

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

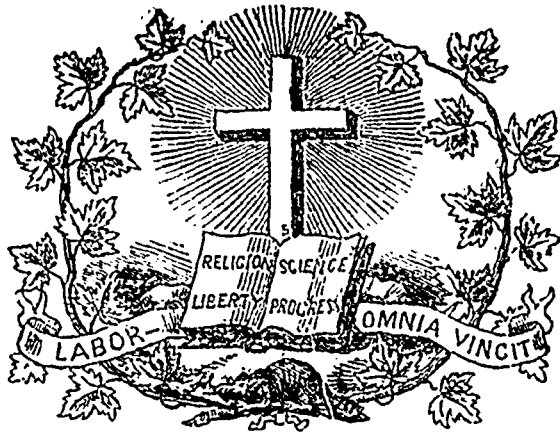
Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
									✓		



JOURNAL OF EDUCATION.

Volume V.

Montreal (Lower Canada) June 1861.

No. 6.

SUMMARY.—**EDUCATION:** Graduation in Training and Teaching, by John Bruce, Esquire, Inspector of Schools (continued).—School Days of Eminent Men in Great Britain, by J. F. Thoms (continued).—Suggestive Hints towards Improved Secular Instruction, by the Rev. R. Davies: Concluding Remarks (continued).—**OFFICIAL NOTICES:** Appointment of Inspectors of Schools.—Appointment of School Commissioners.—Notice concerning School Census.—Notice concerning Superior Education Grant.—Separation and Annexation of School Municipalities.—Diplomas granted by Boards of Examiners.—**EDITORIAL:** Distribution of Diplomas and Prizes at the McGill Normal School.—Model School in connection with McGill Normal School.—Examination at the McGill High School.—Conference of Teachers at the Jacques-Cartier Normal School.—The Visit of H. R. H. the Prince of Wales to America (continued).—Notices of Books and Publications: Northend, The Teacher's Assistant.—Hodgins, Love's Geography.—Translations by Hon. W. Gladstone and Lord Littleton.—**MONTHLY SUMMARS:** Educational Intelligence.—Literary Intelligence.—Scientific Intelligence.—Miscellaneous Intelligence.

EDUCATION.

Graduation in Teaching and Training.

(Continued from our last.)

The benefit accruing from an extended practical acquaintance, in the way recommended, is not confined to the mere knowledge of words, or an enlarged knowledge of language: words thus brought up and applied, become guides and goals to seeing, hearing, thinking, searching, etc.; and committing, at the same time, to language the results of verbal search, both the knowledge of terms and their proper application, thus always taught inseparably, will grow up to a power which will enable the mind to communicate to the world its stores either in writing or through the living voice, with facility and correctness.

To teachers who may be disposed to introduce such exercises into their schools, I would recommend that they begin with the *descriptive* part of language, or those words, whether adjectives, substantives, verbs or adverbs, which signify such properties or accidents of things as are cognizable by the senses. First, give a clear vivid notion of the objects spoken of, whether they are before the eye, or are graphically represented, or are merely embodied in language and realized in fancy; secondly, endeavour to establish a connexion in the mind of the pupil, between the objects and the terms descriptive of their states, properties, &c.

Skillfully continue such exercises, and you will soon be convinced how superior they are to exercises of dry definitions, in practically opening up to the pupil the treasures of language, and making these to himself a facile instrument of thought and expression.

We now suppose the class so well advanced as to enable the teacher to dispense with *CLAUSE* reading. In training it, he reads at once by sentences; but, as yet he reads only *one sentence* at a time.

To his reading all must pay attention, that they may get hold on his enunciation—and style of reading—catch the slides of his voice—and note the words which he makes emphatic.

At the end of each sentence he stops, makes the class read simultaneously and with proper *tone, pitch, and movement*,—*closely imitating his reading, and take care that each reads in a natural impressive manner.* Care must be taken that they keep time in reading together.

Reading immediately after the teacher, and by sentences, offers many advantages:—it prepares classes well for self-study, and the mind for receiving instruction; it brings them into a wakened teachable condition; the mind of the teacher and the scholar come in immediate training contact; the teacher's specimen of reading is better remembered; all receive alike benefit from his reading; when properly conducted, it gives vitality to the work; forms and fosters by constant repetition, the habit of good reading; less of the teacher's labour is lost, and attention is better commanded; and it offers the best advantages for the right management and training of the voice.—It is *training to read.*

This exercise being gone through, the class retires to seats to prepare, to be shortly afterwards called up to test results. On seats they study in the way I have directed under number 4 of my directions. When called up for trial, and preparatory to reading, a few such questions as the following are put: "Any part of your lesson, you have not been able to master,—if there be, point it out for explanation?—Any word or words whose pronunciation or meaning you have not been able to make out, if there be, show them?—Do you remember my directions, respecting pausing—intonations, pitch of the voice, &c.; or any defects in your reading I pointed out, when training, &c.?—After we have commenced, remember, errors and defects in reading will be marked against you—but not till then. We will also mark every thing in your favour. Let these remarks encourage you."—Such questions as these put to a class, when just about to be tried, and put in a kind bland way, never fail to produce excellent effects. They prove that the teacher is in earnest in instructing them; that he is making every effort to encourage and help them on; that he desires to give fair play—every chance to every pupil to go through his test exercises creditably—and, if he can, with *eclat.*

When reading has commenced, there must be no noise, nothing whatever to disturb the reader, not a word to be uttered, or sign made indicating that he has made a mistake, or that his reading is in any way faulty or incorrect. First, let him read his portion through, and then let inaccuracies be named or pointed out to be corrected in again reading his part of the lesson. I consider checking and stopping the reader, whenever he happens to make any blunder, and before he has finished his reading as an injurious annoyance, tending to intimidate and lessen confidence. Give every chance to the pupil to read his portion through without any interruption. The more a child is checked and stopped in reading the more embarrassed does he become, and the less likely is he able to do justice to himself or to the passage he reads.

Reading over, the teacher proceeds to exercise the class on definitions, meaning of what has been read, &c., &c.—To this stage, I consider all such exercises should be strictly rudimental,

—minute, yet simple—easily comprehended by the scholar, with fair effort on his own part. Now, however, the class we are endeavouring to follow up, stage after stage, may be made to go more to the root of knowledge; and it should be able to dive deeper into the work of self-teaching. Questions generally should be less simple,—requiring more stretch of thought, and more knowledge of studies; and answers should show more of a previous educative process. The *wording* of questions should now need less simplicity; but the meaning of what is read should be more searchingly followed up, and etymological exercises should be carried farther.

To illustrate two or three methods I would recommend in such exercises, I use the following passage, supposing it to be part of the lesson just read, and with which they should be pretty familiar:—

“Exercise promotes all the functions of the body; and by contracting the muscles, assists the exhausted blood in passing through the veins to the lungs, where it is renewed by means of the oxygen inspired in breathing.”

These few lines will give ample scope for the following exercises. The first is the catechetical exercises—verbal, general and connecting. The *connecting* exercise has here but one question, “What are the advantages of exercise?”—The answer is the whole sentence. The *general* exercise has at least these eight questions, each of which requires a clause, or principal word to answer it: “What promotes all the functions of the body? What does exercise promote? How does exercise assist the blood in passing through the veins? What does exercise do by contracting the muscles? To what is the blood assisted? What tends to assist the blood in passing to the lungs? What is done to the blood in the lungs? By what is the blood renewed in the lungs?” The *verbal* exercise respects the definition of words taken singly or in connexion, and prepares them for paraphrasing. As this exercise is less understood and very little practised in our schools, I shall illustrate it in two ways by the same sentence.

The teacher first marks out the words to be explained for paraphrasing; he then reads to the *word* to be defined, makes a sensible pause before it, pronounces it very distinctly, stops,—then the class, simultaneously and in a distinct firm tone, gives the explanation, (unless an individual pupil is called on to do it;) and he then proceeds in the same manner with word after word, to the end of the exercise.—In the sentence given, the words explained, with their explanations, I give within *brackets*.

[*Exercise*,—bodily exertion, or action, such as walking, running, working, swimming, or moving the body or limbs in any way], [*promotes*,—advances or helps] [*all*,—every one of] the [*functions*,—operations or offices performed by the several parts] of the [*body*,—material part of the human frame]; and by [*contracting*,—forcing closer together the parts of] the [*muscles*,—fleshy and fibrous parts of the body, which are the immediate instruments of motion], [*assist*—helps to urge forward, and continue the advance of] the [*exhausted*,—vitiated and unwholesome] [*blood*,—red fluid which circulates to and from the heart] in [*passing*,—flowing or proceeding] [*through*,—along the passages of] the [*veins*,—returning blood vessels,] to the [*lungs*,—parts of the body which receive the air which we breathe] [*where*,—in which] [*it*,—the vitiated blood] is [*renewed*,—made healthy, and fit for supplying vigour to all the different parts of the body] by [*means of*,—a chemical action which takes place with] the [*oxygen*,—vital part of the atmospheric air called oxygen] [*inspired*,—which is drawn into the lungs] in [*breathing*,—the act of taking breath].

After the passage is thus explained make the class, simultaneously or individually, read the sentence through, omitting the words explained, thus: “Bodily exertion, or action, such as walking, running, working, swimming, or moving the body or limbs in any way, advances and helps every one of the operations or offices performed by the several parts of the material part of the human frame, &c.”

This is an excellent exercise for grounding scholars in the meaning of words; practising them in their varied applications; and in expressing their own ideas under a variety of forms.—The variety of forms in which a sentence may be expressed is almost infinite.

Reproducing the lesson, in outline, is the next exercise I would recommend. This is just following up the preceding exercise; and as it requires more time, I would recommend it as a seat or home exercise.

One of the best methods for making pupils understand well what they read, is making them draw practical or inferential lessons from it. From the passage I have taken for the preceding illus-

trations, not fewer than at least *sixteen* such lessons may be drawn, I shall give three or four: 1o. Bodily exercise is conducive to health; 2o. Laziness, idleness, excess of sleep or sedentary habits are detrimental to health; 3o. Slothful habits tend to suspend or to weaken the several functions of the body; 4o. When any of the natural functions of the body are weakened or suspended, moderate exercise will tend to renew them; 5o. Bodily exercise is better than medicine for preserving the health, &c. This also should be a seat or home exercise, as it requires more time for reflection.

When you wish to exercise or train your class on any point or word in the lesson, more than on any other, see that it is the most suitable—offers the best field for training—and one that should prove profitable to the class. With the subject, previously familiarize yourself, that you may be able to make your illustrations, or explanations, clear, full, interesting, and correct. The more you know of a subject, and the more clearly you see through it, the plainer and more interesting can you make it to others. Study well the order in which it should be brought before the class, and how, at first to proceed, so as to make them understand clearly your starting point; and when you are certain that *their* understanding and *yours* have met, carefully see that they keep together. When you find that the class, or a single individual in it, comprehends you not clearly, search out the cause and proceed not till you shall have thrown sufficient light on the part ill understood; and are satisfied from answers to your questions that your illustrations are not in vain to any in the class. Be thus watchful till the exercise is gone through; if you be not, most of your labour will be in vain, and the time devoted to the subject of illustration, will be lost.

To make these remarks better understood, let us suppose that the teacher takes *oxygen* as a subject on which he wishes to enlarge a little—showing the class more particularly its properties, and some of its wonders. We suppose that the word oxygen has already been defined, as occurring in the reading-lesson; but, there, it has been defined only as a word. The teacher wishes to enlarge farther upon it as a subject. He proceeds to do this on the practice-board, as follows: he divides the board into three columns,—the first for the heads of his subject, the second for his *notes*, on which he intends to enlarge, and the third is for questions put to the class as he proceeds.

OXYGEN.

Heads.	Notes on which to enlarge.	Questions.
Etymology.	<i>Oxys</i> or <i>oxus</i> and <i>gen-nao</i> ; <i>oxys</i> —acid and <i>gen-nao</i> —I generate.	What is the etymology of the word oxygen? Which part means acid?
Properties of oxygen.	Colourless, tasteless, in-odorous, invisible, permanently elastic gas. An elementary body, existing either in the solid or fluid form. Is the great supporter of life and combustion.	Go over the different properties of oxygen here given,—what kind of body it is,—the states in which it exists,—of what it is the great supporter;—and repeat them till they become familiar to you.
Proportions found in different substances.	Can be examined only in a state of gas. Is the basis of vital air. It forms 8/9ths of water, 1/5th of air, 1/3 of all earthy matters. Found diffused throughout the three kingdoms of nature; 3/4ths of the material elements of the globe are composed of it. Few bodies can aim it not.	In what state can it be examined?—Of what is it the basis?—What proportions of water, air, and earthy matters does it form?—How found diffused?—How much of the material elements of the globe is composed of it?—Are many bodies without some oxygen?— <i>Impress those facts on your minds.</i>

OXYGEN.—Continued.

Heads.	Notes on which to enlarge.	Questions.
Where found in great abundance.	Found in the greatest abundance in tropical and warm climates, where the glowing rays of the sun shine on a luxuriant vegetation. Clay and flint contain a vast amount of oxygen, the latter nearly fifty per cent.	Where found in most abundance? What two substances contain it in abundance? Which of the two contains the largest amount?

First, work into their minds the notes of one head, before proceeding to those of another, by question and answer. Having gone over all the heads and their notes, question them promiscuously on them. Repeated questioning on what is stated in the second column, prepares them well for enlarging on any point, or word.

To show how to enlarge on any, the two following may be deemed sufficient: First, on the term *oxygen*; second, on its wonderful transition from one condition, state, or element, to another.

10. The term oxygen was first named dephlogisticated air; afterwards empyreal air, and, by Lavoisier, oxygen gas, a term sufficiently expressive of the chemical facts then known, but totally incapable of expansion. Oxygen means, from its etymology, the *acid former*; but it did not occur to him that acid might come to light in whose composition oxygen did not even enter; and it appears from experiments that *oxygen* is not the *universal* supporter of combustion. Hence the difficulty of forming a system of chemical nomenclature sufficiently expansive for discoveries. I may mention further that oxygen is now found to exist in *three* conditions. One, ordinary oxygen, which we respire from the atmosphere; the other two kinds are *two forms of ozone* (or oxygen in heightened forms), bearing the same relation to each other as the two forms of electricity possess. When ozone is in excess in the air, diseases of the lungs and influenza prevail; when deficient, fevers are said to be prevalent. It is stated that in cholera ozone is entirely absent from the air.—Question well before proceeding to the next thing to be dwelt on.”

20. *Passing of oxygen from one state or condition to another.*—“Many are the marvels which exist and are going on in the world around us and in ourselves. Suppose an *atom* of oxygen which has remained *fixed* in a rock for a thousand ages may have been set free a year or two ago, and yet if the history of its progress could be traced, it would fill a volume.—Its first condition is that of a particle freely floating in the air. Coming in contact with an atom of hydrogen to form an atom of water, it descends to the earth, as a minute integral portion of a drop of rain. It is taken up, we will suppose, by the radicle of such a grass as the common meadow grass, and the atom of water being decomposed, it becomes fixed in minute portion of albumen (a nutritive compound of animal food), within the leaf of the grass. By and by this grass is cropped by a cow grazing in the pasture, and the albumen being soon changed to caseine (a nourishing substance found in milk), it comes forth as a constituent of milk. It is quickly found in the human stomach, undergoing the process of digestion, and being received into the blood circulates there; and, perhaps, again escapes to be the victim of respiration, being drawn into the lungs by a passer-by. Being conveyed over the body with the blood of the arteries, after passing through his heart, it is quickly found uniting with the debris (rubbish,) of the muscular fibres which have been longest in action; and returning in the venous blood to the lung, united with a portion of carbon, is thrown out as a part of the expired air, in the shape of carbonic acid,—to pass through other endless rounds of change.—Such is a slight specimen of the unceasing changes which the particles composing organic nature undergo.”

But pass not your little lectures as is generally done,—doing nothing to ascertain how far you have succeeded in your object. If you do, be sure little of what you may have said will be retained. For it generally happens that when pupils know that they have not to pass through the *test of questioning*, they pay but small attention to the instructions of the teacher. We would say, let

every part of teaching be accompanied with *test questions*; and put more value on your instruction than to let but as little as possible enter one ear to go out at the other.

JOHN BRUCE,
Inspector of Schools.

(To be continued.)

School days of Eminent Men in Great-Britain.

BY JOHN TIMES, F. S. A.

CXLVI.

(Continued from our last.)

THE DUKE OF WELLINGTON'S SCHOOLS.

Arthur Wellesley, the illustrious soldier-statesman, was born at Dangan Castle, (1) at Trim, about twenty miles from Dublin, in 1769, the year which ushered also Napoleon Bonaparte and Cuvier into the world. The castle has been nearly destroyed by a conflagration; but the chamber in which the Duke was born is pointed out to this day. Adjoining the castle is the humble church of Laracor, of which village Swift was vicar; a tall thick wreck of a wall is all that remains of the Dean's vicarage-house. At a little distance, on the fair-green of the town, is a Corinthian column in memory of Wellington's fame, and surmounted by a statue of the hero. The present parsonage at Trim was a favourite residence of Maria Edgeworth. The town is sad and dreary to look at in its state of crumbling decay; yet, while it can bring remembrance of Swift and Miss Edgeworth, and while men can say of it, “here Wellington was born,” it will continue as noted as one of the greatest landmarks in the world.

The Earl and Countess of Mornington, young Arthur's parents, placed him early at a school at Trim: he must then have been a very little boy, for one of his schoolfellows relates that when Crossbie, afterwards Sir Edward, of balloon notoriety, had climbed to the top of “the Yellow Steeple,” and had thrown down his will, disposing of his game-cocks and other boyish valuables, in case he should be killed in coming down,—little Arthur Wellesley began to shed tears when he found that nothing had been left him.

When about ten years old, Arthur was placed under the tuition of the Rev. William Gower, at Chelsea. His health was indifferent, but improved as he grew up. Occasional illness produced an indolent and careless manner, and often a degree of heaviness. Unlike boys of his age, Arthur was rarely seen to play, but generally came lagging out of the school-room into the play-ground: in the centre of it was a large walnut-tree, against which he used to lounge and lean, observing his schoolfellows playing around him. If any boy played unfairly, Arthur quickly gave intelligence to those engaged in the game: on the delinquent being turned out, it was generally wished that he, Arthur, should supply his place, but nothing could induce him to do so; when beset by a party of five or six, he would fight with the utmost courage and determination, until he freed himself from their grasp; he would then retire again to his tree, and look about him as quiet, dejected, and observant, as he had been before. This anecdote was communicated to the *British and Foreign Review*, in 1840, by one of Arthur's schoolfellows at Chelsea.

The Duke and his brother, the Marquis Wellesley, passed much of their boyhood at Brynkinalt, in North Wales. On one occasion they met a playfellow, David Evans, and his sister, returning from school, when Arthur commenced a game at marbles with the boy, while his sister walked on. Presently, her brother called her to his assistance, as Arthur, he said, had stolen his marbles, which he refused to give up. The girl insisted, and then came the struggle. Arthur was about twelve years old, and his brother older; the girl about ten, and her brother two years younger: the battle now began between the girl and Arthur, who soon dropped his colours, handed over the marbles, and beat a hasty retreat,

(1) It is also stated that the Duke first saw the light in the town residence of his parents, Mornington House, in the centre of the eastern side of Upper Merrion Street, Dublin. The proof of Dangan Castle being the Duke's birthplace is, however, more circumstantial. The most notable point in the question is the indifference with which it was treated by the person most immediately concerned. The Duke kept his birthday on the 18th of June.

with tears in his eyes. Meanwhile Arthur's brother stood at a distance, inciting the fight, but taking care to keep out of it. Many years after, the Marquis when in India, wrote to David Evans, and reminded him of their games in boyhood; and the Duke, in 1815, when passing through Denbighshire, inquired at Brynkinalt, for David Evans, and recognised him as his old playfellow, but they never saw each other again.

Arthur Wellesley, by the death of his father in 1781, became dependent upon the care and prudence of his mother, a lady, as it fortunately happened, of talents not unequal to the task. Under this direction of his studies, he was sent to Eton, where very little seems to be recollected of him at the college. As he left before he was in the fifth form, his name was not cut in the Upper School when he went away. In the Lower School, however, it was cut upon a post, but afterwards erased; and, about six-and-twenty years since, in some alterations, this post with some other materials, was cleared away.

The tradition respecting Arthur in the school is that he was a spirited, active boy, but occasionally shy and meditative. Among his schoolfellows was the facetious Bobus Smith, (brother of the Rev. Sydney Smith,) who, in after-life, when Arthur had conquered wherever he had fought, used to say: "I was the Duke of Wellington's first victory." "How?" "Why, one day at Eton, Arthur Wellesley and I had a fight, and he beat me soundly."

While at Eton, Arthur and his two brothers were invited to pass the holidays with Lady Dunganon, in Shropshire, and, being full of fun, asked each other what news they should tell when they arrived. One of them proposed that they should say—a pure invention—that their sister Anne had run off with the footman, thinking it was likely to produce some sensation. This they accordingly did, and greatly shocked Lady Dunganon; they entertained, however, that she would not mention the circumstance to any one, hoping, as they said, that their sister might come back again. Lady Dunganon now excused herself, having promised to pay a visit to her neighbour, Mrs. Mytton; and, unable to keep this secret, of course told it to her. On her return, she nearly killed them by saying, "Ah, my dear boys, ill news travels apace! Will you believe it? Mrs. Mytton knew all about poor Anne!" This story is worthy of Sheridan, and if he had heard it, he would certainly have introduced it in one of his plays.

Arthur, when at Eton, lived at Mrs. Ranganian's, one of the best boarding-houses in the place. There, when he had grown to be a father, he one day took his sons, Lord Douro and his brother; he looked over his bed-room, made several inquiries, and then descended into the kitchen, and pointed out to his sons where *he had cut his name on the kitchen door*. This interesting memento was soon after removed, during some repairs of the boarding-house, and the Duke, on one of his subsequent visits, expressed his annoyance at its disappearance.

Between Arthur and his elder brother, had any one speculated on the future career of both, how erroneous would have been his conclusions! At his first school Wellesley gave certain promises of a distinguished manhood; Wellington did not; and yet how easily can this be reconciled! The taste and fancy that afterwards produced the senator, were germane to the classic forms of Eton; while those mental properties which alone can constitute the soldier, like metal in a mine, lay dormant, until time betrayed the ore, and circumstances elicited its brilliancy.

From Eton, Arthur was transferred, first to private tuition at Brighton, and subsequently to the celebrated military seminary of Angers, in France.

For the deficiency of any early promise in the future hero we are not confined to negative evidence alone. His relative inferiority was the subject of some concern to his vigilant mother, and had its influence, as we are led to conclude, in the selection of the military profession for one who displayed so little of the family aptitude for elegant scholarship. At Angers, though the young student left no signal reputation behind him, it is clear that his time must have been productively employed. Pignérol, the director of the seminary, was an engineer of high repute, and the opportunities of acquiring not only professional knowledge, but a serviceable mastery of the French tongue, were not likely to have been lost on such a mind as that of his pupil. Altogether, six years were consumed in this course of education, which, though partial enough in itself, was so far in advance of the age, that we may conceive the young cadet to have carried with him to his corps a more than average store of professional acquirements.

We quote the above from a Memoir which appeared in the *Times* journal, in 1852, immediately after the Duke's death. It is somewhat at variance with the evidence of the late Dr. Branning who, while travelling with Blayney, called to see the College at Angers, and inquired of the head of the establishment if he had any

English boys of promise under his care, when he replied he had one Irish lad of great promise, of the name of Wesley, the son of Lord Mornington.

At the end of the stipulated term, he returned to England; and it would appear somewhat unexpectedly to Lady Mornington, whose first intimation that he had left France, was seeing him at the Haymarket Theatre, when her ladyship exclaimed, almost angrily, "I do believe there is my ugly boy, Arthur."

Meanwhile, his family had not been unmindful of his prospects; for we have the evidence of a letter in the possession of a gentleman at Trim, in which Lord Wellesley states that the Lord Lieutenant had been two years under promise to procure a commission for his brother Arthur, and had not been able to fulfil it. At length, in March 1787, the Hon. Arthur Wellesley, being then in his eighteenth year, received his first commission as an ensign in the 73rd Regiment of Foot. The only point of interest in his position at this moment, was the fact that though the young officer commanded sufficient interest to bring his deserts into favourable notice, he was not so circumstanced as to rely exclusively on such considerations for advancement. He possessed interest enough to make merit available, but not enough to dispense with it. On a remarkable occasion in after-times he spoke, in the House of Peers, of having "raised himself" by his own exertions to the position he then filled.

Here our sketch of the Duke's early life may be closed. His service of the Sovereigns and the public of this country for more than half a century,—in diplomatic situations and in councils, as well as in the army,—has scarcely a parallel in British history. His Despatches are the best evidence of his well-regulated mind in education. No letters could ever be more temperately or more perspicuously expressed than those famous documents. Even as specimens of literary composition they are exceedingly good—plain, forcible, fluent, and occasionally even humorous. He once declared of the Despatches, "Well, if these were to be written over again, I don't think I should alter a word." A single examination of these documents—the best record of his own achievements—will show what immense results in the aggregate were obtained by the Duke, solely in virtue of habits which he had sedulously cultivated from his boyhood—early rising, strict attention to details,—taking nothing ascertainable for granted—unflagging industry, and silence, except when speech was necessary, or certainly harmless. His early habit of punctuality is pleasingly illustrated in the following anecdote: "I will take care to be punctual at five to-morrow morning," said the engineer of the New London Bridge, in acceptance of the Duke's request that he would meet him at that hour the following morning. "Say a quarter before five," replied the Duke, with a quiet smile; "I owe all I have achieved of being ready a quarter of an hour before it was deemed necessary to be so; and I learned that lesson when a boy."

But the paramount principle of the Duke's life was his respect for Truth, which he observed himself with earnestness akin to the admiration with which he recognised it in others: and we know that the best homage we can pay to virtue is its practice.

CXLVII.

GEORGE CANNING AT ETON AND OXFORD.

This accomplished orator and statesman was born of Irish parents, in 1770, in the parish of Marylebone, London. His descent on the paternal side was from an ancient family, his ancestors having figured at different periods at Bristol, in Warwickshire, and in Ireland. His father died when the son was only a year old. The early education of Canning was superintended by his uncle, Mr. Strafford Canning, a merchant of London; and the expenses were in part defrayed from a small estate in Ireland bequeathed by his grandfather. (1) George Canning was first sent to Hyde Abbey School, near Winchester. In his thirteenth year he was entered as an Eton Oppidan, and placed in the Remove. He soon distinguished himself as a sedulous student, and of great quickness in mastering what he undertook to learn; keen and emulous in contest, yet mindful of steady discipline. At the same time, he was,

(1) Mrs. Canning, through the influence of Queen Charlotte, was introduced by Garrick to the stage as her profession, and she subsequently married Reddish, the actor. Meanwhile, her son George had become the associate of actors of a low class, from which influence he was rescued by Moody, the comedian, who stated the boy's case to Mr. Strafford Canning, and thus opened the road by which he advanced to power and fame.—From an elegant work entitled *Poets and Statesmen: their Homes and Haunts in the Neighbourhood of Eton and Windsor*. By William Dowling, Esq. 1857.

says Mr. Croasy, "a boy of frank, generous, and conciliatory disposition, and of a bold, manly, and unflinching spirit." His Latin versification obtained him great distinction, as attested by his compositions in the *Musæ Etonenses*. He had written English verses from a very early age; and at Eton, in his sixteenth year, he planned with three schoolfellows a periodical work called the *Microcosm*, which was published at Windsor weekly for nine months.

Among Canning's contributions was a poem entitled "The Slavery of Greece," inspired by his zeal for the liberation of that country from the Turkish yoke, which one of the latest acts of his political life greatly contributed to accomplish. Another of his papers in the *Microcosm*, his last contribution, thus earnestly records his love of Eton: "From her to have sucked 'the milk of science,' to have contracted for her a pious fondness and veneration, which will bind me for ever to her interests, and perhaps to have improved by my earnest endeavours the younger part of the present generation, is to me a source of infinite pride and satisfaction."

At seventeen, Mr. Canning was entered as a student at Christchurch, Oxford, where he gained some academical honours by his Latin poetry, and cultivated that talent for oratory which he had begun to display at Eton. His splendid Latin poem on the Pilgrimage to Mecca, "*Iter ad Meccam*," gained him the highest honour in an University where such exercises are deemed the surest tests of scholarship. At Oxford he formed an intimate friendship with Mr. Jenkinson, afterwards Earl of Liverpool, who is supposed to have been of service to him in his political career. Canning's college vacations were occasionally passed in the house of Sheridan, who introduced him to Mr. Fox, and other leaders of the Wig party. On leaving Oxford, Canning entered at Lincoln's Inn; but he soon abandoned the study of the law for the political career that was promisingly opening to him.

Canning had a strong bias in favour of elegant literature, and would have been no mean poet and author, had he not embarked so early on public life, and been incessantly occupied with its duties. Even amidst the cares of office, he found time for the indulgence of his brilliant wit; and, in conjunction with Mr. John Hookham Frere, Mr. Jenkinson, Mr. George Ellis, Lord Clare, Lord Mornington, afterwards Marquis Wellesley, and other social and political friends, he started a paper called the *Anti-Jacobin*, some of its best poetry, burlesques, and *jeux-d'esprit*, being from Mr. Canning's pen. As party effusions, these pieces were highly popular and effective; and that they are still read with pleasure is attested by the fact that *the poetry of the Anti-Jacobin*, collected and published in a separate form, is still kept in print by the publisher.

Among the coincidences in Mr. Canning's career, it may be mentioned that he was the same age as his fellow-collegian, the Earl of Liverpool, and each became Premier, Canning succeeding Lord Liverpool, on the illness of the latter, on April 12, 1827: he died in the following August, in his 57th year, and was buried close to the grave of Pitt, his early patron. The next day after his burial, his widow was made a peeress.

Canning, as a statesman, we are reminded by his statue in Palace Yard, was "just alike to freedom and the throne;" and as an orator, eloquent, witty, and of consummate taste.

(To be Continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

(Continued from our last.)

XVIII.

CONCLUDING REMARKS.

In having put forward these views on the subject of secular instruction in our schools, I hope it will not be supposed that I am either indifferent, or would give less attention than ought to be given, to those Scriptural truths which are the foundation of all sound teaching, and without which an education of a merely secular kind may be a very delusive guide.

My own experience tells me that the more the labouring classes have of secular knowledge—the more they know of their own language, the grammar of it, etc., so as to get at the construction of a sentence, the better they will understand, and the greater in-

terest they will take in those fundamental truths of Christianity which it is essential for them to know, and without which they cannot even be called Christians—truths which they ought to know and believe for their souls' health; the more also they will feel that the precepts of the Gospel are intended for their guidance through life—to be acted upon, and not merely to be talked about—to guide their thoughts and words and actions—and that, if they do not take them as their guide, and, by God's help, endeavour to act up to them—they are merely nominal Christians, and might as well be called by any other name. That if religion does not make them better in all the relations of life, as parents doing their duty to their children and all around them—as children (1) obedient to their parents, grateful to them in after-life, truthful and honest in all they do—so far as they are concerned, it has failed in its intention, and that they are not doing what they profess they ought to do. That practical good conduct is the best proof which they can give that they believe what they profess.

It has been asserted, "that man acts more from habit than from reflection," and of the truth of this no one can doubt—but how important then that, in the education of youth, the training of the mind should be such as to influence for good the habits which are then formed, and on which the character of the man so much depends; not only should he be made to feel that, in a worldly point of view, his success and his respectability in after-life depend upon the habits of industry, of manly virtue, and of honest, straightforward conduct, the groundwork of which is laid at this period of life—but that all his actions and all his feelings should partake of the spirit and of the devotional feeling which sees, as one of our sweetest poets has beautifully expressed it—

"There lives and works

A soul in all things, and that soul is God.
Happy who walks with Him! whom what he finds
Of flavour, or of scent, in fruit or flower;
Or what he views of beautiful or grand
In nature from the broad majestic oak
To the green blade that twinkles in the sun,
Prompts with remembrance of a present God."

Not that children should be made to feel that there is anything gloomy in religion, or in those feelings which spring from viewing the works of nature in a devotional spirit; on the contrary, I should wish to have them taught to look on the cheerful side of things, and to find lessons of happiness in the works of nature which are around them.—

Behold! and look away your low despair—
See the light tenants of the barren air:
To them nor stores nor granaries belong;
Nought but the woodlands and the pleasing song
Yet your kind heavenly Father bends his eye
On the least wing that flits along the sky.
To Him they sing when spring renews the plain,
To Him they cry in winter's pinching reign;
Nor is their music nor their plaint in vain—
He hears the gay and the distressful call,
And with unsparing bounty fills them all.

Observe the rising lilly's snowy grace,
Observe the various vegetable race;
They neither toil nor spin, but careless grow;
Yet see how warm they blush, how bright they glow.
What regal vestments can with them compare—
What king so shining, or what queen, so fair?
If ceaseless thus the fowls of heaven He feeds;
If o'er the fields such lucid robes He spreads;
Will He not care for you, ye faithless, say?
Is He unwise?—or are you less than they?

THOMPSON.

(1) And canst thou, mother! for a moment think
That we, thy children, when old age shall shed
Its blanching honours on thy drooping head,
Could from our best of duties ever shrink?
Sooner the sun from his high sphere should sink,
Than we, ungrateful, leave thee in that day
To pine in solitude thy life away,
Or shun thee, tottering on the grave's cold brink.
Banish the thought! where'er our steps may roam,
O'er smiling plains, or wastes without a tree,
Still will fond Memory point our hearts to thee,
And paint the pleasures of thy peaceful home;
While Duty bids us all thy griefs assuage,
And smooth the pillow of thy sinking age.

H. K. WHITE.

Paley, in his "Natural Theology," after having inquired into the works of nature, comes to the conclusion that "the world, after all, is a happy one;" and, in the sense in which he intended it, this view is perfectly right, and it ought to be the duty of every teacher to train up the young to see and contemplate the goodness of the Almighty in the designs of the creation—to see in everything "that happiness is the rule, and misery the exception"—to contemplate with pleasure "the air, the earth, the water teeming with delighted existence;" he goes on to say, "In a spring morn or a summer evening, on whichever side I turn my eyes, myriads of happy beings crowd upon my view; the insect youth are on the wing; swarms of newborn flies are trying their pinions in the air; their sportive motions testify their joy, and the exultation which they feel in their lately discovered faculties. A bee amongst the flowers in spring is one of the most cheerful objects that can be looked upon; its life appears to be all enjoyment—so busy and so pleased; yet it is only a specimen of insect life, with which, by reason of the animal being half domesticated, we happen to be better acquainted than we are with others. The whole winged insect tribe, it is probable, are equally intent upon their proper employments, and under every variety of constitution gratified by the offices which the Author of Nature has assigned to them. But the atmosphere is not the only scene of enjoyment; walking by the sea-side in a calm evening, upon a sandy shore, and with an ebbing tide, I have frequently remarked the appearance of a dull cloud, or rather a very thick mist, hanging over the edge of the water, to the height, perhaps, of half a yard, and of the breadth of two or three yards, stretching along the coast as far as the eye could reach, and always retiring with the water: when this cloud came to be examined, it proved to be nothing else than so much space filled with young shrimps, in the act of bounding into the air from the shallow margin of the water or from the wet sand. If any motion of a mute animal could express delight it was this; if they had meant to make signs of their happiness, they could not have done it more intelligibly. Suppose, then, what I have no doubt of, each individual of this number to be in a state of positive enjoyment, what a sun, collectively, of gratification and of pleasure have we here before our view!

"The young of all animals appear to me to receive pleasure simply from the exercise of their limbs and bodily faculties. A child is delighted with speaking without having anything to say, and with walking without knowing where to go; and prior to both these, I am disposed to believe that the walking hours of infancy are agreeably taken up with the exercise of vision, or perhaps, more properly speaking, with learning to see."

How desirable, nay, how enviable is that frame of mind which can reason thus, and find sources of happiness in watching the habits of the animal and vegetable world around them; that can see only happiness in an action, which appears at first sight to have no meaning, the leaping of a cloud of shrimps from the water; and where an uninquiring mind, or one of a gloomy temperament, would merely say. This is to avoid the danger of falling into the jaws of some fish-monster which is below the surface!

These are thy wondrous works, first Source of good!
Now more admired in being understood.

Who can listen to the carol of the lark as he soars in the air, and seems so happy, without feelings of delight and without reflections rising in his mind which tend to make him both a better and a happier man? Who can witness the familiar habits of the robin, and see how contentedly he will perch himself on a neighbouring bush close to your side, and pour forth his song, without having his own feelings tempered down into harmony with nature?—How can man in the midst of all this, which points out the intention of an all-wise Creator, think that he of all God's creatures is the only one intended to be unhappy!

No!—let him learn to admire the beauties of nature—let him learn to occupy his hours of leisure in trying to understand them—to find

Tongues in trees—books in the running brooks—
Sermons in stones—and good in everything.

Nature never did betray
The heart that loved her; 'tis her privilege,
Through all the years of this our life, to lead
From joy to joy; for she can so inform
The mind that is within us, so impress
With quietness and beauty, and so feed
With lofty thoughts, that neither evil tongues,
Rash judgments, nor the sneers of selfish men,
Nor greetings where no kindness is, nor all

The dreary intercourse of daily life
Shall e'er prevail, that all which we behold
Is full of blessings. Therefore let the morn
Shine on thee in thy solitary walk,
And let the misty mountain winds be free
To blow against thee; and, in after-years,
When these wild ecstasies shall be matured
Into a sober pleasure, when thy mind
Shall be a mansion for all lovely forms,
Thy memory be a dwelling-place
For all sweet sounds and harmonics; oh! then
If solitude, or fear, or pain, or grief,
Should be thy portion, with what healing thoughts
Of tender joy wilt thou remember me,
And these my exhortations!

WORDSWORTH.

Nature, enchanting Nature, in whose form
And lineaments divine I trace a hand
That errs not, and find raptures still renew'd,
Is free to all men—universal prize!
Strange that so fair a creature should yet want
Admirers, and be destined to divide
With meaner objects e'en the few she finds.

COWPER.

How important the bearing and influence which such trains of thought, inculcated in youth, might have in every class of life it would be wise to consider; how little they have hitherto had, is humiliating to think. A dry remark, many years ago, in a college lecture-room, occurs to me as full of meaning, although at the time intended for sarcasm. Asking an undergraduate a question on the refraction of light, with which he was not acquainted, and who answered, "he did not know much about refraction," the lecturer dryly added, "nor about reflection either, I am afraid." I hope this will not be lost upon the schoolmaster; not that I wish him to make his remarks in the same spirit.

That the sphere of enjoyment of the labouring and middle classes might be enlarged by education there can be no doubt; and it was observed by a celebrated moralist, more than a century ago, that "man in all situations in life should endeavour to make the sphere of his innocent pleasures as wide as possible, that he may retire into them with safety, and find in them such a satisfaction as a wise man would not blush to take; for although the world may not be so happy as that we should be always merry, neither is it so miserable as that we should be always melancholy."

With respect to that part of the instruction in the foregoing pages which is of a scientific kind, I would say (and I do so from a feeling of conviction which experience gives), that in no way can the teachers in our higher class of elementary schools give such a character of usefulness to their instruction, as by qualifying themselves to teach in these subjects; introducing simple and easy experiments, which illustrate the things happening before their eyes every day, and convey conviction with them the moment they are seen and explained. It is a great mistake to suppose that boys of twelve and thirteen years of age cannot understand elementary knowledge of this kind, when brought before them by experiment;—seeing the way in which the bigger boys were interested in it here, and the tendency it had to raise the standard of teaching, and to give rise to a wish for information, it has proceeded further than I at first contemplated—the result has been, that the school is provided with sufficient of a philosophic apparatus for all the common experiments of a pneumatic and hydrostatic kind, a small galvanic battery, an electric apparatus, etc. One little book, used as a text-book, is a volume of Chambers's Edinburgh books, "Matter and Motion," and this is illustrated by experiment.

The end of all education ought to be, to prepare the rising generation for those duties and those situations in life they are called upon to fulfil—whether they be "hewers of wood or drawers of water," of those who belong to the labouring, the middle, or the upper classes in life, to make them in their respective stations good citizens and good Christians; and I think it will be found that, according as a teacher keeps this in view, making his instruction bear upon the ordinary duties of life, or loses sight of it (I am speaking of a teacher competent to his work), he will succeed, or the contrary. I am perfectly convinced that many well-meaning efforts have not been attended with the success expected from them, entirely owing to their leaving out all instruction relating to the occupations by which they were, in after-life, to earn their bread.

Although these hints are addressed to the schoolmaster, I am not without hope that they may be of some use to many in my own profession, and to others who take an interest in advancing

the happiness and respectability of the uneducated classes in this country.

The schoolmaster, especially in the present state of things, is not able to do all that is wanted. He is very often insufficiently educated himself—his social position is not what it ought to be—the poor are inclined to resist his authority over their children—to send impertinent messages through them, etc., so that, at first, he wants strengthening in these respects. Then, again, the more wealthy do not place him in that scale of society that he ought, from his usefulness, to be placed in.

In saying this, I am not seeking for him a better position than the interests of society require that he should have, and which, in the end, his own usefulness will work out for him;—there is no doubt that the schoolmaster who conducts himself well—who can succeed in raising the standard of education in his school, and in making it what it ought to be, and what it hitherto has not been, a benefit to all classes around him—will establish claims upon all, 'the labourer, the tradesman, and the farmer, and upon all in his locality, which will cause him to be estimated in a very different way, and place him in a very different position from that which he has hitherto held. At present, ignorance, and jealousy arising from it, produce in many of the uneducated a sort of dislike to all the instruments of education—a sort of jealous feeling, the result of which is to endeavour to bring all those leaving school to a level with themselves—to make them mere masses of clay, animated, it is true, but in every other respect a mere "bundle" of ignorance.

Notwithstanding all the difficulties with which education is beset, but which must prove less and less every year, I hope many of those who persevere in this useful work may live to see the labouring classes of this country much more enlightened than they are at present—much more respectable in their conduct—honest, manly, and straight-forward in everything they have to do—not looking upon insolence as independence, which ignorance does, but feeling that it is a duty which they owe to themselves to be respectful to their superiors, civil and obliging, neighbourly and kind to all about them, and that, when they fail in these things, they are wanting in their duty both to God and man.

It is painful to observe how the uneducated classes, the labourer and those above him, will sometimes, from pure ignorance of what is due to themselves, go out of their way to insult others, from a feeling that this is, as they call it, showing their independence. When I see this, I am always sorry that it does not occur to them, that in doing so they are only lowering themselves in the scale of humanity and of civilization, and that feelings of self-respect ought to deter them from it; education will teach that it does not, at least ought not, to belong to civilised life.

As a means of animating those who, from their situation in life—from their education or their position, may have it in their power to assist in advancing the cause of education in their own neighbourhoods, I can only say, if they once experience the heartfelt satisfaction which arises in contrasting the state of the educated child with that of the totally uneducated one—the intelligent countenance of the one, with the stolid, unmeaning countenance which ignorance produces in the other—the good effect of education on their industrial habits—on their social habits—(in fact, so far as my own experience here goes, and judging from those who have left school, it makes them, generally speaking, a totally different race of beings),—they will not hesitate as to the course they ought to pursue.

It may not be consistent with the occupations of those engaged in a very busy and active life to pay much attention to the education of those among whom they live, yet there are many ways in which they may give encouragement to it and to the schoolmaster without much encroachment upon their time. They are many of them alive to the beauties of Nature—they can enjoy the growth and expansion of a flower—watch each petal unfold itself, and look with pleasure to its full opening and beauty—watch it from its blossom to its fruit—why not, then, take some interest in the opening and expansion of the human mind? What can be more gratifying to the feelings, than seeing its gradual improvement under your influence, and that you are rendering it capable of using those reasoning powers with which it is endowed, and which are intended as the source of its highest gratification?

Archbishop Whateley, in his "Introductory Lectures on Political Economy," says:—

"A plant could not be said to be in its natural state which was growing in a soil or climate that precluded it from putting forth the flowers and the fruit for which its organisation was destined. No one who saw the pine growing near the boundary of perpetual snow on the Alps, stunted to the height of two or three feet, and

struggling to exist amidst rock and glaciers, would describe that as the natural state of a tree which, in a more genial soil and climate a little lower down, was found capable of rising to the height of fifty or sixty yards. In like manner, the natural state of man must, according to all fair analogy, be reckoned, not that in which his intellectual and moral growth are, as it were, stunted and permanently repressed, but one in which his original endowments are, I do not say brought to perfection, but enabled to exercise themselves and to expand like the flowers of a plant; and especially in which that characteristic of our species, the tendency towards progressive improvement, is permitted to come into play. Such seems to have been the state in which the earliest race of mankind were placed by the Creator."

That there are many among those who have paid attention to the subject of education, both of my own profession and others, who have fears of doing too much—some for one reason and some for another—there is no doubt; but if they will only look a little further into it, and see what can practically be done, and what, in those instances where most has been doing, is the good effect upon their conduct, I am well assured they will find no ground for fear.

The cry that it is teaching too much—it is teaching them astronomy, mathematics, etc., is very high-sounding, and implies much more than can be done, or even is attempted; then, again, consider the small number who remain even for this; but the fact is, it is not teaching them astronomy, etc., but it is merely making them acquainted with facts in those subjects of a scientific kind which they are capable of understanding—which will be verified afterwards by their own experience—which open their minds, and bear upon their occupations in life—facts most useful and interesting to them, and which, even independent of their usefulness, give a greater interest to education than can be given in any other way.

It might as well, and with as much truth, be said that floating a small paper boat in a tub of water was teaching them navigation;—besides, why assume that knowledge, when communicated to the lowers orders, must necessarily have a tendency to evil?—why imagin that a boy who is told how the sailor steers by the compass, and who knows a little of geography, will run away to sea and become a Paul Jones, a buccancer, or a pirate, rather than, if he does so, that he will run in a right course—go to China, or join Mr. Brooke in Borneo, and help to civilize the world. But even in Shakespeare's time there seem to have been those who objected to much being done in this way, although I think there are few at present who would quite adopt the words which he puts into the mouth of Jack Cade, in his Henry the Sixth: "Thou hast most traitorously corrupted the youth of the realm in erecting a grammar school; and whereas, before our forefathers had no other books than the score and the tally, thou hast caused printing to be used; and thou hast built a paper-mill. It will be proved to thy face that thou hast men about thee that usually talk of a noun and a verb, and such abominable words as no Christian ears can endure to hear."

In presenting this outline of secular teaching in our elementary schools, I have done it with a view to its helping to improve the system, and towards what I think most important at the present time, the establishing schools combining the education of the labouring classes with those of the employers. This has been the aim which I had in establishing the Somborne School, and it is, in my opinion, one of its most important and leading features, and has, in this respect been completely successful.

(To be continued.)

OFFICIAL NOTICES.



APPOINTMENTS:

SCHOOL INSPECTORS.

His Excellency the Governor General in Council was pleased, the 7th instant, to make the following appointments:

Mr. William Hamilton, and Mr. Charles Borromée Rouleau, provided with a diploma from the Laval Normal School for academies, and Pro-

fessor at the Aylmer Academy, to be Inspectors of Schools for the counties of Ottawa and Pontiac.

Mr Hamilton to have charge of the Protestant, and Mr. Rouleau of the Catholic Schools.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 31st May last, to appoint Messrs. Charles Moreau and Charles Drolet School Commissioners for the School Municipality of Ste. Foye, in the county of Quebec.

SEPARATION AND ANNEAUXION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, the 31st ultimo, to annex to the School Municipality of the *Banlieue* of Three Rivers the whole of that part of Pief St. Maurice known by the name of the Range of the *Chemin des Forges*, and which is already included in the limits of said municipality for other civil purposes.

His Excellency the Governor General in Council was pleased, the 23rd instant :

To unite and form into a School Municipality the Townships of Newport, Auckland, Ditton, Chesham, and Clinton, in the county of Compton ;

To unite and form into a School Municipality the Townships of Whitton Marston, and Hampden, also in the county of Compton ;

To erect into a School Municipality the new Parish of St. Pierre, in the county of Megantic, with the following limits : The Township of Broughton, with the exception of the first three Ranges in same ; that part of Thetford from lot No. 1 to lot No. 12, inclusive ; lots Nos. 12 and 13 in the fourteenth and fifteenth Ranges in Leeds, and from lot No. 11 to No. 17, inclusive, in the sixteenth Range, also in Leeds :—and to add the remainder of Thetford to the Municipality of Leeds.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. Charles Codebecq, and Charles Paradis obtained, on the 4th June 1861, diplomas authorizing them to teach Model Schools.

Messrs. Antoine Mallet, Sifroy Lécuyer, Louis Gagnon, Jean B. Poupert, Joseph Onésime Hogue, Alphonso Loïselle, Isidore Berthelet, François Sansoucis, Charles Brouillot, Germain Brousseau ; Misses Rosalie Mathieu, Elmela Flavie Guibord, Philomène Desormiers, Catherine Primeau, Susanne Blanchette, Ostie Brabant, Marguerite Lefebvre, Alix Peltier, Marguerite Leduc, Philomène Girouard, Vitaline Moisan, Bethsaldé Durocher, Mario Cayer, Marguerite Dubois, Catherine Gardin, Eugénie Marchesseault, Marie Vincelette, Malvina Brault, Céline Bessotte, Marie Anne Bélanger, Esther Leduc, R. Delima Desautels, Mélanie Levesque, Arsélie Goguette, Céline Poulin, Marguerite Allard, Adéline Taillefer, M. Céline Provençal, M. Alphonsine Garreau, Céline Laviolette, Hermine Duquet, Julie Gervais, Léocadie Toupin, Marie Lapointe-Godard, Marie Anne Larochele, Onésime Parant, Appolline Leduc, Salomé Henault, Césarie Lapalme, Delphine Groulx, Josephine Janson Lapalme, Adé Latendresse, Josephine Lucier, Lauro Lafontaine, Henriette G. St. Aubin, Marie Langevin, Sophie Malbecq, Vitaline Bacon, Bridget Burke, Onésime Hébert, Elmire Normandin, Médérise Rousselle, Elisabeth Gaucher, Eléonore Blanchard, Marie Anne P. Forget, Mario Brigen, Salomé Laniel, Marcellino Bessette, M. Elodie Duquet, Adéline Touin, Dina Josephine Viau, M. Hermine Tetrault, Catherine Anne Crites, Domitilde Ouellette and Marcelline Tessier, on the 4th June 1861, obtained diplomas authorizing them to teach Elementary Schools.

F. X. VALADE,
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Misses Mary Bangle, Isabella Jane Bradford, Jane Davis, Marianne Foster, Charlotte M. Smith, Messrs. Augustus B. P. Palmer, Solomon, Falkner, Edward McManus, Joshua Blazard, Lachlan McMullin, H. G. Trépanier, Archibald McIntosh ; and Misses Fanny Millar, Annabella Campbell, Clara Boyce, Mary Jane Latham, Lorinda Gentle, Agnes Barnaby, Mary Ann Townsend, Mary McGregor, Claire Trudeau, and Celina A. Wood, have obtained diplomas authorizing them to teach Elementary Schools.

A. RENNIE,
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. James Miller obtained, on the 6th May 1861, a diploma authorizing him to teach in Model Schools.

D. WILKIE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF OTTAWA.

Misses Aurélie Patry, Margaret McLaughlan, Jessie C. Ferguson ; and Messrs. Anthony Conroy, and James Joyce, have obtained diplomas authorizing them to teach Elementary Schools.

JOHN R. WOODS,
Secretary.

NOTICE RESPECTING SCHOOL CENSUS.

1st. This census shall include all the children of heads of families in the municipality, whether they attend the schools under control of the Department, independent schools or schools situated without the limits of municipality. Children attending the schools of the municipality but whose parents do not reside within limits, must not be included.

2ndly. The Report of the census must be correct, under penalties imposed by law, and should also be forwarded to the Education Office, Montreal, on or before the Tenth day of October.

3rdly. If parents refuse to state the number or age of their children, the Secretary-Treasurer shall take a note of said refusal, and complete the census by means of the best information he can obtain from the Clergyman of the Parish or from the neighbors. The School Commissioners and School Trustees are strictly bound to sue for payment of monthly rates all parents so refusing to make the required declaration, according to the best information obtained. In all cases where parents shall so refuse to answer, costs shall go against them.

NOTICE TO DIRECTORS OF INSTITUTIONS CLAIMING AID ON THE GRANT FOR SUPERIOR EDUCATION UNDER THE ACT 19 VICT., CAP. 54.

1st. No institution shall be entitled to or receive any aid unless the return, and demand therefor, be filed within the period prescribed, that is to say, before the first day of August next. No exception will be made under any pretence whatsoever.

2. Acknowledgment of the receipt of such return and demand will be made immediately to the party forwarding same.

3. Any party not receiving such acknowledgment within eight days after mailing the documents should make inquiries at the post office and also at this office, failing which, such demand and return will be deemed as not having been sent in.

4. Blank forms will be transmitted during the first fortnight in June to all institutions now on the list ; and institutions not receiving them during that period, must apply for them at the office of this department.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) JUN⁷, 1861.

Distribution of Prizes and Diplomas to the Pupils of the McGill Normal School.

The distribution took place on the 28th June, at 2 P. M. Dr. Wilkes opened the proceedings by prayer.

Hon. Mr. Chauveau, the Superintendent of Education, then addressed the meeting. He said that he used formerly to speak of the advantages of Normal School Education, and to repel prejudices against it. That, however, had now become unnecessary. Normal Schools were doing their work. In accordance with our whole system in Lower Canada, we had divided our grants between the two great divisions of the population—Catholic and Protestant.—This made it impossible to have the material splendour of the Normal School of Upper Canada, where no such division took place. There was no picture gallery—no gallery of statues. But they had had that which at first every one feared could not be secured, numerous pupils—altogether not less than 300, of whom not less than 212 were now actually teaching schools. In presenting the diplomas, he must express the hope that they would have their full value, but it was the ladies and gentlemen of the school themselves who must give them their true value. A thought now came into his mind, and he would ask them: Have you seriously and attentively inquired into the duties of a teacher? Have you studied the many difficulties which he must unavoidably encounter in his daily labor, and have you justly considered the sacred obligations which bind him? The sacrifices which the conscientious teacher is continually called upon to make and the dangers which beset his path are known to few indeed who have

not shared his toils. To these young men who aspire to the honorable calling of the educator I would say: Do not mistake a mere longing, however eager it may be, for an earnest vocation, but see whether your inclinations accord with the duties which your profession will impose upon you; whether you feel strong enough to resist every temptation that may be thrown in your way; and whether you are capable of practising that rigid virtue without which it were vain to hope for success. If you should be only tempted by some advantage which the position offers, I fear that you will repent of your choice; and remember also that you alone are not interested in the resolution which you are about to take, but that much good or evil to others will result. But in this your own heart must be your guide; it cannot deceive you, for if the onerous duties of the teacher still seem light and pleasant, and if you still feel warmed by a noble ambition to instruct your fellow-men, do not hesitate, your success is certain. The duties of the teacher require of him a moral disposition perhaps seldom to be met with, and which seems a free gift of Heaven. He is set apart from other men,—though mixing in the dizzy crowd, he still must live in solitude. The most indulgent will judge him with inflexible severity, and he will be blamed for participating in many pleasures which the world holds innocent. It is a very common error to suppose that a natural aptitude is sufficient to make a good teacher. Many who will readily acknowledge that an artisan must invariably serve an apprenticeship before he can work wood or iron, still imagine that the art of managing and training young minds may be so easily acquired that no preparation is necessary. This is a great error, for a special training is indispensable. Indeed, such training has sometimes brought into activity faculties latent in a mind which had been unsuspected before. We have seen teachers, gifted with great mental faculties, duped by the most vulgar school-boy, and his efforts turned into derision by an indocile and ignorant class. A certain talent may be ingenerate in the mind, but nothing will serve to develop it but deep meditation and experience. The deportment of the teacher should reflect his conduct. Without keeping his pupil at a distance, he should never descend to low familiarity; he should be watchful not to allow his temper to lead him away, and he should not manifest in the presence of his class, the impatience which he may feel; he should be calm and cheerful, and in the bosom of his family, he should inculcate lessons of peace and contentment. A well regulated mind will find in the enjoyments of a simple life more pleasure than luxury can afford. Therefore do not aim at ostentation. Do not let extravagance or even the appearance of extravagance offend the eye of the poor man who brings you his children. True happiness can be found as well in a modest chamber, whose brightest ornament is cleanliness, as in the midst of sumptuous halls and gorgeous tapestries. I make these remarks, as it is unfortunately one of the tendencies of our age, and I am sorry to say, of our country, to rush into a ruinous system of extravagant living, or, at all events, to appear as if living above one's condition and means. In the school, all children must be on an equal footing, and, as a natural consequence, all parents or guardians, must be on an equal footing with regard to the teacher; no difference whatever should be tolerated. It will be the duty of every teacher to guard against invidious distinctions, and to carefully exclude outside influence from his school, which sometimes obtains a lamentable ascendancy. This will be easily obviated by acting up to the maxims which I have just given, and by treating all parents, even the most indigent, with the same politeness and considerate attention. In a word, his conduct should be alike remote from unbecoming condescension, as from the affectation of lofty independence. His intercourse with the parents or guardians of his pupils should be frequent and amicable, for this greatly conduces to the success of education. However great the injustice of the reproaches which mistaken parents may address to the teacher, he should keep his temper, and while lamenting their error, he should maintain a calm demeanour, and meet their vituperation with polite answers, by which resentment is disarmed. It is always better to oppose to irritation a uniform calmness. It is also a duty in the teacher to enlighten parents upon the progress and conduct of their children; and this requires some management. The plain truth must be told at all times and without coloring; but in conveying the intelligence, proper language should be used. If agreeable, the facts ought not to be exaggerated, and any expression tending to give rise to delusive hopes should be avoided; but if, on the other hand, the information which must be given is of a painful character, it should be clothed in the mildest terms. Indeed, too much moderation cannot be used, otherwise it will be difficult to believe that a teacher feels any love for a child, if he speaks of its faults with bitterness. If the case will admit of expressing a hope for

the future it should be done. The teacher is not the accuser of his pupil, nor is it his business to judge him; he should speak of his faults as an interested friend; in fact, as the parent would himself. But there are also times when he ought to speak out without restraint. When perverse parents encourage children in their wrongdoing, then should he fearlessly express his displeasure, and warn them of their error. The old proverb, "never tell tales out of school," will be borne in mind by the discreet teacher who will know that what he is in duty bound to tell the parent, he is also in duty bound to withhold from the public, as strangers have no right to his confidence. Punctuality in all things is of the highest importance, it is the very hinge upon which hangs all systematic action. When a pupil is not punctual in his attendance he alone is the loser; but in the case of the teacher, all under his charge suffer from his neglect. A teacher should be zealous and patient. Without zeal the most erudite man would be but a bad teacher; his learning remains imprisoned, as it were, within himself, and cannot be imparted to others; whereas a zealous master, even of very humble attainments, will successfully teach all he knows, which, though it may not be much for a teacher, must still be a great deal for a child. At the same time his zeal will instinctively lead him to seize every opportunity of improving and augmenting his own store of knowledge, and he will soon become as skillful as he is energetic. By zeal, however, I do not mean the blind zeal of a wild enthusiast, for that would only be paving the way to future disappointment. The teacher must temper his zeal with reason, and learn to be moderate in his expectations. And as zeal without patience is but hastiness, so is patience without zeal but apathy. Both are indispensable. But patience is the especial quality of the schoolmaster. I might as well picture to myself a minister of God without charity, or a soldier without courage, as a teacher without patience. It is absolutely necessary that a teacher should be able to control his pupils. The influence which he must acquire over them will result from two opposite sentiments—love and fear. The first must be the main agency employed in teaching,—severity itself should arise from this love. The teacher who is loved and respected by his class will seldom have to resort to harsh measures, which indeed ought to be looked upon as disagreeable incidents which the pupil must long preserve in his memory. I will say nothing of unmannerly teachers, who by their coarse epithets and brutal conduct destroy the feeling of sensibility in children and harden their innocent young hearts. When a teacher has once entered upon this course there is little hope for him: he never can leave it, and as he becomes more irascible every day, so does he become more vulgar, continually insulting without even perceiving it. His pupils who naturally follow his example, adopt the same brutal manner toward each other, and if he has to deal with bold and ill-bred children, a disgusting spectacle is the result. Sincerity and frankness alone can inspire love and confidence in children, as it must not be supposed that they can be easily overreached, or long imposed on. Their penetration and unerring instinct, which teaches them the most hidden sentiment of their master, are extraordinary. Unlike man, whose mind is ever occupied with different matters, they can concentrate their attention for hours; and as they watch their master nothing escapes them: they see and comprehend every outward sign and divine what passes within. They may not always arrive at correct conclusions, but they are still good observers. In conclusion I must try to impress on the minds of every teacher the necessity of keeping a strict watch on the morals of his pupils. One of the vices he will have to contend with is dissimulation; he should by his precept and example endeavour to inspire in them a horror of lying, and a spirit of justice and fair play. He should himself show at all times the greatest impartiality; he should bestow the same care on every pupil. If, attracted by the greater talents or more amiable disposition of any one of them, he should through a natural feeling or through a systematic desire of raising his own reputation by showing off a few able pupils to a greater advantage, neglect the whole class, he would soon find that such conduct would recoil on him and that, with the teacher as with every one else, honesty is not only the best, but is the wisest policy.

With the diplomas this year, he had to present the prize given by the Prince of Wales. The sum of £200 was given, the interest on which was to be distributed between the three Normal Schools of Lower Canada, and would be accompanied by a bronze medal. It was not merely the best pupil-teacher who was to receive this prize. It was necessary that the teacher who should be enabled to claim it should have attained a certain proficiency—the highest proficiency, indeed, in reading, writing, and the other more useful departments of education. In case, however, no pupil teachers

should have become entitled to this prize, the amount was to remain at interest to be added to the original endowment. He was happy to say that Miss Mary McGinn had obtained this prize for the present year.

The following is a complete list of the diplomas presented to the pupil-teachers, viz:—

DIPLOMAS GRANTED IN 1861 AND PROMOTIONS TO THE SENIOR CLASS.

Academy diploma—Fred Gore, B A, Simcoe.

MODEL SCHOOL DIPLOMAS.

Mary McGinn, Montreal, with honourable mention in Grammar, Arithmetic, Algebra, Geometry and French.

Margaret Ross, Montreal, with honourable mention in the art of teaching, Arithmetic and Botany.

Hannah Elizabeth Fletcher, with honourable mention in Chemistry, Instrumental and Vocal Music, and Drawing.

Mary Alice Bury, Montreal, with honourable mention in Grammar and Geometry.

Alice Jaques, Montreal, with honourable mention in history.

Florence Lamanda Merry, Magog, with honourable mention in Grammar.

Leston Amelia Merry, Magog, with honourable mention in Grammar and the art of teaching.

Ellen Maria Thornber, Montreal.

Nannie Eliz Green, Montreal.

Janet Patterson, Lachute, with honourable mention in the art of teaching and elocution.

Caroline Henrietta Pelton, Montreal, with honourable mention in Drawing.

Sarah Eliz Webster, Montreal, with honourable mention in Vocal and Instrumental Music.

Sarah Gamble, Montreal.

Susan Brock, New Glasgow.

Mary Anne Owler, Montreal, honourable mention in Vocal Music.

Jussina Stuart Connell, Collingwood.

ELEMENTARY DIPLOMAS.

Mary Henderson, Montreal, honourable mention in Grammar, French and Geology.

Ann McNaughton, Martintown, honourable mention in History, Algebra, Geometry and Elocution.

Maria Jane Cockburn, honourable mention in Geography.

Robert Laing, Buckingham, honourable mention in History and Agricultural Chemistry.

Rebecca Hilton, Trafalgar, honourable mention in Arithmetic.

Annie Robertson, La Tortue, honourable mention in Drawing.

Susan Eliz Faulkner, Montreal, Jane McGinn, Montreal, Mary Eliz Kyle, Sherbrooke, honourable mention in Vocal Music and Elocution.

Margaret Ryan, Montreal, Charles Cooper, Chambly, Mary Magdalen Burbank, Northfield, honourable mention in Drawing.

Eliz Elliott, London, John Calhene, Montreal, honourable mention in Geometry and Algebra.

Eliza Lock, Montreal, Eleanor Gaw, Montreal, Annie Cooper, do, Jane Irwin, do, Amelia Smith Hampton, do, Matilda Drumm, do, Barbara Morehead, do.

PROMOTED TO SENIOR CLASS.

Emma Jane Hampton, Montreal, Sarah Johnson, do, Sarah Jane Seaver, do, Margaret Jane Curly, do, Mary Garlick, do.

Miss Jane Middlemiss having been prevented by illness from attending the examinations, where she would probably have taken the Model School prize, a supplementary examination has been ordered.

Principal Dawson, having read the list of graduates, said, that few were aware, perhaps, how much work the diplomas represented, how much work was required, and how strict the examinations were. And with respect to the Model School diplomas, the mistake should not be committed of considering that they merely represented two years progress in the same studies as those contained in the elementary course. To earn the former, they required also to study a much greater range of more difficult subjects. And he had noticed with satisfaction that the capacity for learning, after the development of the first session, was very much greater, that the students of the second year made twice the progress, even in more difficult subjects, which they did in the first. Therefore, while he would not have the merit of those receiving the elementary diploma, by any means, undervalued, yet he felt that there was a wider distinction between the grade of the two diplomas than a single session's study might be assumed to represent. And he wished, because of the much greater advantage which he saw derived from the second year's course, to urge more strongly than ever the students who had received the elementary diploma to come back and study for the Model School. The love for learning was found to be developed in the second year still more than in the first, and he thought it likely the time would come when a course, prolonged even beyond the two years would be demanded. A proof of the development of a literary taste

was found in the proceedings of the literary society formed by the young ladies attending the school, at which papers, very creditable to their literary abilities, were read; and he might also point to the drawings displayed upon the walls of the hall, and to a beautiful work of art got up by the senior class on the table before him, intended as a token of their gratitude for the benefits received from the school, as evidence of the culture of their taste. [This was a very beautiful silver ink-stand, presented by the senior class to the Principal, as a token of their esteem and gratitude.] Those who were receiving these diplomas had undergone a searching examination, principally in writing, continuing during 15 days—and a large number of the answers were on the desk, if any one chose to examine them. It would be found that they were very highly creditable to the students and the work of the school. They had placed their standard high, endeavoring to do good work. And he felt also that it was right he should say that the assiduous labors of those clergymen who had afforded religious instruction to the pupils were beyond all praise.

The following is the valedictory delivered by Miss Merry:—

Mr. President, Ladies and Gentlemen,—

Again the closing of another Session calls us together. We have finished the labors in which we have been engaged for the past year, and with sorrowful hearts meet this last time to say farewell.

We cordially welcome the friends of education who have met with us this afternoon. Many have been the instructions we have received, many the difficulties to overcome, but aided by the untiring efforts of our teachers and by the practice in the well conducted model schools, (as well as our own diligence) we have been enabled to surmount many of them, and now hope to gain the reward so long sought for.

To you, our much respected Principal, we bid farewell. We know that our welfare and advancement has ever been your study, for which we beg leave to acknowledge our sincere gratitude. And now, as this Session is near its close, and we about to separate, we all have the happy assurance that your good wishes will attend us in whatever direction our paths may be, moving us to duty and to renewed action, that we may reach that high station with which your unceasing care should be repaid.

And to you also, dearly loved Professors, we must say farewell. Many now leave these halls forever; the last lesson has been given, and we may no more listen to kind words of advice and counsel. Memory brings to our minds oft repeated acts of negligence and thoughtlessness which must have pained you deeply.—Full well we know that we have not reached that degree of excellence which your unwearied labors might well expect. We wish you every happiness for the energy and forbearance with which you have so endeavored to prepare us for our duties in life. May your zeal receive its fullest reward.

Neither will our Reverend friends be soon forgotten who have so kindly instructed us in those things that pertain to our eternal welfare; with many thanks for your kind solicitude we bid you farewell. And we, too, who have so long trod the same paths, must take the parting hand, and when far separated, many a tear may fall as we think of loved schoolmates, with whom we have so often held sweet converse. We know full well that we have not reached the arena of wisdom; yet though we have drunk sparingly from the fountain of science, we feel refreshed and elevated by the draught.

We have been sitting in the vestibule of the great temple of learning, and though its numberless corridors give back to our wistful gaze impenetrable gloom, yet now and then rays of light glimmer through the darkness, and something of their hidden glories are opened to our view; and we hear from time to time those that "drink deep" of the mysteries which are inclosed in the hidden chambers. Our work is not done, we must still go on aided by the light already received. The book of nature unfolds to us her varied beauties, and in the blue sky or murky cloud, the grass and flowers we must learn to read a lesson of instruction.

We have read from the same book, talked, laughed and wept together, and now we part. Is it forever?

Will the cords of love and affection which bind us so closely be severed, never to be reunited again? Perhaps they will not in this world; but may we, if not permitted to meet here, meet in that home where separations never come, in the beautiful hereafter.

Professor Hicks said that they met there at the end of the fifth year of the Normal School which, although it might not have yet done all that could have been desired, (for five years was but a short period in the existence of such an institution,) had yet undoubtedly proved itself a benefit to Lower Canada. It was called into being, he believed, by the unanimous desire of the people of Lower Canada, and had already done much to introduce new and improved methods of instruction. Of the usefulness of and need for Normal Schools to promote sound education, there could be no doubt. He would cite a passage from a speech of the celebrated M. Guizot, when Minister of Public Instruction in France. Having read the passage, which insisted strongly on the need for such schools, the Professor said he might add, that a benefit derivable from having teachers thus trained would be the inducing a higher class of pupils to attend the common schools, and so promote a fusion of classes of the highest importance to the welfare of the country. And this end would be obtained not alone by the higher training to which teachers were subjected, but also the higher standard of character re-

quired of those who are allowed to take advantage of this training. They were sending out at the end of this session a large number of excellent teachers. Last year they had sent out 54; not so many this, nor were their classes so large, but this he conceived was owing to the greater strictness of the preliminary requirements enforced upon those seeking to enter the school. Of those sent out last year, he believed all had obtained situations, except those who had come back to the school. But he was sorry to say that some others had not taken situations which had been offered. It required doubtless, a good deal of self-denial to leave comfortable homes to go into a back woods school-house perhaps, to encounter the various difficulties which had there to be met. But if they would only encounter them in a cheerful spirit they would find those difficulties disappear. He had received a letter from our teacher who had undertaken such a task in that spirit, and the tone and spirit of the letter were admirable. She was fitting three boys to enter the Normal School and be trained for the duty of teachers, and this was a most important work which no teacher should neglect. They had still to lament the small number of young men who came up to receive the necessary training at this institution. It was true the sacrifice called for to attend a two years' course was very considerable; yet if it were made it would be found to pay in the long run. In England more ample provision was being made for parties who received training in Normal Schools and it was to be hoped more liberal provision would be made here. Yet he did not deprecate the large proportion of female teachers sent out. He believed women were the natural educators of children. His regrets only arose from the fact that they could not supply teachers for those places where the people insisted on having men. He had great pleasure in bearing witness to the excellences of the character of the classes during the past year, their good conduct and the anxiety manifested on all occasions to prepare their work. It had been a pleasure to teach them. If they carried into the work they had now to do the same zealous spirit they would be at once a credit to the institution and instruments of great good to those among whom they were sent. The Professor then spoke seriatim of the several studies pursued and the importance assigned to each, remarking that he regretted that he had not been able to devote a longer time each week to English literature, for he had always felt that those who teach the young to read should be able to direct them also with respect to what it was best to read. He also paid a high compliment to the Masters and Mistresses of the Model Schools. To those who had failed to get their Diplomas he would say—do not be discouraged—try again. Those who had he would ask to remember that the work of their training and education was not at an end. And he hoped they would remember also that the decision of the public as to whether this institution fulfilled the objects for which it was founded would depend less immediately upon what was done in its class-rooms than upon the work done in the schools by the teachers it sent out. (Applause.)

Mr. Chamberlin being called upon, said:—It had become the established custom at the annual recurrence of this ceremony, for some member of the University Corporation to address them. It was in his capacity as a member of the corporation he had been asked to speak. He wished the task had fallen into abler hands. He felt, indeed, that after all the instruction they had received in their class-rooms, from their professors, concerning their duties as teachers, and the admirable addresses they had just heard from the Hon. and learned chairman, and Professor Hicks, he had little left to add, but on behalf of the University to say heartily God speed them in their work. The University had a deep interest in the work they were sent out to perform; for, although the common conception of the function of a university, was the direction of the teaching of the higher branches of learning, yet its officers had reason to desire that the task of primary instruction should be well performed. That view had induced the great English universities to take up the subject of Middle Class Education, and the law, prepared by the famous M. Guizot, (one of whose speeches had been already quoted, connected the Normal School of Paris with the French Universities. A structure, however splendid, if placed upon an insufficient foundation, is but a disgrace to the builder; and so a graduate, sent forth with a diploma, certifying his knowledge of Latin and Greek, who can neither spell correctly, nor write grammatically his mother tongue, is but a disgrace to his university. To you, then, the university commends the laying of the foundation of knowledge in the minds of the pupils committed to your care. We ask of you to make it solid, to do good work. Of your capacity to do it, we have no doubt, after you have kept your terms, passed your examinations, and received your diplomas in this institution. The University had farther an interest in their work, inasmuch as it would become their duty wherever they found lands of uncommon abilities—and they might find some even in the log school houses of backwoods settlements fitted to fill the highest places in church and state—to urge upon them to complete their education, and not to allow the talents with which Providence had blessed them to be idle and useless to the country. And it was not the University alone which was interested in their work; the people and Government of the Province were represented there, through the learned presiding officer, and manifested through him the interest they felt in common school education. There could be no more important consideration for a statesman than this. Canada enjoyed freer political institutions than almost any other country in the world. So widely was the popular element recognized that almost every one grown to man's estate might expect by his vote to influence the manner of government and the course of legislation. Yet those who were mixed up in

the busy strife of politics were made painfully conscious that many who possessed the franchise, were unable, through lack of education and proper information to use it well—how some were led away by the delusive promises of demagogues, or their appeals to passions or prejudices, while others sold their votes in the market seeing nothing nobler in them than a mere marketable commodity. It is by means of the education you and your fellow laborers give to the rising generation, that the statesmen and patriots of the country hope to see these things amended in the future. Nor is this all, the daily press is filled with the record of crimes which redden our cheeks with the blushes of shame at the degradation of our race, or blanch them with horror at the enormity of the wickedness displayed. It is to a better, purer education of the heart, as well as the head, that we may look for a Letter state of things. See then, that you educate as well as instruct. Mere instruction may be like seed sown where thorns and briars spring up to choke it; but education, properly so called, is that true culture, which develops the faculties of both heart and head, and removes the noxious weeds of vice and passion. That should be your aim, that is what is sought for at your hands. It is not afforded by so many hours of spelling, arithmetic, geography, and grammar. You can only educate a pupil, if you remember that for the time he is intrusted to your care, you stand to him in the place of a parent; if you seek to gain his confidence and influence his whole conduct. You go forth to a work which, although truly noble in its object, and although, to the enthusiastic few, full of present reward, will, I am sure, be found an irksome task to many of you. It can only be robbed of its repulsive aspects if you conceive properly of the future good that honest, faithful work on your part is calculated to produce. The sculptor is to-day employed in moulding wetted clay, to-morrow, shaping a rough block of stone with his mallet or chisel, but while soiling his hands with the one, or offending his nose and eyes with dust in the other operation, he yet loses sight of the sordid and toilsome means he uses, in expectation of the charm of the ideal form which his mind has conceived. So do you go on: mould the clay and shape the hard blocks intrusted to you, looking hopefully to the time when your reward will come, in the good deeds of your pupils, or at least, in their grateful remembrance. We trust that it is in this spirit, and with these aims, you go out to fulfil the duties and office of teachers. I again wish you, in the name of the University, success, and pray God to speed you in your work.

Principal Dawson then desired to add a very few words to what had been said, in bidding those about to leave the school, farewell. Hitherto they had been learners, submitting to the authority of the professors. Now they went out as teachers on a level with those who had taught them. He hoped none of them would shrink from fulfilling the obligations to teach which they had undertaken, nor decline engagements for schools which might not be so desirable as they could wish. Some of the pupils had gone out and made all needful sacrifices to fulfil their obligations: others, he regretted to say, had not shown so much self-denial as he could have wished. He would not have them forget that they owed a debt to the country which had provided these means of education for them. In return they were bound to do what they could to aid the cause of education. They should by no means neglect the task of self-improvement. They should devote much time to acquiring general information. Here they had only got the groundwork of their education. It was for themselves to rear the superstructure, by reading and reflection. In pursuing their work they would doubtless find many disagreeable things to encounter alike among pupils and their parents. They could only meet these effectually by being ready to sacrifice their own feelings to the performance of duty. And it would help them to do this if they bore in mind the greatness and importance of their work. But they needed more especially to look for aid and strength from on high. It was only thence they could obtain it. For in themselves was only weakness; it was only by prayerful dependence on their Maker they could fulfil their duties as they ought. Some of them, he knew, already felt this. He hoped all would do so. And in the trust that they would go forth to their work in that spirit he would also wish them God speed.

MODEL SCHOOL IN CONNECTION WITH M'GILL NORMAL SCHOOL.

The examination of these Schools terminated on Wednesday P. M., and were of a most satisfactory character. At three o'clock the scholars, numbering three hundred, assembled in the large hall of the Normal School for reading compositions, recitations, singing, distribution of prizes, &c. They were afterwards addressed by the Principal, the (Anglican) Lord Bishop of Montreal, and the Rev. Mr. Goadby. It was announced that the School would assemble, after the summer holidays, on the 1st September next.

McGill High School Examination.

The distribution of prizes and award of honors to the scholars of this institution at the close of their yearly examinations, took place in the convocation hall of the McGill Normal School, on Saturday afternoon.

There were present the Hon. James Ferrier, D. Davidson, A. Robertson, and William Molson, Esqs., Governors of the McGill College, Principal Dawson, Hon. Mr. Justice Badgley, the Masters of the School, G. W. Stephens, Esq., President, and the members of the High School Society, and a numerous audience of the friends of the pupils.

At three o'clock the Chairman, Mr. Ferner, called the meeting to order, and on the Rev. Canon Leach to say prayer.

The Rector, H. A. Howe, then briefly addressed the meeting on the discipline and conduct of the scholars the past year. He said that in the early part of the season symptoms of insubordination had manifested themselves in some of the forms, but they had been put down by reporting the conduct of the boys to their parents, but that on the whole the conduct of the boys had been satisfactory. He also said that besides oral, the committee had introduced the system of written examinations, and though this was done somewhat late, and with no preparation, the result had been very encouraging. In number also there had been an increase, the school now contained 299 pupils, or 30 or so more than last year.

Mr. Howe then proceeded to read the prize and honor lists of the classes.

PRIZE AND HONOR LIST—SESSION 1860-61. SIXTH FORM—21 PUPILS.

Dux—William Brewster, Montreal.
Latin—1 Smith; 2 Brewster, max; 3 Carter; 4 Macduff. Greek—1 Smith; 2 Fowler; 3 Brewster, max; 4 Bethune, max. English—1 Brewster, max; 2 Fowler; 3 Chipman, max; Johnston equal. French—1 Brewster, max; 2 Carter; 3 Smith; 4 Chipman, ma. German—Chipman, ma. Religious Studies—1 Johnston; 2 Brewster, max; 3 Fowler. Geography—1 Fowler; 2 Brewster, max; 3 Gibbs. History—1 Gibbs; 2 Brewster, max; 4 Johnston. Arithmetic—1 Johnston; 2 Jaques ma; 3 Smith. Algebra—1 Bethune max; 2 Fowler; 3 Jaques ma. Geom. and Trig.—1 Fowler; 2 Bethune max; 3 Jaques ma. Writing—1 Chipman ma; 2 Court mi. Drawing—1 Bethune max; 2 Court mi. Pencing—McCord. Good Conduct—McCord. Punctuality—Chipman ma, and Fowler.

FIFTH FORM—42 PUPILS.

Dux—John L. Marler, Montreal.
Latin—1 Marler ma; 2 Anderson; 3 Hicks; 4 Cowan; 5 Madill. Greek—1 Marler ma; 2 Perrigo; 3 Madill; 4 Cowan; 5 Anderson. English—1 Anderson; 2 McDunnough; 3 Marler ma, 4 Hicks. Elocution—1 McDunnough; 2 Dawson; 3 Anderson; 4 Hicks. French—1 Cowan; 2 Marler ma; 3 Lanigan; 4 Perrigo. Religious Studies—1 Perrigo, Anderson equal; 3 Kinloch; 4 Marler ma. Geography—1 Thompson; 2 Chapman; 3 Perrigo; 4 Marler ma. History—1 Perrigo; 2 Marler ma; 3 McDunnough; 4 Anderson. Arithmetic—1 Chapman; 2 Anderson; 3 Madill, 4 Hincks. Algebra—1 Anderson; 2 Madill; 3 Whitehead; 4 Chipman mi. Geometry—1 Whitehead; 2 Cowan; 3 Anderson; 4 Lanigan. Writing—1 Mackenzie and Madill equal; 2 Whitehead. Drawing—1 Perrigo; 2 Tabb max; 3 Stewart; 4 Marler ma; 5 Whitehead. Good Conduct—Tyre. Punctuality—Chipman ma, Marler ma, Perrigo and Simpson ma.

FOURTH FORM—51 PUPILS.

Dux—Samuel Green, Montreal.
Latin—1 Browne ma; 2 Green; 3 Rose; 4 Watts; 5 Holiday. Greek—1 Green; 2 Morgan ma; 3 Browne ma. English—1 Green; 2 Browne ma; 3 Godfrey; 4 Marler mi; 5 Morgan ma. Elocution—1 Badgley ma; 2 Sternberg. French—1 Watts; 2 Green; 3 Jackson; 4 Browne ma; 5 Holiday. German—1 Green; 2 Sternberg. Religious Studies—1 Browne ma; 2 Torrance max; 3 Kemp; 4 Holiday; 5 Badgley ma. Geography—1 Green, 2 Morgan ma; 3 Holiday; 4 Browne ma; 5 Watts. History—1 Browne ma; 2 Holiday; 3 Badgley ma, 4 Green; 5 Morgan ma. Arithmetic—1 Green; 2 Sternberg; 3 Dunbar; 4 Morgan ma; 5 Browne ma. Writing—1 Stent; 2 Green; 3 Browne ma; 4 Godfrey. Drawing—2 Stent; 2 Calder; 3 Morgan ma; 4 Browne ma; 5 Baynes ma. Good Conduct—Stent. Punctuality—Calder, Simpson mi, and Watts.

THIRD FORM—49 PUPILS.

Dux—Montgomery Jones, Montreal.
Latin—1 Jones ma; 2 Davis ma; 3 McDougall mins; 4 McGoun; 5 Bailey. English—1 Jones ma; 2 McDougall mins; 3 Davies ma; 4 Massey ma; 5 Bailey. Elocution—1 Massey ma; 2 Jones ma; 3 McDougall mins; 4 Davies ma. French—1 Scath; 2 McGoun; 3 Massey ma; 4 Lewis; 5 Jones ma. Religious Studies—1 Jones ma; 2 Lewis; 3 Davies ma; 4 Morgan mi, 5 Massey mi. Geography—1 Jones ma; 2 Morgan mi; 3 Lewis; 4 Davies ma; 5 Murray. History—1 Jones ma; 2 Forester ma; 3 Morgan mi; 4 Lewis; 5 Trice. Arithmetic—1 Massey mi; 2 Jones; 3 Scath; 4 McGoun; 5 McDougall mins. Writing—1 McDougall mins; 2 Perkins; 3 Morgan mi; 4 Alloway; 5 Davies ma. Good Conduct—Morgan mi. Punctuality—McDougall mins. and McGoun.

SECOND FORM—35 PUPILS.

Dux—David Rodger, Montreal.
Latin—1 Rodger ma; 2 Greenshields; 3 Torrance mi; 4 Evans and Ross ma, equal. English—1 Ross ma, 2 Rodgers ma; 3 Evans; 4 Darling; 5 Sutherland ma. Elocution—1 Evans and Ross ma, equal; 3 Darling. Religious Studies—1 Evans, 2 Bond and Rodger ma, equal; 4 Ross ma. Geography—1 Lower ma; 2 Lyman ma; 3 Rodger ma, 4 Darling; 5 Evans. History—1 Torrance mi; 2 Evans; 3 Greenshields and Notman, equal. Arithmetic—1 Smithera mi; 2 Ross ma; 3 Stevenson mi; 4 Tabb mi. Writing—1 Hamilton ma; 2 Ross ma; 3 Sutherland ma. Good Conduct—Lyman ma. Punctuality—Lower ma, Rodger ma, Ross ma, and Torrance mi.

FIRST FORM—55 PUPILS.

Dux—Alexander Robertson, Montreal.
Latin—1 Robertson ma; 2 Porteous mi; 3 Fisher; 4 Lovell mi; 5 David; 6 Walkem. English—1 Robertson ma; 2 Fisher; 3 Porteous mi; 4 Walkem; 5 Bacon; 6 Porteous ma, and Whitney, equal. Elocution—1 Thomson mi; 2 David and Ladd, equal; 4 Walkem. German—Fisher. Religious Studies—1 Thompson mi; 2 Heward ma; 3 Robertson ma; 4 Whitney; 5 Cochrane ma. Geography—1 Robertson ma; 2 Fisher; 3 Lay; 4 Russell; 5 Porteous ma, and Heward mi, equal. History—1 Robertson ma; 2 Whitney; 3 Walkem; 4 Thompson mi; 5 Russell. Arithmetic—1 Shepherd; 2 Baird; 3 David; 4 Macfarlane mi; 5 Fisher. Writing—1 Porteous ma; 2 Shepherd; 3 Boxer mi; 4 Baird. Good Conduct—Robertson ma. Punctuality—Jones mi, Mitchell mi, and Russell.

PREPARATORY FORM—46 PUPILS.

Dux, James Rodger, Montreal.
Reading, &c.—Upper Division: 1 Rodger mi; 2 Torrance Gtus; 3 Davidson. Lower Division: 1 Snodgrass; 2 Tabb mins; 3 Mitchell mins. Elocution—1 Davidson; 2 Torrance Gtus; 3 Sutherland mi; 4 Rodger mi. Religious Studies—Upper Division: 1 Torrance Gtus; 2 Rodger mi; 3 Birks mi. Lower Division: 1 Childs; 2 Moore mi; 3 Mitchell mi. Derivation—1 Rodger mi; 2 Davidson; 3 Torrance Gtus; 4 Sutherland mi. Spelling—1 Rodger mi; 2 Torrance Gtus; 3 Tilton; 4 Picken; 5 Davidson. English Grammar—1 Torrance Gtus; 2 Rodgers mi; 3 Davidson; 4 Tilton. Geography—1 Rodger mi; 2 Torrance Gtus; 3 Torrance Gtus; 4 Davidson and Sutherland mi, equal. Arithmetic—1 Torrance Gtus; 2 Rodger mi; 3 Elliot; 4 Sutherland mi; 5 Davidson. Writing—1 Davidson; 2 Picken; 3 Austin; 4 Elliot; 5 Sutherland mi. Good Conduct—Picken. Punctuality—Lomer mi; Munro, Rodger mi; Torrance Gtus.

On Brewster being announced as the winner of the Davidson medal, there was loud and long prolonged applause.

Fourteenth Conference of the Teachers' Association in Connection with the Jacques-Cartier Normal School.

At this conference, held Friday, the 31st May, were present the Hon. the Superintendent of Public Instruction, Principal Verreau, Inspectors Grondin and Caron, M. Hétu, President, M. Guilbault, Vice-President, M. Boudrias, Treasurer, Messrs. St. Hilaire, Simays, Jardin, Martineau, and Archambault, members of the Council of the association; and Messrs. Amirault, Emard, Bourbonnière, Cardinal, Auger, Bertrand, Lavoie, Aubin, Dalaire, Paradis, Angers, F. X. Coutu, O. Coutu, Tessier, Beausoleil, Caron, Boutin, and Simard, members of the association; and the Pupil-Teachers of the Normal School.

The President introduced M. Lafrance, the delegate from the Teachers' Association connected with the Laval Normal School, who made interesting remarks on the good to result from the intercourse established between the two bodies, as did also M. Dalaire, the delegate of the Montreal Association to that of Quebec, and M. Simays who had accompanied him thither. The delegate of the Laval association in adverting to the devotedness with which the teacher should pursue his career spoke with much eloquence. Though still a young man he has been for many years engaged in teaching. M. Dalaire gave an account of what had been done at the Quebec conference, and acknowledged himself grateful for the kind reception he had met with from his *confrères*.

A subject having been chosen for discussion at the ensuing session, Messrs. Simays and Boudrias were appointed to open the debate; and Messrs. Coutu and Paradis were desired to prepare lectures.

M. Martineau then spoke on "the love which a teacher should inspire in the hearts of his pupils," and cited many touching incidents bearing on the subject.

M. Amirault read a paper on "prizes and rewards," and pronounced himself against the system which generally obtains. He was of opinion that prizes should not be given for success obtained in any particular branch, but should be destined to reward the scholars for their progress relatively.

The Hon. Mr. Chauveau then addressed them at some length on the means which the teacher should adopt to secure a proper influence with the community, and on the effects which his example was likely to produce upon successive generations; enumerating also the many ways in which he may become useful. He enlarged more particularly upon the ravages committed by intemperance, and showed how the teacher, by reason of his isolation, and the nervous excitement to which he was occasionally subjected by the discharge of his duties, would expose himself to the dangers of intemperance by making even a moderate use of spirits. And the teacher should recollect that the consequences were more serious to him than to many others, as where this bad habit was freely indulged in, he at once became exposed to the loss of his diploma, and jeopardized the means by which a livelihood for himself and family was secured.

A discussion, adjourned from the previous meeting, upon the "means best calculated to stimulate in children a love for their native country, and to remove tendencies pointing to foreign immigration," was resumed by Messrs. Dalaire, Simays, Archambault, Emard, Paradis, and Boudrias. Teaching history and topography, imparting knowledge of the natural resources of the country, of its agriculture and horticulture, and creating an interest in its national literature, were, among others, the means recommended.

Principal Verreau summed up the debates, and pronounced his opinion on the several points discussed.

Inspector Grondin spoke on the subject of teaching agriculture in Elementary schools.

On motion of Messrs. Archambault and Dalaire, the 11th Article in the Constitution of the association was amended, by a resolution providing that future elections be by ballot.

On motion of Messrs. Boudrias and Paradis, it was resolved that teachers joining the association should in future have to pay only 75 cents, if they inscribed their names in January, or 37½ cents, if in May.

On motion of Messrs. Simays and Boudrias, it was unanimously

Resolved—That this Association has learned with deep regret of the death of Joseph Lenoir Esq., which to the Department of Public Instruction has caused the loss of a zealous collaborator, to the country that of a sincere patriot, an excellent citizen and a distinguished *littérateur*, who leaves a host of friends to mourn his untimely end.

Resolved—That a copy of the above Resolution be communicated to the late Mr. Lenoir's family."—Adjourned.

The Visit of His Royal Highness the Prince of Wales to America.

XII.

THE PRINCE IN THE UNITED STATES.

(Continued from our last.)

Leaving the banks of the Mississippi and Missouri the Prince proceeded to Cincinnati, where he arrived at two in the morning of the 29th, having been delayed for a considerable time on the way by a freight train which had run off the track.

Cincinnati, whose population is about 260,000, is also called the "Queen of the West," and sometimes receives the less poetical appellation of "Porcopolis," which, though not so sonorous, it would be ingratitude on the part of the city to reject, as it is indebted for its prosperity in a great measure to its trade in that animal food proscribed by the law of Moses. The *Times*' correspondent, Mr. Woods, has given a vivid description of the unbounded liberty enjoyed by the porcine race, and the consequent appearance of the streets and public places. We fancied in reading his letter that we could almost hear a faint echo of the discordant and quite gratuitous concert at which he had assisted.

His Royal Highness enjoyed the hospitality of Mr. Bowler—the sole proprietor of the Kentucky Railroad—whose splendid residence contrasted agreeably with the small cot at Dwight.

In the evening the Prince attended the first Ball given in his honor in the United States, which came off in the Opera House, and at which only some hundreds of persons met, though there was room for several thousands—a circumstance not altogether creditable to the "Queen of the West," but in return an immense crowd welcomed His Royal Highness outside. The Prince also took a run through the charming environs of the city,—where grows in abundance the Catawba grape of which American Champagne is made—and attended Divine Service on Sunday. East of

Cincinnati extends a wide tract of country, which under a luxuriant vegetation conceals important coal mines; it is at Pittsburg—the Sheffield of America—that this valuable mineral is turned to account. The Prince and suite arrived here late in the night and were received by the firemen who formed a torchlight procession; the bridge over the Monongahela was illuminated, and an immense concourse of people, who had been waiting long, hailed their illustrious visitor with that enthusiasm which the Americans know so well how to manifest on such occasions. There was a serenade at the Monongahela Hotel by the Duquesne Guards, and on the following day as the bands played "La Claire Fontaine" the Prince took his departure. This aria was adopted generally throughout the United States during the visit; indeed this, with other Canadian songs, have since become quite fashionable.

At an epoch far removed from the present day, when Pittsburg was but *Fort Duquesne*, this simple lay had perhaps found an echo here; perhaps on the eve of the combat of the Monongahela the same strain had been heard in the camp of the little band commanded by M. de Beaujeu (1).

After a ten hours' ride in the cars the royal party reached Harrisburg, the capital of Pennsylvania, distant 280 miles from Pittsburg. The route lay through the Alleghany Mountains, celebrated for their scenery and beautiful forests of pine, oak, maple and other woods, whose rich foliage, variegated with vivid autumnal tints, presented a scene of magical effect. His Royal Highness and some of the suite ventured upon the locomotive as it swept along at full speed on the very brink of precipices, to enjoy this grand spectacle. The Prince had a short interview with Governor Parker at Harrisburg and passed hurriedly through the town, and through Baltimore in like manner, and on the 3rd October entered Washington. Gen. Cass met His Royal Highness at the Railway Station and conducted him to the White House.

If the correspondent of the *New York Herald* (2.) is to be trusted, the President, Mr. Buchanan, received the Prince with a paternal shake of the hand, precisely as an old unmarried millionaire would receive his beloved nephew and heir. Having been presented to the President's niece, Miss Lane, and Miss Ellis, niece of the late Vice President King, Baron Renfrew was led by the kind hosts of the White House through the galleries and gardens of that elegant residence. The President deviated on that day from the established rule, which is that the White House be at all times accessible to American citizens, and none but invited guests were present. On the morrow, however, the doors were thrown open, and at the grand levee held in honor of the Prince the formality of shaking hands was gone through with a great number of citizens who were not content with the salutation prescribed by European etiquette. While criticising the appearance and manner of those presented, Mr. Wood acknowledges with a good grace that were Her Majesty to receive the President of the United States at Buckingham Palace, and at the same time admit indiscriminately all persons, both male and female, who might present themselves, it is not probable that such an assemblage would compare very favorably with the gathering at the White House. His Royal Highness also dined with the *corps diplomatique*, visited the Capitol, the Patent Office, and a Ladies' Academy, and made an excursion in the *Harriett Lane* to Mount Vernon.

The Capitol is a vast structure of white marble whose cupola is still unfinished; though not faultless, it is the finest edifice in the Union. The Patent Office contains a great number of plans and models, and its museum is one of the most interesting that can be seen. The visit to Mount Vernon assumed all the importance of a great historical event, and "The Prince of Wales at the Tomb of Washington" is still the theme of poets, artists and essayists. Indeed these simple words are in themselves suggestive of more than all that could be written upon the chapter of the vicissitudes of human affairs. The old dwelling of the Founder of the Republic is now guarded by a family of negro slaves; it has neither the poetry which clings to a ruin, nor the touching interest which belongs to

(1) This affair, which took place on the 9th July, 1755, put an end to the invasion of Canada, which General Braddock, at the head of 3000 men, meditated. M. de Beaujeu had placed his 253 Canadians and 600 Indians in ambush. Both leaders fell. Washington, then a Captain, was present. Daniel M. H. L. de Beaujeu, Knight of St. Louis, was born at Montreal the 9th August, 1711. and was great-uncle to the Hon. G. R. Saveuse de Beaujeu, member of the Legislative Council. The latter gentleman lately presented the *Société Historique* with a portrait of his distinguished kinsman.

(2) Royalty in the New World. By Kinahan Cornwallis, New York 1860. This is a revised edition of this gentleman's letters to the *Herald*.

a well preserved relic, but its appearance is that of a dilapidated country mansion long deserted by its tenants. The General's old arm-chair and the desk on which he used to write his despatches may still be seen, with the celebrated key of the Basilica sent by Lafayette; a small silhouette of the marquis presented by himself as a souvenir to his companion-in-arms, and a marble mantle-piece, also the gift of the French General, are among the other objects.

The simple monument erected over the grave of Washington is befitting the memory of a hero. Above the entrance is the inscription, "Within this enclosure rest the remains of General George Washington," and in the vault, are two sarcophagi of white marble; on one we read, "Washington," and on the other, "Martha, consort of Washington."

"Aux petits hommes un mausolée, aux grands hommes une pierre et un nom," where the words which the removal of the remains of Napoleon from St. Helena drew from Chateaubriand.

Unlike the conqueror of Europe, the founder of the Republic lies entombed with the partner of his earthly joys and sorrows. But Longwood bears some resemblance to Mount Vernon in other respects; a son of Africa,—not enslaved in this case however—points out the spot where the great warrior died, and there as here a multitude of unknown names are scrawled all over the walls, which have been farther mutilated by the owners of these names to secure and carry off some fragments (1).

The Prince and the President remained uncovered before the tomb some time, and then the Heir to the British Throne planted a chestnut-tree near by. May it live long! But when its tall shadow falls upon the monument, will the Great Republic be still in existence? The Prince took some chestnuts from the same place to plant in Windsor Park.

Mount Vernon is a wooded promontory jutting into the Potomac, every steamer that navigates the river stops for a few moments opposite this point, while its bell is tolled in respect for the memory of the great man. The house of Washington has been purchased recently by a patriotic association, with the object of repairing and preserving it; but the unfortunate circumstances now taking place in that country must delay the execution of this noble design. Immediately outside the house the eye meets with nothing now but a row of miserable negro huts, all else is desolation.

Returning from Mount Vernon the excursionists amused themselves in dancing. Upon this Mr. Woods remarks,—we quote from memory—"Alas the pilgrimage to the tomb of Washington was as much a pleasure party as a homage tendered to his memory. The world is made up of inconsistencies, and as Thackeray so well observes, we see tears flowing beneath the nuptial veil, and hear jokes in a funeral procession."

On the 6th October, the Prince made a short excursion to Richmond, the capital of Virginia, and returning left Washington for Baltimore. While his Royal Highness was admiring a statue of Washington at Richmond, some idle boys made use of very uncourteous language toward the visitors; and indeed the population generally showed more curiosity than respect. This circumstance was of course turned into 'political capital,' and gave the partizans of Lincoln an opportunity to remind the Southerners that their boasted gentlemanly bearing was at fault. Virginia was the only slave state visited by the Prince, and this was also chronicled by the Republican press.

The name of "Monumental City" given to Baltimore has reference to the general character of its buildings, and not, as might be supposed, to its monuments, for of these we find but four, including a marble column of two hundred feet, surmounted by a statue of Washington, and another column erected to commemorate the battle fought there during the revolutionary war. The Roman Catholic Cathedral is one of the finest churches in the Union. Maryland was colonized, as we all know, by English fami-

lies who adhered to the Church of Rome, and its principal city is at present the seat of an archbishop. The Prince made merely a flying visit to Baltimore; yet the entire population turned out, and received their visitor with many marks of joy and respect.

Baron Renfrow was welcomed to Philadelphia by all the most prominent citizens, and here an unexpected incident occurred. As the royal party entered the Opera House the entire audience rose from their seats; and again when the orchestra struck up *God save the Queen* every one rose a second time. This was a mark of very delicate attention on the part of the Americans who never rise when their national anthem is played, and who on this very occasion did not do so when *Hail Columbia* was performed. It is said the Prince was much affected by the sight of so large and respectable an assemblage conforming to the custom of his own country, and no doubt this familiar scene must have called up to his mind many recollections of home. The decorum which marked the proceedings at Philadelphia was not surpassed by even the good taste shown in the New York ovation.

Great had been the preparations for the reception of the Prince of Wales in the Empire City. Her citizens, who glory in assigning her the third place among the cities of the civilized world as regards population, now fully established her claim to the first for popular excitement. So much had been said in the newspapers about the danger which the Prince would incur from an exuberance of democratic feeling, or an indiscreet curiosity on the part of the public, that the people resolved to vindicate their dignity; and thus they did effectually, no doubt to the great disappointment of the scribes, who could find no episode too ridiculous, or no instance of ill-breeding too preposterous for publication.

The *Harriett Lane* with the long expected guests on board arrived off the Battery about two in the afternoon; immediately General Scott, Peter Cooper Esq. (a millionaire of the town), and other members of the Reception Committee hastened to meet them. The landing, which took place at Castle Garden, was announced by a royal salute, and Mayor Woods delivered a short harangue, addressing the Prince by his title and laying aside the cognate. The New York militia, celebrated for their soldierly bearing, were then reviewed; and His Royal Highness, Mayor Woods, the Duke of Newcastle, and Lord Lyons proceeded through Broadway in a carriage made expressly for the occasion and drawn by horses the royal party had used while in Canada, and that had been purchased for this purpose. The streets, the windows and the very house-tops were literally crammed with people, who were almost wild with enthusiasm.

The Prince alighted at the City Hall where the militia filed off before him; and this occupied so much time that it was not till seven o'clock that the Fifth Avenue Hotel was reached. This splendid hotel had been leased and furnished by the City for the accommodation of the visitors.

(To be continued.)

Notices of Books and Publications.

Nonnery: The Teacher's Assistant, or hints and methods in school discipline and instruction. Crosby, Nichols, Lee, & Co., Boston, 1866, 1 vol. 8vo. 358 pages.

Mr. Northend, who has attentively studied his subject, adopts the form of letters, which he addresses to "One about to enter upon the Teacher's work." It will be seen by this that the book is more especially designed for young teachers, but we venture to say the more experienced will find in it much to interest and amuse them. Besides the many valuable suggestions and the sound advice contained in its pages, it is replete with good stories and anecdotes told in plain and familiar language, and always to the point.

Among the hints that should be acted upon we find the following:—
 "Read Works on Education.—The number of works bearing directly upon the teacher's mission is, I am sorry to say, very small, and most of them of very recent origin. I would recommend that you get access to as many as possible, and from time to time, as opportunity offers and means allow, add such works to your own professional library. It may seem novel to you to have me speak of the teacher's "professional library"; and I am very sure that the idea would seem quite marvellous to many who have devoted years to the business of instruction. But can you see any good reason why a teacher should not have a library? Can you not, indeed, think of many reasons why he should have one? What would be thought of a clergyman, physician, or lawyer, who should enter upon his professional career without first securing a collection of books for general reference as bearing upon the interests of his peculiar calling? Would such a one be likely to succeed, or would he long possess any of that *esprit de corps* which ought to characterize him? The man who wishes to excel as a sculptor will make any sacrifice to learn what has been said and written in relation to his favorite

(1) Des voyageurs apportés par la tempête croient devoir consigner leur obscurité à la sépulture éclatante.—(Chateaubriand, Mémoires.)

The old red walls are scored with vulgar names, bricks have been broken out, and the very stone tablet overhead which tells that "WITHIN THIS ENCLOSURE REST THE REMAINS OF GENERAL GEORGE WASHINGTON," is debased with the offensive scrawls of travellers not ashamed to leave these records of their vulgar infamy behind.—(Woods.)

Un nègre nous démontre une espèce de conloir occupé par un moulin à bras, et nous dit "There he died."—(Chateaubriand.)

Those who wish to see the interior of the house must search to the left where down in a cellar a negro woman and her family almost lurk, a slave herself, though the only cicerone to the deserted mansion of the man who gave freedom and independence to the world.—(Woods.)

work. The artist who would prove a workman of no mean repute will practise any amount of self-denial in order to become the possessor of volumes treating upon his employment. And if they who work on inanimate material are thus interested to increase their knowledge and skill, should they not be equally so who are called upon to fashion and develop that living material which will exist throughout the endless ages of eternity? It is sad, indeed, to reflect that so many engage in teaching who never manifest the least interest in reading."

We might fill this journal with anecdotes from this work, but shall confine ourselves to one or two:—

"A country schoolmaster, who found it rather difficult to make his pupils observe the difference in reading between a comma and a full-point, adopted a plan of his own, which, he flattered himself, would make them proficient in the art of punctuation; thus, in reading, when they came to a comma, they were to say *tick*, and read on to a semicolon, and say *tick, tick*, to a colon, and say *tick, tick, tick*, and when a full-point, *tick, tick, tick*. Now, it so happened that the worthy Dominic received notice that the parish minister was to pay a visit of examination to his school, and, as he was desirous that his pupils should show to the best advantage, he gave them an extra drill the day before the examination. 'Now,' said he, addressing his pupils, 'when you read before the minister to-morrow, you may leave out the *ticks*, though you must think them as you go along, for the sake of elocution.' So far, so good. Next day came, and with it the minister, ushered into the school-room by the Dominic, who, with smiles and bows, hoped that the training of the scholars would meet his approval. Now it so happened, that the first boy called up by the minister had been absent the preceding day and, in the hurry, the master had forgotten to give him his instructions how to act. The minister asked the boy to read a chapter in the Old Testament, which he pointed out. The boy complied, and in his best accent began to read: 'And the Lord spake unto Moses, saying *tick, tick*. Speak unto the children of Israel, saying *tick, tick*; and thus shalt thou say unto them *tick, tick, tick, tick*.' This unfortunate sally, in his own style, acted like a shower-bath on the poor Dominic, whilst the minister and his friends almost died of laughter."

"I have somewhere read that Napoleon, on his departure for Belgium, thought it prudent to guard with extra care against the dangers which threatened, having all Europe leagued against him. He therefore sent for a skilful and accomplished workman, between whom and himself the following conversation was held.

Napoleon. "Do you consider yourself competent to make a coat of mail of such texture and strength that no weapon whatever can penetrate it?"

Workman. "I think I am."

Napoleon. "I wish you to make one with as little delay as possible, and for the same you shall receive eighteen thousand francs."

Workman. "The article shall be ready in the shortest possible time, —and the compensation you offer will well reward me for doing the work thoroughly."

The work was speedily performed, and on an appointed day the artificer took it to the palace. Bonaparte examined it with much care, and then requested the maker to put the armor on. The man obeyed, when the Emperor, taking a pistol, said, "We shall now see if this work is of the texture and strength you promised." He then fired at his breast and at his back, time and again; but the armor proved sure proof against such attacks. Next a long fowling-piece was used, but still the armor proved effectual, and its maker stood unmoved, full of confidence in the completeness of his work.

The delighted Emperor, instead of paying the stipulated price, presented the man with a check for thirty-six thousand francs, saying, "You are one of the few men whose works verify their words."

And so let teachers go forth to their daily labors with armor bright, and sure proof against the attacks of the ignorant and self-conceited, —ever bearing clear proof that they are thoroughly furnished for the great work before them, —and they will not only receive their stipulated reward, but a twofold greater, from the consciousness of having labored faithfully and successfully; and ever will their well-rendered efforts be held in grateful remembrance in the hearts of those whom they have led to right thought and action."

HODGINS: Lovell's General Geography for the use of schools.—4to 100 pages. 51 colored maps, 113 engravings, with a chronometric plate. John Lovell, Montreal, 1861.

This new Geography combines the atlas and text book in one. The illustrations represent views of cities, and notable places, with animals and plants from divers parts of the world. Cosmography and the elementary principles in the natural philosophy of the globe take up eleven pages in the commencement; and of the forty pages that follow containing a description of America, twenty are devoted to British North America; Europe occupies seventeen pages more, and Asia ten, Oceania four and Africa six respectively; a short account of sacred and ancient geography completing the volume. The work contains many tables of statistics. The greatest care has been bestowed upon the typography; and the illustrations, —nearly all designed and executed in the country—reflect much credit on the enterprising publisher. The author, Mr. Hodgins, Deputy Superintendent of Education in Canada West, is already known by his treatise on the geography of British America, —

got up nearly on the same plan as that under notice; —and two other elementary books from the same pen are now advertised, "Easy Lessons in General Geography for younger pupils" and "A School History of Canada and the other Provinces."

There are also annexed to the geography twelve pages of certificates and favorable appreciations, signed by many of the most notable men in the Province. The publisher informs the public that the absence of certificates from members of the Council of Public Instruction is due to the disability on their part to recommend any work before it has been submitted to the Council.

TRANSLATIONS.—London 1861. 1 vol. 8 vo. 151 pages.

We are indebted to the pen of the Hon. William Gladstone and to that of his brother-in-law, Lord Littleton, for this charming volume. The last translates the poetry of Milton, Dryden, and Tennyson into Greek verse, and Gray's Elegy, a part of Goldsmith's Deserted Village and two short poems of Tennyson's into Latin stanzas, while the first translates into English from the Greek of Æschyles and of Homer, from the Latin of Horace and of Catullus, from the Italian of Dante and of Manzoni, and from the German of Schiller, also some English poetry into Latin. It is well that Mr. Gladstone has not withheld his name, for had the following lines been found among some old collection of M. S. S. at a future period, Bishop Heber might have been put down as a plagiarist who had drawn upon some of Horace's contemporaries:

Tu modo dux, tu comes, Uxor eses,
Quam daret ketos Philomela cantus,
Palmeâ ut felix moreretur hora
Vesperis umbrâ!

Tu modo, ac tecum soboles, paterno
Pendula complexu, latus assideres;
Suaviter Gungæ scaphus auream de-
scenderet undam.

Mane surgenti relevandus aurâ,
Dum super cymbæ tabulas recumbo
Te reluctanti, licet otiosus
Corde requiram.

Mr. Gladstone has rendered the lines below, from Augustus Toplady, in the same rhyme as that so much in use among the monastic Latinists of the middle ages:

Jesus pro me perforatus,
Condar intra Tuum latus.
Tu per lympham profusentem,
Tu per sanguinem tepentem,
In peccata mi redunda,
Tolle culpam, sordes munda.

Coram Te, nec justus forem
Quamvis totâ vi laborem,
Nec si fide nunquam cesso
Fletu stillans indefesso
Tibi soli tantum munus;
Salva me, Salvator unus!

Nil in manu mecum fero,
Sed me versus Crucem gero;
Vestimenta nudas oro,
Opem debilis imploro;
Fontem Christi quero immundus,
Nisi laves, moribundus.

Dum hos artus Vita regit;
Quando nox sepulchro tegit;
Mortuos cum stare jubes,
Sedens Judex inter nubes;
Jesus pro me perforatus,
Condar intra Tuum latus.

Each translation is accompanied by the original text, the whole forming a very interesting poliglot.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—Petitions praying that elementary instruction be made compulsory have been presented to the French Senate by a number of the inhabitants of Strasburg, Department of Doubs, and by members of the society

for elementary instruction in Paris, and of the industrial society of Mulhouse, presided over by the honorable Nicholas Koecklin. The Committee, however, in proposing the order of the day declared, through their *Rapporteur*, that though they sympathized with the petitioners in the wish expressed, and hoped it would at no distant day be realized, they did not think it compatible with their duty, merely for the purpose of anticipating by a few years so desirable a result, to propose to the Senate the violation of such fundamental principles as personal freedom, liberty in religion, and liberty in education.

LITERARY INTELLIGENCE.

— The choice of M. Thiers as recipient of the prize of 20,000 francs offered by the Emperor of the French for "the work that most honors the human mind," (*"l'ouvrage qui honore le plus l'esprit humain"*) has been confirmed by the five academies. Mme George Sand, it is known, had been proposed for this prize.

M. Thiers was subsequently visited by many of the members of the institute; several of the fifty who had opposed him were among the number, as they wished to show that their opposition was not against the author of *l'Histoire du Consulat et de l'Empire*, but was rendered necessary to vindicate a principle, as the academy could not be permitted to bestow upon one of its own members a prize with whose award it had been intrusted.

M. Thiers is said to have waived all claim to the 20,000 francs, so that a fund may be formed to provide for another prize, the nature of which shall be determined by the academy and M. Thiers.

SCIENTIFIC INTELLIGENCE.

— It is affirmed in the *Nouvelles Annales Mathématiques* that the word *theodolite* is not, as laid down in dictionaries, derived from two Greek words, but from *alhidada*, whose root is *hude*, to direct, an Arabic word which seems to have been used to designate an index or ruler with pinules, and moving upon a graduated circle. *Alhidada* was soon transformed by the French into *alidada*, and by the English, first into *alydeday*, then into *athelida*. The article being joined to the noun (*theathelida*), or through some other transformation which occurring in the middle ages would not be surprising, gave *theodelite*, an expression used by English writers many years before the telescope was invented, and which some unlucky Hellenist corrected into *theodolite*.

— We condense the following from an article in the *Revue Contemporaine* on botanical experiments. The writer mentions the ginseng and the coca among the plants whose acclimation should be attempted in France; and expresses a doubt as to the perfect identity of the ginseng of Tartary with that of Canada, owing to the great distance between the two countries. In a Report, he says, addressed in 1718 to the Regent of France by P. Lafitau, a Jesuit missionary among the Iroquois of Sault St. Louis, the Canadian specimen is represented as bearing some resemblance to the turnip, the root only being used, the pulpy part white, but turning yellowish as it dries. Some roots bore evidence of having attained an age approaching a hundred years. The missionary farther recommends that it be cut into pieces and dried in the shade. He attributes to it antifebrile properties, but the pharmacopœias in which it is mentioned represent it as bifurcated, an assertion corroborated by Dr. Armand in his recent visit to Pekin, where he had an opportunity of seeing specimens in the gardens of the Imperial palaces. The Chinese name, *gen-seng*, denotes a bifid form, as the first syllable means a man's legs. (1) Moreover, in the Celestial Empire they do not cut it into pieces, but dry it whole. When broken it has the vitriolous appearance of barley-sugar, a circumstance not mentioned by Lafitau. Finally the Chinese root is characterized by a sweetish flavor like that of liquorice, in which can be detected a slightly bitter element when chewed. This description does not apply to any known febrifuge, which are all very bitter to the taste. The Chinese root enjoys the reputation of being a powerful regenerator of physical force in man, and as such it is sold in China for its own weight in gold, according to Dr. Armand it is not given to old persons but to adults. On the contrary P. Lafitau recommends the Canadian root to aged people. From this it will be seen that the two plants are varieties of the same species. Dr. Armand also mentions that when it is taken in China, a decoction is prepared by cutting the root into very small pieces; the strength of this decoction is in the proportion of between a few grams and half an ounce of the root to a teacupful of liquid, according to circumstances. This is then boiled in a water-bath, a closed vessel being employed for the purpose, and taken in doses before breakfast two or three mornings in succession; sometimes this treatment is continued for a week, and in some cases doses are taken at night before going to bed. The residuum often serves for a new decoction. The patient should abstain from drinking tea during at least a month, for this beverage, used so immoderately by the Chinese, neutralizes the power of ginseng. Yet it was said by a missionary that the leaves of this plant make an infusion better than tea itself. There is another kind of ginseng called *Coreseng* because it comes from Corea; it is not sold for so high a price as the

first, but it is nevertheless greatly esteemed for its virtues. "We are under the impression," continues the *Revue*, "that seed or fresh roots could be easily had, and the acclimation of the plant attempted, for since it thrives in Canada, a moderate temperature is all that is required."

The above contains some errors. In the first place, it is not quite certain that the distance which separates two countries also destroys the identity of the plants growing in each. In Canada, as in Tartary, ginseng is found with a tap-root, though its form is oftener bifurcated. P. Lafitau describes both forms, but in the plate which accompanies his *Mémoire*, the last only is represented; and it was by means of this illustration that some of our friends have recognized the plant in the vicinity of Montreal, in the same manner as the missionary had discovered it in our forests from an engraving of the Tartarian plant. The *Mémoire* mentions that the Indians themselves knew it at once when the picture was shown them. If it were necessary to adduce further proof that the root of this plant as found in Canada is generally bifurcated, the name given it by the Iroquois, *garentoguen* (arenta legs, *oguen* two things separated) would furnish it. We find by the *Mémoire* (page 24 and 34, 2d edition) that its author was not ignorant of the crystalline appearance of the root when broken. But it cannot be denied that he looked upon it as an excellent febrifuge, and by an anomaly—which occurring in an age when universal panaceas were as greatly extolled as pills and syrups are now-a-days, cannot excite surprise,—he also considered it as an active stimulant which should not be given to healthy and robust persons, except with great precaution. Perhaps it is given only to adults in China, but in Canada the aborigines used it especially for children. We have before us several receipts showing how the doctors of Pekin administered this valuable plant, yet there is not a word about the age of the patient. The Chinese seem to like the ginseng of America as well as that of Tartary, though it is not prepared in the same way; we may add that their purchases of Canadian ginseng have amounted to millions; and that the United States still supply them with a large quantity.

MISCELLANEOUS INTELLIGENCE.

Rarey as a Philosopher.—Some of Rarey's sayings are maxims of wisdom. For instance: Nature never lies. The horse is honest. The mind of a horse governs a horse as the mind of a man governs a man. If you wish, therefore, to get control of the horse's body, first learn to direct his mind. The gentle touch is more powerful than blows. Women are better drivers than men, because they have a gentler touch. Firmness and kindness is all the magic there is in my method. Fear or anger in the mind of his driver is instantly known to the horse.—*Horns and School Journal*.

The Spreading of a Report.—The servant at No. 1 told the servant at No. 2 that her master expected his old friends, the Bayleys, to pay him a visit at Christmas, and No. 2 told No. 3 that No. 1 expected the Bailies in the house every day; and No. 3 told No. 4 that it was all up with No. 1, for they couldn't keep the bailiffs out, whereupon No. 4 told No. 5 that the officers were after No. 1, and that it was as much as he could do to prevent himself from being taken in execution, and that it was killing his poor, dear wife, and so it went on increasing and increasing, until it got to No. 33, where it was reported that the detective police had taken up the gentleman who lived at No. 1, for killing his poor, dear wife with arsenic, and it was confidently hoped and expected that he would be executed, as the facts of the case were very clear against him.—*Ibid*.

— A schoolmaster thus describes a money-lender: "He serves you in the present tense, he lends in the conditional mood; keeps you in the subjunctive; and ruins you in the future!"

— Some people tell lies to children with a view of enjoying a laugh at their credulity. This is to make a mock at sin, and they are fools who do it. The tendency in a child to believe whatever it is told, is of God for good, it is lovely; it seems a shadow of primal innocence glancing by. We should reverence a child's simplicity. Touch it only with truth. Be not the first to quench that lovely truthfulness by falsehood.

The terms of subscription to the "Journal de l'Instruction Publique," edited by the Superintendent of Education — will be FIVE SHILLINGS per annum, and to the "Lower Canada Journal of Education," edited by the Superintendent of Education and Mr. J. J. Pellan, also FIVE SHILLINGS per annum.

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

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

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

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

(1) The Chinese *gen-seng* signifies, according to Palmer, the 'first of plants.'—Ed.