreal.—12mo., 208 pp. Illustrated.

The name of the author is a sufficient guarantee for the correctness of the scientific principles laid down in this work. Its merits as a textbook adapted for teaching in the public schools of Lower Canada will be decided by the Council of Public Instruction, for whose approbation we believe it will be submitted.

KIRBY.—BRITISH NORTH AMERICAN ALMANAC; By James Kirby, M. A. John Lovell, Publisher, Montreal, 1864.—8vo., 368 pp. Printed in double columns.

Information relating to all the British colonies in America will be found in this Almanac, together with a summary of the most important events that have transpired during the last two years, a necrological table having reference to the same period, and much valuable data of a more general character. A few copies of that portion of the work relating to Public Instruction, both in Eastern and Western Canada, have been printed separately.

LANGVIN — ANSWERS TO THE PROGRAMMES ON TEACHING AND AGRICULTURE, for obtaining Teachers' Diplomas, &c. By Rev. Jean Langevin, Priest. Second edition, approved by the Council of Public Instruction. Darveau, Publisher, Quebec; 1864.—12mo, 51 pp. Price 25 cents. For sale by all Booksellers and by the School Inspectors. The same work in French.

FERLAND.—BIOGRAPHICAL NOTICE of Joseph Octave Plessis Bishop of Quebec, translated by J. B. French from the original, published by l'Abbé Ferland in the "Foyer Canadien," G & G E. Desbarats, Publishers, Quebec.—8vo, 177 pp.

Mr French has added a preface in which he very favorably notices the French Canadian literary movement. The work is embellished with a photograph taken from a fine portrait by James.

LA REVUE CANADIENNE; E. Sénécal, Publisher, Montreal.—8vo., 64 pp.

The first number contains an article on *Crédit Foncier*, by Mr. Provencher, the first chapters of a romance by Mr. George de Boucherville, part of an article on rationalism by Rev. Père Aubert, a sketch of life in modern Rome by Mr. Bourassa, and bibliographical notices by Messrs. de Bellefeuille & Royal. Mr. Provencher handles the subject of *Crédit Foncier* (Landed Credit) very ably, showing that in France it has not attained the object its promoters had in view, for although it has succeeded as a bank or speculation, it failed altogether as a means of relief to the agricultural classes. It has drawn more capital to Paris than was circulated by its means in the rural districts. From 1853 to 1861 more than two thirds of the loans were made in the Department of the Seine. The author, quoting from many European authorities, proceeds to show that loans to farmers should be based on the credit which belongs to labor rather than on that founded on mortgage. It is not so much the absolute want of capital in the country, as the unprofitable employment of a large part of what is actually there that tends to embarrassment. Thus, it appears by the census of 1861 that the vehicles kept for convenience or pleasure by our population, were valued at \$3,771,795, a sum amounting to more than half the total value of the implements of agriculture, which is put down at \$7,357,202. Capital obtained through credit must be used so as to give a return, otherwise its employment only serves to ruin its temporary possessor. This principle is so generally recognized that when Sir Robert Peel obtained a law in 1846 to permit proprietors to borrow £4,000,000 sterling for agricultural drainage, all possible precautions were taken to

prevent the money destined to this improvement from being diverted to any other object.

D'AVEZAC.—*Bref récit et succincte narration de la Navigation faite en MDXXXV et MDXXXVI, par le capitaine Jacques-Cartier aux îles de Canada, Hocheloga, Saguenay et autres.* Printed from the original edition (1545), and showing the various readings of the MSS in the Imperial library; with illustrations and a short, succinct historical introduction by M. d'AVEZAC. Tross, Publisher, Paris; 1864. Large 12mo, xvii, 69 pp.

No student of Canadian History should be without this book; nor should those among our readers who are so fortunate as to possess the complete collection of Cartier's voyages reprinted by the Historical Society of Quebec—already become exceedingly rare—lose any time in making so valuable an addition to their libraries. The editor's introduction and his frequent reference to the manuscripts, render this edition doubly valuable. We translate the following extract from the preface:

"No people seem to have had less regard for the place they were entitled to occupy in the history of discoveries than the French; none have manifested less concern for the renown their adventures by sea and land might have given them; and while other nations loudly flourished their trumpets in honor of their own merits, we have suffered the recollections of voyages less ostentatiously performed, at the same epochs, by our ancestors, to be lost; and now listen with wonder to the occasional revelations of strangers.

"Who, for instance, can give us any information regarding the French vessel that touched at Canton in 1521, and whose arrival at a time Portugal and Spain assumed to have the exclusive right of trading in those seas, is chronicled in the annals of China? Many other adventures, undertaken at an early date, have no doubt been forgotten. The official enterprises, or those which enjoyed the patronage of the sovereign, alone escaped contemporaneous and subsequent oblivion; yet, even regarding many of these, it is only with the utmost difficulty that a few fragments of the narratives in which they were recorded can be collected together.

"This is precisely what happened in the case of the expeditions undertaken by the celebrated Breton navigator who planted the French flag on the spots where Quebec and Montreal now stand. Of his three voyages to Canada we are indebted for the history of the first to an Italian collector (Ramusio) whose version we willingly accept as correct; the narrative of the third we owe to an English collector (Hakluyt) who saved the mutilated fragments in a translation that must also be looked upon as exact. It is only the original account of the second voyage which has come down to us in the words of one of Jacques Cartier's companions—or in his own, and of the edition struck off at Paris in 1545, collectors know of but one copy—that which is preserved in the British Museum. For the sake of the amateurs who value these old relics, it became necessary to go thither and make an exact copy—which copy is now reproduced with scrupulous care in the volume at the commencement of which we write these lines."

PERRAULT.—*Exploration de Québec au lac St. Jean.* By J. Perrault, M. P. P., 8vo, 57 pp.,—double columns.

This work is reprinted from the *Revue Agricole*. The subject is interesting, and much importance attaches to the question of colonization, which is considered in connection with the scenes visited by the expedition. The author makes the following reflections on the prospects of settlement on the shores of lake Jacques Cartier,—situated between lake St. John and Quebec:

"We believe, then, that at the elevation of lake Jacques Cartier the ripening of crops would be so precarious that the general cultivation of cereals would be found impossible in practice, and this without taking into account the difficulty of securing means of communication or the sterility of the soil. Yet, we believe that in the deep valleys, on the banks of rivers where alluvial soil is to be found and where the mountains afford shelter against the prevailing winds and the blighting effects of the nocturnal radiation, or where the vicinity of the water equalises the temperature during the twenty-four hours, the cultivation of cereals would be possible on a small scale, merely sufficient to supply the colonists; and even to obtain this object it would be requisite to take advantage of the most favorable time for sowing. Nineteen-twentieths of the cultivated land of these regions should have to be devoted to meadows and pastures, as in Switzerland, where only a few small wheat or rye fields are to be seen in the deep and narrow valleys which shelter the hamlets, while numerous herds feed on the mountain sides, following the melting snows until the whole country is turned into an immense pasture.

"This is in our opinion the only possible future in store for the highlands of lake Jacques Cartier. A hardy population of mountaineers may settle in little communities over this wide expanse of country, and tourists, while wandering over their hills, may recall the most renowned scenery of Switzerland; and to hope for a dense population living in easy circumstances, is to dream of an impossibility."

The author in concluding suggests as practical means of encouraging settlement on the Saguenay, the connection of lake St. John with the judiciary centre—of the *chef-lieu* of the county with the more remote parishes by means of good roads—and of Chicoutimi with Quebec, by a line of steamboats touching at all the principal points on the North shore.

THE NORTHERN MONTHLY.—A Magazine of Literature, Civil and Military affairs. Bailey & Noyes, Portland. 74 pp. Price \$2 per annum.

We are glad to add this new periodical to the list of our exchanges. It is neatly printed and contains a great variety of interesting matter. The first number contains an elaborate article on the Reciprocity Treaty. We would call the attention of the writer to the very able article on the same subject in the second number of *La Revue Canadienne*, by Mr. J. Royal.

JUGEMENT erroné de M. Ernest Renan sur les langues sémitiques, par N. O. 8vo, 23 pp. Senécal, Montreal. Price 12½ cts.

This is a reprint of a series of articles first published in the *Journal de l'Instruction Publique*. The author shows the shallowness of M. Renan's opinions touching the Indian languages which he has defined as incoherent and shapeless. The essay is written in a vigorous style and is full of new and interesting data, throwing light on the origin and metaphysical value of the Iroquois and Algonquin languages. The Lord's Prayer is given at full length in each language, and startling analogies between the Algonquin and the Hebrew are brought out. Such, for instance, as the identity of the possessive pronouns, which in the Hebrew are added to the end of the nouns with which they are incorporated, while in Algonquin they are placed before the first syllable. Thus we have in Hebrew:

SabactaNI, thou hast abandoned me, NI, ME.
IadeKA, thy hand, KA, THY.
RaghelO, his foot, O, HIS.

and in Algonquin NI, aganik, he abandons' me; KAnindj, thy hand, and Osit, his foot.

The Algonquin root *enim* has the same meaning as the Latin radical *anima*—it indicates the operations of the mind, so we have *minsenindam*. I am pleased, *sakenima*, I am fond of him; *ni piziskenima*, I know him quite well, and so forth. These are certainly most suggestive as to the unity of our origin, a point which M. Renan and other modern infidels are trying to unsettle by a spurious and overrated scientific display.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The Committee of Council on Education has presented to Parliament its Revised Code of 1864. The changes in it are confined to points announced by the minutes of the 21st of March and the 19th of May, 1863—viz., endowments, the inspection of work-house schools, and a new system of grants to training colleges. The numbering of the articles in the Code of 1862, which remains unaltered in that of 1864, is preserved for purposes of reference and quotation. An Appendix follows, showing separately all articles cancelled or modified, and all new articles.

The number of "Approved Candidates" who entered the various Training Colleges under the new Regulations at Christmas, shows a marked falling off from that of previous years. The *National Society's Monthly Paper*, commenting on this decrease, remarks:—"Either the number of young persons, both male and female, who now seek admission, is smaller than it was, or the examination to which they are now subject is more stringent. We record the fact, that the number of successful male candidates is about 150 less than at Christmas, 1862, and the number of successful female candidates about 70 less. We are here, of course, comparing the approved candidates at Christmas, 1863, with the Queen's Scholars at Christmas, 1862."—*Educational Times*.

—The *Oxford University Calendar* for 1864 is now published. From the summary with which it concludes, we learn that the present number of members of Convocation is 3891, and of members on the books 6754. In the year just ended the number of matriculations was 452, of M. A. degrees 222, and of B. A. degrees 284. Compared with the numbers of the preceding Calendar, there is an increase in every respect except the last. The members of Convocation have increased by 61, the members on the books by 149, the matriculations by 19, the M. A. degrees by the same number. The B. A. degrees, on the other hand, have decreased by 22, the number in 1862 having been 306. If we take a term of five years, we find that the number of members of Convocation has risen from 3659 to 3891, an increase of above 6 per cent; that the number of members on the books has risen from 6204 to 6754, an increase of nearly 9 per cent.; and that the number of matriculations has risen from 399 to 452, an increase of 13 per cent.—*ib.*

—From the annual report of Queen's College, Cork, just published we find that 219 matriculated students attended lectures there during the past year. Of that number 61 were new students who entered into it for the first time, and 20 non-matriculated students, making together 239 attending students, an excess of 10 over the attendance of the previous year. These 219 matriculated students, in regard to faculties and courses of study for degrees and diplomas, are classified thus:—In the

Faculty of Arts, 72 matriculated students; in the Faculty of Medicine, 104 matriculated and 18 non-matriculated, in all 122; in the Faculty of Law, 7 matriculated; in the Course of Engineering, 42 matriculated and 2 non-matriculated, in all 44; and in the Course of Agriculture, 4 matriculated students.

—We read in the *Illinois Teacher*: "The school system of New-Orleans has been vastly improved under federal rule. The schools have been organized under common regulations doing away with former irregularities: the English language only is taught in the primary schools, instead of the French as formerly, and other improvements equally important have been introduced, making the system vastly more efficient and far reaching than ever before." We can say nothing of the other improvements; but the only one which is mentioned would hardly be looked upon as desirable by the French population of Canada. This short paragraph is most suggestive, and copied into all our French papers will prove *vastly efficient and far reaching*. A similar attempt at the proscription of the national language in Poland through the schools is now being made by the Czar; time will tell with what success in both cases.

We can speak as to Canada. When the Royal Institution was suspected of preparing something of the kind its schools were a failure; now that the people are at liberty to learn what language they choose, there is a great demand in all our country parts for English teachers.

SCIENTIFIC INTELLIGENCE.

—It is stated that the Boston Museum of Comparative Zoology embraces 100,000 specimens, representing 6,000 species. The British Museum has but 20,000 specimens. In the Boston Museum there are, of Birds, 3000 specimens of reptiles, 174 different species, of fishes, 374 species, and 2779 specimens. The Museum has been in operation for only four years. It is under the special direction of Prof. Agassiz.

—What a contrast does the work of the machinists of the present day present to those of a hundred years ago! At one time, as Mr. Smiles observes, an engine of any size, when once erected, required the constant attention of the engineer, who almost lived beside it in order to keep it in working order, such was the friction of its parts and the clumsiness of its construction. At the present time, however, almost absolute perfection of working is obtained. When the 5,000 different pieces of the engines designed for the *Carrior* were brought together from the different shops of the Messrs. Penn, although the workmen who built them up had never seen each other before, yet such was the mathematical accuracy of their fit that, immediately steam got up, they began working with the utmost smoothness. As a new-born child, as soon as it enters the world and expand its lungs, begins to stretch its limbs, so this gigantic engine, immediately steam began to expand in its cylinder, at once exerted its huge members with the smoothness and ease of a thing of life.—*Once a Week*.

—M. Delisle once observed a fly, only as large as a grain of sand, which ran three inches in half a second, and in that space made the enormous number of *five hundred and forty steps*. If a man were to be able to run as fast in proportion to his size, supposing his step to measure two feet, he would in the course of a minute, have run upwards of *twenty miles*, a task far surpassing our express railroad engines, or the famous "Seven League Boots" recorded in the nursery fable. In leaping, also, insects far excel man, or any other animal whatever. The flea can leap two hundred times its own length; so also can the locust. Some spiders can leap a couple of feet upon their prey.—*Scientific American*.

—The large number of persons who die annually from the poisonous effects of lead should put people more on their guard, as this metal is used in a great variety of forms for the convenience of man, on account of its cheapness, and the many desirable qualities it possesses over other metals. This metal is a slow but powerful poison in all its forms when taken internally, and often its effects are not manifest until too late. Every family, therefore, should avoid using vessels lined with lead for cooking or keeping provisions in, also the use of this metal for the conveyance of water, as pure water will dissolve the inside of the pipe without the presence of some protecting salt, which forms an insoluble coating and prevents further action, even then there is danger. If you already have lead pipe, the simplest precaution is always to draw off the water contained in it before saving any for use. There is also too much imprudence among the working class with regard to this poison; the painters in their use of white lead and litharge, plumbers eating with hands soiled by particles of this metal, also in the manufacture of glazed cards, glazed earthenware, &c. Many examples of the destructive effects might be cited, but it is unnecessary, as hardly a week passes but we hear of sickness or death from the effects of the substance in question, sometimes caused by ignorance of its nature, oftener by carelessness. Our people drink their poisoned coffee at the breakfast table, poisoned wine at dinner, and poisoned tea at supper, daily mingling, little by little, this unseen destroyer with their food. More caution should be manifested by all, and especially by those engaged in the manufacture of the compounds of lead, and the application of them to the arts. — *ib.*

—There are very few of the many who carry watches who ever think of the complexity of its delicate mechanism, or of the extraordinary and unceasing labor it performs, and how astonishingly well it bears up and does its duty under what would be considered very shabby treatment in almost any other machinery. There are many who think a watch ought to run and keep good time for years without even a drop of oil, who would not think of running a common piece of machinery a day without oiling, the wheels of which do but a fraction of the service. We were forcibly struck with this thought the other day, upon hearing a person remark that, by way of gratifying his curiosity, he had made a calculation of the revolutions which the wheels in an American watch make in a day and a year. The result of this calculation is as suggestive as it is interesting. For example: The main wheel makes 4 revolutions in 24 hours, or 1,460 in a year; the second or centre wheel, 24 revolutions in 24 hours, or 8,760 in a year; the third wheel, 192 in 24 hours, or 69,080 in a year; the fourth wheel (which carries the second-hand), 1,440 in 24 hours, or 525,600 in a year; the fifth or 'scape wheel, 12,960 in 24 hours, or 4,728,400 revolutions in a year; while the beats or vibrations made in 24 hours are 388,800, or 141,812,00 in a year.—*Lancaster Express*.

—We read in the *Journal of the Society of Arts* that another scientific expedition round the world has been organized in Austria. The *Marco Polo* will leave Trieste on the 5th of March, with about sixty passengers, and the voyage is expected to extend over eight months. Two hundred days will be spent on the sea, and fifty in visiting thirty ports which are named as stopping-places on the route. The cost of the expedition is defrayed by the passengers, who pay £400 each. The ship has been carefully furnished with instruments and apparatus of all kinds.—*Educational Times*.

STATISTICAL INTELLIGENCE.

—The following curious facts are stated by the *Abeille Medicale*:—The earth is inhabited by 1288 millions of inhabitants, viz., 369,000,000 of the Caucasian race, 552,000,000 of the Mongolian race; 190,000,000 of the Ethiopian, 1,000,000 of the American Indian, and 200,000,000 of the Malay races. All these respectively speak 3064 languages, and profess 1000 different religions. The amount of deaths per annum exceeds 333,000,000, or 91,000 per day, 3700 per hour, 60 per minute, or 1 per second, so that at every pulsation of our heart a human being dies. This loss is compensated by an equal number of births. The average duration of life throughout the globe is 33 years. One-fourth of its population dies before the seventh year, and one-half before the seventeenth. Out of 10,000 persons, only one reaches his 100th year; only one in 500 his eightieth; and only one in 100 his sixty-fifth. Married people live longer than unmarried ones; and a tall man is likely to live longer than a short one. Until the fiftieth year women have a better chance of life than men; beyond that period the chances are equal. Six hundred and fifty persons out of 1000 marry; the months of June and December are those in which marriages are most frequent. Children born in the spring are generally stronger than those born in other seasons. Births and deaths chiefly occur at night. The number of men able to bear arms is but one-eighth of the population. The nature of the profession exercises a great influence on longevity; thus out of 100 of each of the following professions, the number of those who attain their seventieth year is:—Among clergymen, 42; agriculturists, 40; traders and manufacturers, 38; soldiers, 32; clerks, 32; lawyers, 29; artists, 28; and physicians, 27; and so that those who study the art of prolonging the lives of others are most likely to die early, probably on account of the effluvia to which they are constantly exposed. There are in the world 335 millions of Christians, 5 millions of Jews, 600 millions professing some of the Asiatic religions; 160 millions of Mahometans, and 200 millions of Pagans. Of the Christians, 170 millions profess the Catholic, 76 millions the Greek, and 80 millions the Protestant creeds.—*Id.*

NECROLOGICAL INTELLIGENCE

—The late Chief Justice, Sir Louis Hyppolite LaFontaine, Baronet and Commander of the Pontifical Order of St. Sylvester, was born at Boucherville, in October 1807, and died in his fifty-sixth year. He descended from a very respectable family belonging to the agricultural classes; and one of his ancestors had sat in Parliament. Although endowed by nature with a remarkably robust constitution, his health had long been impaired by sedentary habits and the severe exertion incidental to active political life. He, in part, received his education at the Seminary of Montreal, and was admitted to practise law at one-and-twenty. Two years later, he was returned to Parliament, where his talent, and the success he had met with at the bar, soon brought him into notice. Desirous of preventing the impending revolt in 1837, he proceeded to Quebec with Mr. Debartzch, and a few other members, for the purpose of obtaining from Lord Gosford the summoning of another session of Parliament. Sometime after this event, one of his letters having been found, in which it was ironically suggested that the *bonnets bleus du nord* should be armed, he hastily left the country. Strange to say, Mr. LaFontaine had the temerity to seek a refuge in England, where he was received and entertained in high political circles. Receiving a timely warning from Mr.

Ellice, however, that accusations were being lodged against him, he judged it prudent to retire to Paris. Having returned to Canada, he suffered imprisonment during the second outbreak. When the union of the Canadas was brought about he resisted the policy of the Right Honorable Charles Poulett Thompson (afterwards Lord Sydenham) to the utmost of his power. As violence was threatened, he withdrew from the election of Terrebonne through motives of humanity, but soon obtained a seat by the influence of Mr. Baldwin as representative for York. From this time must be dated the existence of that close friendship between these two men which exerted a potent influence over many subsequent events.

Mr. LaFontaine retired from politics in 1851, and was soon afterwards made Chief Justice for Lower Canada and Baronet. He leaves an infant son, the issue of a second marriage. His funeral was a very imposing ceremony, at which Mgr. the R. C. Bishop of Montreal pronounced an oration highly eulogistic of the qualities of the late judge.

—The Catholic Archbishop of New-York, the Rev. John Hughes, died on Sunday evening, January 3, aged about 65 years. Few men of his day exercised so wide an influence, social, moral, and political, and few men have exercised it, so honestly and wisely. He was born in Ireland in 1798, the son of a respectable farmer. He came to America in 1817, and soon after became a student at the Catholic College at Emmetsburg, Maryland. In 1825 he received ordination, and was appointed to the charge of a church in Philadelphia, and became recognized as a man of mark in his church. In 1838 he was appointed coadjutor to the venerable Bishop Dubois of New York, who was fast sinking under age and infirmity. A fortnight had hardly passed before Bishop Dubois was struck down by paralysis, and the oversight of the diocese fell upon Mr. Hughes, who four years later, upon the death of his superior became Bishop of New York. In this position he had full scope for the exercise of his great administrative powers. To the general public he was best known by the various controversies in which he was at several times engaged, prominent among which were those with Dr. John Breckenridge, that upon the Public School Question, that with his fellow-countryman, Dr. Nicholas Murray (Kirwan), and one with Hon. Erastus Brooks. But his true work was in the organization of the affairs of his diocese, and the establishment of its educational and religious concerns upon a firm basis. It would require a volume to detail his labors. It is sufficient to say that he gradually gathered into his own strong hands the entire control of the Catholic schools and churches of his diocese. The amount of church property nominally vested in him has been stated at fully five millions of dollars. He found his diocese weak and disjointed; he left it strong and consolidated. His position gave him great political influence; this he rarely used except when he thought the interests of the Church were in question, and then always with telling effect. In 1850 the Diocese of New York was divided by the erection of the Sees of Albany and Buffalo, while that of New York was raised to the dignity of an Archbishopric. After the breaking out of the insurrection, Archbishop Hughes, at the desire of our Government, went to Europe on a mission to aid the Union cause; for his exertions in this mission he received the official thanks of the authorities of the City of New York. Within a few months his health began to give way, and his public appearances became more rare. His last notable effort was his speech to the Catholics of New York, at the time of the riots of last July. He died as he had lived, a true man, and a sincere Christian.—*Harper's Weekly*.

—One of the Seigneurs of Rigaud Vaudreuil and other places, eldest son of the Honorable Charles Etienne Chaussegros de Lery, member of the Executive Council, and of the late Marie Josephine Fraser, and nephew of the late Viscount de Lery, Lieutenant-General in the service of France, was born at Quebec on the 2nd Sept., 1800. Descended from one of the oldest families of the Province, whose members, both under the French rule and the present Government, filled, with general approbation, the most important offices of trust in the colony; allied to the best Canadian families, and by the mother's side, to the most illustrious houses of Scotland, Mr. de Lery nobly bore his honourable name. After having with honor and success, devoted the first and greatest portion of his life to the service of his country, in the career followed by his father before him, he abandoned—now some fifteen years since—public life to devote himself exclusively to the advancement and colonization of his seignior. Under his management, and that of an able and worthy friend, the respected curé of the parish, St. François, now noted for its gold mines, progressed rapidly and soon became the most important parish in the county. Mr. de Lery was frequently solicited to re-enter the arena of politics, but always persistently refused; he preferred to devote his leisure hours to the interests of his *cestaires*, who all respected him as a father, and often submitted their mutual petty disagreements to his arbitration. His wealth, social rank, knowledge, and above all, his urbanity, rendered the task to him an easy and an agreeable one and all who came to consult him and lay before him their little differences, invariably returned home satisfied with his decisions. He could not, however, always resist the wish, respectfully urged, of his fellow-parishoners, who twice elected him Mayor of St. François de la Beauce, and *Préfet* of the county, which office he filled until the hour of his death.—*Journal*.

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES FOR 1863.

| COUNTIES. | MUNICIPALITIES. | Reasons for granting supplementary aid, and determining the amount thereof. | Amount of the usual annual grant. | | Amount of assessment levied. | | Amount of Supplementary aid applied for. | | Supplementary aid granted. | |
|--------------|-------------------------|---|-----------------------------------|----|------------------------------|----|--|----|----------------------------|----|
| | | | \$ | c. | \$ | c. | \$ | c. | \$ | c. |
| Argenteuil. | Mille-Isles | New settlement. Poor. | 63 | 54 | 222 | 00 | 40 | 00 | 29 | 00 |
| " | Township of Morin | Built a schoolhouse; valued at \$104. | 51 | 32 | 280 | 00 | 80 | 00 | 29 | 00 |
| " | Chatham, No. 1 (Dissts) | Population not numerous. Supports 2 schools. | 41 | 00 | 106 | 00 | 50 | 00 | 24 | 00 |
| " | Gore & Wentworth. | " " Supports 5 " | 89 | 66 | 240 | 00 | | | 29 | 00 |
| Arthabaska. | St. Eulalie | New settlement. | 12 | 22 | 50 | 00 | 80 | 00 | 29 | 00 |
| " | St. Léonard | " " Repaired 1 schoolhouse. | 28 | 00 | 72 | 00 | 80 | 00 | 29 | 00 |
| " | Chester (West) | " " Supports 3 schools. | 84 | 90 | 160 | 00 | 60 | 00 | 29 | 00 |
| " | Chester (East) | " " Supports 2 " | 88 | 98 | 195 | 00 | | | 29 | 00 |
| " | Sto. Clotilde | " " Built 1 schoolhouse. | 21 | 36 | 65 | 00 | 80 | 00 | 27 | 00 |
| " | St. Valère | " " Supports 2 schools. | 55 | 28 | 180 | 00 | 80 | 00 | 27 | 00 |
| " | St. Médard | " " Supports 2 " | 150 | 46 | 330 | 00 | | | 20 | 00 |
| " | " (Dissentients.) | " " Built 2 schoolhouses; valued \$390 | 13 | 78 | 74 | 00 | 100 | 00 | 20 | 00 |
| " | St. Venceslas | " " Built 1 " | 70 | 30 | 213 | 00 | | | 29 | 00 |
| " | St. Norbert | " " Built 3 " | | | | | | | | |
| " | Victoriaville | New municipality having 2 schoolhouses to build. | | | | | 80 | 00 | 29 | 00 |
| Bonaventure | Hope | Poor settlement. Always supported 2 schools. | 112 | 14 | 200 | 00 | 80 | 00 | 29 | 00 |
| " | Nouvel | " " Supports 3 schools. | 84 | 18 | 109 | 00 | 40 | 00 | 29 | 00 |
| " | Matapédia | " " " " " " " " | 93 | 94 | 64 | 00 | 40 | 00 | 20 | 00 |
| " | Ristigouche | " " Building a schoolhouse | 50 | 00 | 60 | 00 | 60 | 00 | 20 | 00 |
| " | Rustico | " " (Acadian immigrants) | | | | | | | 29 | 00 |
| " | New Richmond | " " Supports 4 schools. | 170 | 70 | 179 | 00 | 80 | 00 | 20 | 00 |
| " | " (Dissts.) | The Trustees support 3 schools. | | | 300 | 00 | 40 | 00 | 20 | 00 |
| " | Carleton | Population not numerous. Supports 1 Model school | 108 | 30 | 221 | 25 | 60 | 00 | 20 | 00 |
| " | Maria | This municipality supports 6 schools | 206 | 10 | 286 | 00 | 50 | 00 | 29 | 00 |
| " | Ristigouche (Indians) | Too poor to contribute to the fund. | 50 | 00 | | | | | 40 | 00 |
| Beauce | Aylmer | New settlement. Supports 4 schools. | 97 | 78 | 227 | 68 | 60 | 00 | 29 | 00 |
| " | St. Frédéric | " " Supports 5 " | 169 | 58 | 232 | 00 | 60 | 00 | 29 | 00 |
| " | Forsyth | " " Supports 2 " | 38 | 27 | 100 | 00 | 40 | 00 | 29 | 00 |
| " | St. Ephrem | " " Supports 3 " | 93 | 72 | 173 | 00 | 40 | 00 | 29 | 00 |
| " | St. Victor | " " Supports 3 " | 141 | 00 | 240 | 00 | 40 | 00 | 29 | 00 |
| " | Lambton | " " Supports 2 " | 99 | 48 | 188 | 00 | 40 | 00 | 29 | 00 |
| " | Aubert-Gallion | Poor. Supports 3 schools. Assessed themselves to b. a ch. | 200 | 10 | 315 | 00 | 100 | 00 | 29 | 00 |
| Bellechasse. | Armagh | Municipality poor and recently erected. | 73 | 26 | 74 | 00 | 50 | 00 | 29 | 00 |
| Bagot | St. Ephrem-Soraba | " " Supports 4 schools. | 108 | 86 | 202 | 97 | 100 | 00 | 29 | 00 |
| " | St. Bonaventure | " " Supports 2 " | 105 | 24 | 147 | 12 | 80 | 00 | 29 | 00 |
| " | St. André | Population much increased since two years. | | | 2000 | 00 | | | 29 | 00 |
| Brome | Boiton (Dissentients.) | Poor municipality. | 60 | 00 | 181 | 60 | | | 29 | 00 |
| Chicoutimi. | Laterrière | " " Supports 3 schools. | 92 | 26 | 101 | 69 | 80 | 00 | 29 | 00 |
| " | Harvey | " " Supports 2 " | 43 | 40 | 212 | 00 | 40 | 00 | 29 | 00 |
| " | Anse St. Jean | " " Harvest failed last year. | 39 | 34 | | | | | 29 | 00 |
| " | St. Joseph | " " Supports 2 schools. | 69 | 04 | 202 | 25 | 80 | 00 | 29 | 00 |
| " | Grande-Baie | " " Supports 4 " | 147 | 86 | 167 | 00 | | | 29 | 00 |
| " | Ouïatchouan | " " Supports 2 " | 45 | 58 | 218 | 00 | 50 | 00 | 29 | 00 |
| " | Chicoutimi, (Village) | E-established a Model and 3 Elementary schools. | 90 | 66 | 298 | 00 | 200 | 00 | 29 | 00 |
| " | " (Parish) | 8 schools in operation. | 268 | 50 | 850 | 00 | 80 | 00 | 29 | 00 |
| " | Bagotville (Village) | This municipality supports 1 Model schools. | 48 | 62 | 109 | 65 | | | 29 | 00 |
| " | Hébertville | New municipality. Supports 3 schools. | 109 | 62 | 160 | 00 | | | 29 | 00 |
| Compton | Winslow (North) | " " Supports 4 " | 104 | 46 | 180 | 00 | 40 | 00 | 29 | 00 |
| " | West Bury | " " Supports 2 " | 33 | 58 | 211 | 22 | 40 | 00 | 29 | 00 |
| " | Clifton [Hampden] | " " Supports 5 " | 61 | 50 | 160 | 00 | 60 | 00 | 29 | 00 |
| " | Whitton, Marston, | " " Supports 2 " | 57 | 78 | 67 | 00 | 40 | 00 | 29 | 00 |
| " | Newport & Auckland | " " Supports 3 " | 45 | 56 | 311 | 20 | 40 | 00 | 29 | 00 |
| " | Hereford | " " Supports 5 " | 41 | 38 | 150 | 00 | 40 | 00 | 29 | 00 |
| " | Longwick | " " Supports 4 " | 63 | 76 | 297 | 00 | 40 | 00 | 29 | 00 |
| " | Winslow (South) | Municipality poor and recently erected. | 102 | 18 | 350 | 00 | 400 | 00 | 29 | 00 |
| Champlain | Batiscan | Means limited. Supports 4 schools. | 121 | 64 | 240 | 00 | 40 | 00 | 29 | 00 |
| " | St. Narcisse | New and poor municipality. | 110 | 66 | 176 | 00 | | | 29 | 00 |
| Charlevoix. | Settrington | New and very poor municipality. | 61 | 04 | 18 | 00 | 40 | 00 | 29 | 00 |
| " | St. Irénée | Means limited. Supports 3 schools | 112 | 82 | 300 | 00 | 60 | 00 | 29 | 00 |
| " | St. Urbain | " " Supports 3 " | 86 | 02 | 143 | 00 | 40 | 00 | 29 | 00 |
| " | Ste. Agnès | " " Supports 4 " | 149 | 68 | 264 | 00 | 50 | 00 | 29 | 00 |
| " | Petite-Rivière | " " Supports 3 " | 82 | 30 | 80 | 00 | 80 | 00 | 29 | 00 |
| " | St. Fidèle | " " Supports 3 " | 94 | 52 | 168 | 00 | 40 | 00 | 29 | 00 |
| " | De Sales | New municipality. Supports 1 school. | 45 | 00 | 72 | 00 | 40 | 00 | 29 | 00 |
| " | Isle-aux-Coudres | This municipality has but small means. Supports 4 schools. | 79 | 14 | 230 | 00 | 40 | 00 | 29 | 00 |
| " | St. Placide | This municipality has but small means. Supports 2 schools. | 50 | 74 | 120 | 00 | 40 | 00 | 29 | 00 |

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES FOR 1863.—(Continued.)

| COUNTIES: | MUNICIPALITIES. | Reasons for granting supplementary aid, and determining the amount thereof. | Amount of the usual annual grant. | | Amount of assessment levied. | | Amount of supplementary aid applied for | | Supplementary aid granted. | |
|------------------|--|---|-----------------------------------|----|------------------------------|----|---|----|----------------------------|----|
| | | | \$ | c. | \$ | c. | \$ | c. | \$ | c. |
| Two Mountains. | St. Canut..... | Means limited. Supports 3 schools..... | 93 | 23 | 360 | 00 | 60 | 00 | 29 | 00 |
| " | St. Colombar..... | " " Supports 3 "..... | 101 | 30 | 320 | 00 | 80 | 00 | 29 | 00 |
| " | St. Placide..... | " " Supports 5 "..... | 163 | 20 | 423 | 70 | 80 | 00 | 29 | 00 |
| Dorchester..... | St. Malachie..... | " " Supports 3 "..... | 153 | 98 | 160 | 00 | 40 | 00 | 29 | 00 |
| Drummond..... | St. Germain..... | " " Supports 5 "..... | 177 | 84 | 400 | 67 | 45 | 00 | 29 | 00 |
| " | St. Frédéric..... | Imposed a tax of \$900, to pay off old debts..... | 143 | 48 | 642 | 00 | 80 | 00 | 80 | 00 |
| " | Wickham..... | Means limited. Built 2 schoolhouses..... | 97 | 78 | 535 | 00 | 100 | 00 | 29 | 00 |
| " | Durham (<i>Dissentients</i>)..... | " " Population scattered..... | 20 | 00 | 90 | 00 | | | 20 | 00 |
| " | "..... | " " Supports 13 schools..... | 183 | 38 | 472 | 14 | 80 | 00 | 29 | 00 |
| " | St. Pierre..... | " " Supports 12 "..... | 198 | 00 | 814 | 00 | 100 | 00 | 29 | 00 |
| Gaspé..... | Newport..... | The ratepayers of this municipality are poor..... | 46 | 92 | 62 | 00 | 40 | 00 | 25 | 00 |
| " | Pabos..... | " " "..... | 58 | 22 | 347 | 00 | 100 | 00 | 29 | 00 |
| " | Grande-Rivière..... | Means limited. Possesses good schools..... | 141 | 42 | 400 | 00 | 100 | 00 | 40 | 00 |
| " | Rivière-au-Renard..... | " " Possesses good schools..... | 100 | 84 | 120 | 00 | | | 29 | 00 |
| " | Cap-des-Rosiers..... | Means very limited..... | 39 | 94 | 120 | 00 | 80 | 00 | 29 | 00 |
| " | Monts-Louis..... | " " "..... | 22 | 62 | 97 | 00 | 20 | 00 | 29 | 00 |
| " | Percé..... | Built 3 schoolhouses..... | 292 | 46 | 500 | 00 | | | 40 | 00 |
| " | Cap-Désespoir..... | The ratepayers are poor..... | | | | | | | 20 | 00 |
| " | Isle-Bonaventure..... | " " "..... | 20 | 00 | 60 | 00 | | | 20 | 00 |
| Hochelaga..... | St. Louis (<i>Dissentients</i>)..... | Population not numerous..... | 36 | 00 | 163 | 00 | 120 | 00 | 20 | 00 |
| Huntingdon..... | Huntingdon (<i>Dissts.</i>)..... | Inhabitants poor. Maintain 1 good school..... | 30 | 00 | 110 | 00 | 40 | 00 | 29 | 00 |
| L'Islet..... | St. Aubert..... | " " Maintain 5 schools..... | 149 | 86 | 225 | 00 | | | 29 | 00 |
| " | St. Cyrille..... | " " Maintain 3 "..... | 73 | 70 | 143 | 00 | 80 | 00 | 29 | 00 |
| Joliette..... | St. Ambroise (<i>Dissts.</i>)..... | " " "..... | 29 | 00 | 100 | 00 | 28 | 00 | 20 | 00 |
| " | Ste. Mélanie..... | Municipality " Supports 5 schools..... | 158 | 60 | 495 | 50 | | | 29 | 00 |
| Kamouraska..... | Mont-Carmel..... | " " Supports 2 "..... | 67 | 60 | 94 | 52 | 40 | 00 | 29 | 00 |
| " | Ste. Hélène..... | " " Supports 5 "..... | 143 | 58 | 200 | 00 | 80 | 00 | 29 | 00 |
| " | St. Onésime..... | " " Supports 4 "..... | 80 | 60 | 174 | 00 | 40 | 00 | 29 | 00 |
| " | St. Alexandre..... | " " Supports 6 "..... | 196 | 14 | 240 | 00 | 100 | 00 | 29 | 00 |
| Lotbinière..... | St. Flavien..... | " " Supports 5 "..... | 115 | 88 | 218 | 90 | 40 | 00 | 29 | 00 |
| " | St. Gilles..... | " " Supports 2 "..... | 97 | 30 | 97 | 30 | 30 | 00 | 29 | 00 |
| " | St. Agapit..... | " " "..... | 38 | 70 | 38 | 70 | 25 | 00 | 20 | 00 |
| Lévis..... | St. Lambert..... | Supports 6 schools. Built several houses..... | 186 | 08 | 206 | 00 | | | 40 | 00 |
| Megantic..... | Inverness (<i>Dissts.</i>)..... | " 2 " Small means..... | 40 | 00 | 96 | 00 | 50 | 00 | 20 | 00 |
| Montmagny..... | Isle-aux-Grues..... | " 2 " Small "..... | 68 | 28 | 92 | 00 | | | 29 | 00 |
| Montmorency..... | Laval..... | " 2 " Small "..... | 69 | 76 | 72 | 00 | | | 29 | 00 |
| " | St. Féréol..... | Means limited. Debt of \$324 for school building..... | 99 | 70 | 97 | 00 | 60 | 00 | 29 | 00 |
| Maskinongé..... | St. Didace..... | " " Supports 5 schools..... | 159 | 62 | 202 | 75 | | | 29 | 00 |
| Nicolet..... | Ste. Gertrude..... | " " Supports 5 "..... | 160 | 64 | 250 | 00 | 120 | 00 | 29 | 00 |
| " | Ste. Monique, No. 2..... | " " Supports 2 "..... | 61 | 50 | 154 | 00 | 40 | 00 | 20 | 00 |
| " | Blanford..... | " " Supports 2 "..... | 22 | 38 | 56 | 00 | 80 | 00 | 29 | 00 |
| Ottawa..... | St. André-Avellin..... | " " Supports 2 "..... | 173 | 20 | 492 | 00 | 60 | 00 | 20 | 00 |
| " | Hartwell & Ripon..... | New municipality. Have to build schoolhouses..... | 91 | 00 | 166 | 00 | | | 29 | 00 |
| " | Eardley..... | " " Poor..... | 113 | 62 | 409 | 00 | | | 20 | 00 |
| Portneuf..... | St. Casimir..... | Small means. Having 4 schoolhouses to build..... | 168 | 46 | 202 | 00 | 80 | 00 | 29 | 00 |
| " | Cap-Rouge..... | A judgment against the municipality for \$744..... | 67 | 50 | 100 | 00 | | | 50 | 00 |
| Pontiac..... | Waltham..... | New municipality. Means limited..... | 45 | 52 | 400 | 00 | 80 | 00 | 29 | 00 |
| " | Franktown..... | " " Means "..... | | | 210 | 00 | 50 | 00 | 20 | 00 |
| " | Calumet..... | Municipality poor. Supports 3 schools..... | 118 | 70 | 408 | 82 | 120 | 00 | 29 | 00 |
| " | Litchfield..... | " " and newly erected..... | 118 | 20 | 420 | 01 | | | 29 | 00 |
| Quebec..... | Stoneham..... | " " Built 2 schoolhouses..... | 45 | 00 | 60 | 00 | | | 29 | 00 |
| " | St. Dunstan..... | " " "..... | 40 | 00 | 50 | 00 | | | 29 | 00 |
| " | " (<i>Dissentients</i>)..... | " " "..... | | | 45 | 00 | | | 20 | 00 |
| Rimouski..... | Métis..... | " " Supports 3 schools..... | 57 | 00 | 120 | 00 | 40 | 00 | 29 | 00 |
| " | St. Fabien..... | " " Supports 6 "..... | 147 | 93 | 251 | 30 | 30 | 00 | 29 | 00 |
| " | St. Simon..... | " " Supports 7 "..... | 136 | 46 | 315 | 15 | 45 | 00 | 29 | 00 |
| Saguenay..... | Escoumains..... | " " Supports 2 "..... | 116 | 34 | 120 | 00 | 40 | 00 | 29 | 00 |
| " | Tadoussac..... | " " "..... | 51 | 78 | 80 | 00 | 40 | 00 | 29 | 00 |
| St. Maurice..... | Shaouinigan..... | " " Maintains 3 schools..... | 114 | 18 | 152 | 00 | 60 | 00 | 29 | 00 |
| Stanstead..... | Barford..... | " " Maintains 5 "..... | 79 | 14 | 300 | 00 | 50 | 00 | 29 | 00 |
| " | Hatley (<i>Dissentients</i>)..... | " " Population scattered..... | | | 130 | 00 | 20 | 00 | 20 | 00 |
| Temiscouata..... | St. Antonin..... | " " Maintains 3 schools..... | 100 | 72 | 116 | 00 | 40 | 00 | 29 | 00 |
| " | N. D. du Portage..... | " " Maintains 4 "..... | 101 | 66 | 183 | 91 | 70 | 00 | 29 | 00 |
| " | St. Eloi..... | " " Maintains 6 "..... | 157 | 92 | 195 | 12 | 60 | 00 | 29 | 00 |
| " | St. Modeste..... | " " Maintains 2 "..... | 70 | 10 | 120 | 00 | 40 | 00 | 29 | 00 |
| Terrebonne..... | St. Jérôme, No. 4..... | Heavy debt to discharge..... | 27 | 53 | 200 | 00 | | | 40 | 00 |

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES FOR 1863.—(Continued.)

| COUNTIES. | MUNICIPALITIES. | Reasons for granting supplementary aid, and determining the amount thereof. | Amount of the usual annual grant. | | Amount of assessment levied. | | Amount of supplementary aid applied for. | | Supplementary aid granted. | |
|-----------|-------------------|---|-----------------------------------|----|------------------------------|----|--|----|----------------------------|----|
| | | | \$ | c. | \$ | c. | \$ | c. | \$ | c. |
| Wolfe | Weedon | New municipality. | 91 | 46 | 464 | 56 | 40 | 00 | 29 | 00 |
| " | " (Dissentients). | " " | | | 40 | 00 | 25 | 00 | 20 | 00 |
| " | Ham (North) | " " | 68 | 93 | 308 | 80 | | | 29 | 00 |
| " | Wotton | Supports 7 schools. | 173 | 32 | 500 | 00 | 50 | 00 | 29 | 00 |
| " | St. Gabriel | New municipality. | 46 | 70 | 184 | 00 | 36 | 00 | 29 | 00 |
| " | St. Camille | " " | 54 | 94 | 155 | 00 | 50 | 00 | 29 | 00 |
| " | Garthby | " " | 31 | 08 | 80 | 00 | 40 | 00 | 29 | 05 |
| Total | | | | | | | | | 3955 00 | |

CATALOGUE OF PERSONS

WHO HAVE RECEIVED

DIPLOMAS OF THE M'GILL NORMAL SCHOOL,

SINCE ITS COMMENCEMENT,

ARRANGED IN

ORDER OF STANDING IN THEIR RESPECTIVE YEARS.

I. ELEMENTARY DIPLOMA.

1857.

Maria McIntosh Machin,
Isabella W. Carson,
Harriet A. Moore,
Mary Ann Walling,
Annie Montgomery,
Janet R. Middlemiss,
James White,
Prudence Bell,
Christina McFee,
Mary Ann Hutchinson,
James Everett,
John McKillop,
George Webb,
Lonsdale Green,
Mary Jane Reynolds,
Eliza G. Elder,
Isabella McCallum,
Marianne McCleary,
Annie F. Cockburn,
Christina E. McMartin,
Janet Patterson,
Robert Bell,
Frances Clarke,
Susannah MacLoughlin,
James L. Biscoe,
Christina McDonald,
Jessina S. Connell,
Sarah Gamble,
Catherine Miller,
Mary McMillan,
Jane M. Condon,
Isabella Mack.

Louisa J. Webster,
Helen Carmichael,
Louisa Tracey,
Kate Campbell,
Isabella Blyth,
Emily Duving,
Louisa Trenholm,
Fanny Hill,
Matilda Trenholm,
Eliza M. Couch,
Helen Ross,
Helen Schnyder,
Adam Morrison,
Annie Reade,
Margaret McLean,
Alice Finley,
Eliza Elwyn,
Mary Sym,
Jane Patterson,
Christina Monteath,
Margaret Drysdale,
Euphemia Clarke.

1859.

Lamira Herrick,
Margaret Hardy,
Margaret Gill,
Caroline A. Arnold,
Maria J. Ross,
Margery Grace McEwen,
James Crockett Wilson,
Helen McOwat,
Isabella R. Middlemiss,
Mary F. Whitney,
Sarah Jane Vosburgh,
Fanny Hale,
Margery Ballentyne,
Jane Anne Peddie,
Agnes O'Grady,

1858.

Ellen E. Cook,
Elizabeth Chalmers,
Caroline Trenholm,
Lydia Trenholm,

Catherine Frances Lloyd,
Eliza Jane Barnett,
Louisa Costigan,
Alice Hall,
Mary Schutt,
John Melody,
Margaret McDonald,
Janet Grant,
Margaret Clark,
Isabella Dalgliesh,
Susie M. Rice McLaurin,
Isabella Holiday,
Jessie Patterson,
Mary Willock.

1860.

Mary McGinn,
Florence L. Merry,
Leston A. Merry,
Annie C. Geggie,
Mary A. Bury,
H. Elizabeth Fletcher,
Jane Middlemiss,
Amanda M. Knowlton,
Jane McMartin,
John Ramsay,
Margaret Ross,
Isaac S. Rowell,
Clarissa J. Trenholm,
Ellen Maria Thornber,
John R. Lloyd,
Adelaide Harrick,
Mary Ann Owler,
Nannie E. Green,
Alice Jaques,
Caroline H. Yelton,
Susan Brock,

1861.

Mary Henderson,
Ann McNaughton,
Maria Cockburn,
Robert Laing,
Rebecca Hilton,
Annie Robertson,
Susan Faulkner,
Jane McGinn,
Mary E. Kyle,
Margaret D. Ryan,
Charles Cooper,
Mary M. Burbank,
Elizabeth Elliott,
John Culbane,
Eliza Locke,
Eleanor Gaw,
Annie Cooper,
Jane Irwin,
Amelia S. Hampton,

Matilda Drumm,
Barbara Muirhead.

1862.

Joshua A. Bell,
Frances Parker,
Ezra Bull,
Maria Gill,
Isabel Crichton,
Jane Ross,
James Walker,
Margaret Walsh,
Robina H. Paterson,
Catherine Nolan,
Margaret Freil,
Emma J. Hampton,
Rose Jessie Bryson,
Margaret Walker,
Jemima Anderson,
Mary Garlick,
Sarah J. Seamer,
Eliza White,
Jessie Frazer,
Helen E. Briggs,
Tryphena Straker,
William Gray,
Lucilla J. Osborne,
Isabella Christie,
Annie Luttrell,
Sarah Johnson,
Mary Stevens,
Isabella McMartin.

1863.

Isabella R. Morrison,
Lucy Ann Merry,
Amy F. Murray,
Mary L. Herrick,
Alma J. E. Corey,
Jane Cameron,
John McCaig,
Abastenia McGinn,
Helen Watson,
A. L. Simpson,
Maria L. Pelton,
Alice H. Savage,
George Bennett,
Margaret Campbell,
Elizabeth Frazer,
Sarah A. Millan,
Emily Sutton,
Margaret Mason,
Andrew Cook,
Margaret Irwin,
Annabella Murchison,
Elizabeth Knox,
Elizabeth H. Smith,

Catherine Gowdey,
Isabella Sternberg,

Agnes Rowan,
Ellen Hancock.

II. MODEL SCHOOL DIPLOMA.

1858.

Janet R. Middlemiss,
Mary A. Hutchinson,
Anna Everett,
John A. Bothwell,
Eliza M. Whitney,
Priscilla J. Orr,
Prudence Bell,
Mary Harper,
Maria McIntosh Machin,
Harriet A. Moore,
Mary H. Brethour,
Jar Jougall,
Eliza G. Elder,
Mary Mattinson.

Susie Rice McLaurin,
Isabella Dalglish,
Louisa Costigan,
Frederick W. Locke.
1861.

Mary McGinn,
Margaret Ross,
H. E. Fletcher,
M. A. Bury,
Alicia Jaques,
Florence L. Merry,
Leston A. Merry,
Ellen M. Thornber,
Nannie E. Green,
Janet Patterson,
Caroline H. Pelton,
Sarah E. Webster,
Susan Brock,
Mary Ann Owler,
Jessina S. Connell.
1862.

1859.

Maria L. Johnson,
Ellen E. Cook,
Louisa J. Webster,
Mary J. Reynolds,
Elizabeth F. Symmers,
Lucy H. Derick,
Melissa H. DeGolger,
Hannah Bell,
Elizabeth Chalmers,
Eliza Couch,
Mary Emily Roach,
Emily Dunning,
Louisa Tracey,
Isabella Blyth,
Margaret Drysdale,
Alice Finley,
Oliver Warren,
1860.

Robert Lang,
Mary E. Kyle,
Mary Henderson,
Maria J. Cockburn,
Susan E. Faulkner,
Eliza Locke,
Elizabeth Elliott,
Jane Middlemiss,
Charles Cooper,
Amelia Hampton.
1863.

Margaret Gill,
Helen McOwat,
Maria Jane Ross,
Caroline A. Arnold,
Caroline Trenholm,
John Rice McLaurin,
Margaret McDonald,
Jane Ann Peddie,
Margery G. McEwen,
Agnes O'Grady,
Edwin R. Johnson,
Mary Kerr,
Janet Grant,

James Walker,
Sarah Cairns,
Frances Parker,
Isabel Crichton,
Jane McGinn,
Margaret J. Frecl,
Robina Paterson,
Margaret Ryan,
Jennie De Golyer,
Annie Cooper,
Margaret Walker,
Catherine Nolan,
Emma Hampton,
Jane Irwin.

III. ACADEMY DIPLOMA.

1861.

Frederick Gore, B. A.

The above list includes the names of all the persons who have received diplomas of the McGill Normal School up to this date. It is published for the information of Commissioners and others interested, and to prevent misconceptions which appear to have arisen, in some instances, from confounding the diploma of the Normal School with that of the Board of Examiners holding its meetings in the Normal School building. The latter diploma, though of equal legal value, does not imply that those holding it have received any instruction or training in the Normal School, whereas those holding the diploma of the Normal School must have passed through a course of special study and training, extending over one or two years.

February 13, 1864.

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AND

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