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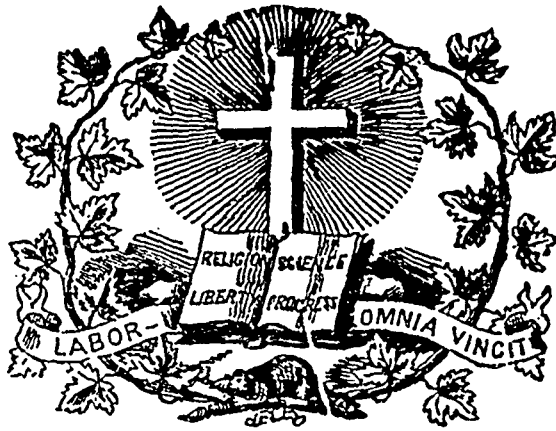
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JOURNAL OF EDUCATION.

Volume X.

Montreal (Lower Canada), August, 1866.

No. 8.

SUMMARY.—**LITERATURE.**—Poetry: Father, take my hand. (*Montreal Gazette*).—O Sing to me Canadian Songs. *Id.*—**EDUCATION:** Qualifications for Teaching.—Teaching Natural Philosophy.—A Valuable Historical Record.—**OFFICIAL NOTICES.**—Books approved by the Council of Public Instruction for Lower Canada.—Appointments: Examiners.—School Commissioners and Trustees of Dissident Schools.—Erections, &c. of School Municipalities.—Diplomas granted in Jacques Cartier and Laval Normal Schools.—Teacher wanted.—**HORIZONTAL:** The School Question in the Last Session of Parliament.—Sites for Schoolhouses.—Distribution of Prizes and Diplomas in the Normal Schools.—Public Examinations and Distribution of Prizes at the Universities, Colleges, Boarding-Schools and other Educational Institutions.—Notices of Books and Recent Publications.—Meeting of the Teachers' Association in Connection with Laval Normal School.—**MONTHLY SUMMARY.**—Educational Intelligence.—Literary Intelligence.—Necrological Intelligence.—Scientific Intelligence.—Miscellaneous Intelligence.

The thron is great, my Father! Many a doubt
And fear and danger compass me about;
And foes oppress me sore. I cannot stand
Or go alone. O, Father! take my hand,
And through the thron,
Lead safe along
Thy child!

The cross is heavy, Father! I have borne
It long, and still do bear it. Let my word
And fainting spirit rise to that bright land
Where crowns are given. Father, take my hand;
And, reaching down,
Lead to the crown
Thy child!

LITERATURE.

FATHER, TAKE MY HAND.

The way is dark, my Father! Cloud on cloud
Is gathering thickly o'er my head, and loud
The thunders roar above me. See, I stand
Like one bewildered! Father, take my hand,
And through the gloom
Lead safely home
Thy child!

The day goes fast, my Father! and the night
Is drawing darkly down. My faithless sight
Sees ghostly visions. Fears of a spectral band
Encompass me. O, Father take my hand,
And from the night
Lead up to light
Thy child!

The way is long, my Father! and my soul
Longs for the rest and quiet of the goal;
While yet I journey through this weary land,
Keep me from wandering. Father, take my hand;
Quickly and straight,
Lead to heaven's gate
Thy child!

The path is rough, my Father! Many a thorn
Has pierced me; and my weary feet, all torn
And bleeding, mark the way. Yet thy command
Bids me press forward. Father, take my hand;
Then safe and blest,
Lead me to rest,
Thy child!

Montreal Gazette

O SING TO ME CANADIAN SONGS.

O sing to me Canadian songs,
Let loud their music ring—
The songs our sons will love to hear,
The songs our daughters sing;
When after days of manly toil,
Wi' bairns round their knee,
They sit beside the glowing hearth
And sing for mirth and glee.

O sing me songs that in our grief
Shall make our spirits glad,
And songs to chasten wildest glee,
With thoughts deep, true and sad.
For human life, where'er we be,
Is streak't with dark and bright,
But e'en as brightness shows the shades,
The shadows show the light.

Then sing the new world songs to me,
To deep and stirring times,
Like mighty ocean's heaving voice,
Or our Norse forefather's rimes,
And if by day ye sing new songs,
And toil and keep ye true,
The night will watch you in your sleep,
And sing auld songs to you.

Id.

EDUCATION.

Qualifications for Teaching.

It is often said that two things are requisite for success in teaching—a proper understanding of the subjects to be taught, and aptness to teach. This is very true; but each of these items needs to be particularly examined to get an adequate idea of their scope and meaning.

What is the knowledge, then, let us first inquire, which is essential to good teaching?

One may know a great deal *about* a subject—that is, may know many facts and theories,—and yet, when he is brought to a discussion in simple language of the fundamental principles, he may show that his knowledge is, after all, superficial. On the other hand, one's knowledge may be limited in material, and yet, so far as it goes, it may be thorough. He may have clear ideas of fundamental facts and principles. For example, one may not have received into his mind one-tenth part of what is contained in a full text-book on chemistry, and yet he may have incorporated into his mind vastly more of the science than another who has attempted to learn the whole of this text-book, and has supposed that he has done so because he has memorized it. So, also, one may know all the rules of grammar and the applications of them, and yet may actually know less of the philosophy of language, and may converse less grammatically, than another who knows nothing of the grammarian's rules and technicalities. Indeed, one may be very learned on a subject, and yet he may know little of the principles which lie at its foundation, although, when properly developed and illustrated, they are generally found to be very simple.

It is this fundamental knowledge that tells on the capability of a teacher, in whatever grade of teaching he may be engaged. It is also the introduction of such knowledge into the mind of the pupil that wakes it up into an activity which is never engendered by the learning of mixtures of dry technicalities and isolated facts, so common in the prevalent modes of education. And this activity is attended by a consciousness of power which is really exhilarating to the mind of the pupil, and he is so spurred on that he feels that he is taking long leaps in the pathway of knowledge. Such, I recollect, was the experience of an American sculptor, Bartholomew, on receiving instruction from the great Swedish sculptor Sthorwoldsen. And many have had, to a greater or less extent, a similar experience, on coming under the teaching of those who know how to lay in the mind the foundations of knowledge. It is one of the most vivid of my youthful recollections that, in preparation for college, I learned more of one such teacher in a few weeks than I did in two whole years of another, whose teaching was abundant, but superficial.

Beginning thus with fundamental principles, the teacher can follow out their application. Of course, this must be done to a wider extent in the higher grades of instruction than in the lower; but in both essentially the same knowledge of principles is requisite for good teaching.

In thus working from the foundations the teacher can see the broad scope of a principle or general fact. In natural science it should be his aim, especially with the beginner, to illustrate principles largely from familiar phenomena, so as to cultivate the observing powers. Analogies, also, which are peculiarly attractive to the young, should be traced out. In this way the interest which naturally belongs to a subject will be developed, and we shall have living teaching, in distinction from the dry, dead teaching which spends itself in formal propositions and uninteresting technicalities.

All this implies thinking in the teacher over and beyond what is found in text-books. Something more than a mere apprehension of what is taught in them is requisite. There must be a real incorporation of truth into the mind. The teacher must not only 'read and mark', but also 'inwardly digest', and then he will

induce a corresponding digestion and growth in the minds of his pupils.

In this way the teacher is able to impress his own mind upon the minds of the scholars,—an ability which is one of the best qualifications for teaching. A sort of mental enthusiasm is an essential element of this, and perhaps we may say that the very attainment of such knowledge is proof of the existence of this enthusiasm. And yet some qualities of heart are necessary for the full effect; there must be pleasure in communicating truth to another mind, which implies benevolence.

Aptness to teach, about which so much is said, and often rather indefinitely, is obviously a compound qualification. What I have already noticed is necessary to this. But besides, there is needed a proper understanding of the aptitude and the capabilities of the minds of pupils. And just here there is very commonly failure in teachers. They are continually presuming that what is taught is fully understood, when proper tests would reveal the fact that much of it is not understood at all, and that some of it is most grossly misapprehended. Especially is this true of the youngest pupils. Indeed, the higher the grade of pupils, the less effort of mind does it require to adapt the instruction to them. In visiting a school in one of our cities where there was a large range of grades—in the upper rooms the instruction belonging to a high school being pursued, and in the lower the very beginnings of primary teaching,—I was struck with the fact that the efficiency and appropriateness of the instruction, which were excellent in the upper rooms, were quite regularly impaired as I went down in the grades, and in the very lowest room the instruction was entirely inappropriate. In this room were gathered about fifty children, who were reciting about certain words written on a blackboard, such as *bad*, *pen*, *men*. They all spelled the word together, and then offered what purported to be a definition. After spelling the word *pen*, the teacher asked: What is *pen*? To this a bright little girl replied at once: *A thing to write with*, which I thought to be a good definition; but it did not suit the teacher, and they were all made to say a *writing-instrument*,—an answer that better comported with the formality and technicality which so generally prevail in the school-room. So the definition for men was *human beings*. In a little question-talk which I had with this school, I said to them: "You say that men are human beings: now I want to know if you are human beings?" The whole fifty said *No*, with such fullness of voice as indicated that they were certain that they were right.

The power of adaptation is needed not only in regard to different grades of mind, but also in reference to individual peculiarities. Many a mind of real ability has had its powers repressed from failure in the teacher to detect its characteristic qualities. It is difficult, I know, in the established routine of our public schools, to become acquainted with the mental character of the several pupils in large classes, in the short periods allotted for recitations; but it is not impossible with one who is alive to the importance of this knowledge in educating mental power, which should be the great object of education. And to accomplish this, occasional setting-aside of this routine would not be amiss.

It results from what I have said that one quite essential qualification of the teacher is a due sense of the importance of making the pupil understand what he learns. A very serious disqualification in many teachers, of real talent in teaching, is the notion that it is well to store the memory with much that can not be understood at present, because, retained in the memory, it will be understood at a future time. *Most* (observe that I do not say all) *that is committed to memory should be understood at the time*; and the teacher who holds the opposite idea mars decidedly his ability to teach.

Another essential qualification of the teacher is a sense of his liability to presume too much on the capabilities of his pupils. Such a sense will lead him to apply every now and then proper tests to their supposed knowledge.

Another qualification still is a sense of his liability to underestimate the capacities of his pupils, especially in relation to their

understanding of principles. *Why is this, and how is this*, are questions continually put by children, and a proper explanation will generally be intelligently appreciated. Children are better philosophers than they are commonly supposed to be.

To carry out fully the ideas of this paper, there needs to be a very considerable reform both in the modes of the school-room and in a large proportion of the text-books. Without this it is up-hill work to teach on correct principles. To do it the teacher must stem currents, and run the risk even of displacement. A teacher of high reputation said to me after hearing a lecture delivered a dozen years ago,—"You are right; but if I should teach on those principles, I should lose my place in less than six months." A female teacher, who felt sorely the trammels of established routine, once said to me, "I am in doubt as to my duty. If I teach my scholars geography in one way, they will make a good show of knowledge when the Superintendent visits my room; but if I teach them in another way, they will make a poorer show, but know a great deal more about it."

Massachusetts Teacher.

Teaching Natural Philosophy.

PROF. S. R. THOMPSON.

The limits prescribed to this report preclude extended discussion of the topic assigned. Accordingly all consideration of principles of teaching, other than those peculiar to the subject, have as far as possible, been avoided.

The suggestions offered are intended to apply to ordinary classes in ordinary schools; the principles on which they are based are the result of some reflection, and the methods have stood the test of the school-room. Whatever their value may be, they are at least certain to receive a candid hearing and intelligent consideration at the hands of this Association.

The student of Natural Philosophy must be taught to observe carefully what takes place in nature around him, the order and succession of phenomena, their relations, whether of cause and effect or of mere contiguity, in short he must learn to think philosophically. He is not, as some have phrased it, to study nature instead of the text-book,—for that would be asking him to do in one life-time what has required the lifetime of thousands,—but he *may* and *should* learn to verify in many cases the statement of the book by an appeal to nature around him, and in many more by the reproduction of nature's processes in an artificial way, in the laboratory. He should also learn to express philosophical truth with accuracy and neatness, since this is needed to give clearness and consistency to his own thoughts and enable him to add his mite to the treasury of philosophical knowledge.

A bristling array of technical terms meets the student of Philosophy at the outset. The use of these cannot well be avoided, they must be taught thoroughly as often as they recur, or the right kind of progress becomes impossible. The secret of teaching them rapidly lies in so arranging the exercises that the pupils are compelled to use such terms frequently. Answers that involve the use of technical terms may be written by the whole class at once.

These and similar devices must be persevered in till facility is acquired. This point is insisted on as one of primary importance.

The difficulty of making technical words familiar, is a serious obstacle to the success of the lecturing system of teaching the sciences. After a pupil has studied a text-book until familiar with the elements and the nomenclature—he may extend his knowledge rapidly by means of lectures, but without this preliminary study, he may be entertained by scientific lectures, but will not be likely to receive much permanent benefit.

Natural Philosophy deals principally with matter and force, but of matter we know nothing except through the manifestations of force. Light, heat, and other physical agents formerly considered as material existences, are now generally believed to be simply modifications of force and motion. Indeed, the progress of modern physical discovery is principally in the direction of a closer knowledge of the interrelation of the great forces of the universe.

A full, clear, and comprehensive conception of force cannot be obtained by a pupil from any number of definitions. His attention should be called to the attractive and repulsive effects of magnetism and electricity, the expansive power of heat, the immense force exerted by water in freezing, the explosion of gunpowder, and thus through an induction of particulars, a pretty complete idea may be obtained of the protean forms of this many-sided, mysterious thing we call force.

The commonly received view of the constitution of matter which

supposes it to consist of minute atoms not in absolute contact, but held in their relations by the operation of the antagonistic forces of attraction and repulsion, should be soon and thoroughly taught. The fundamental idea may be illustrated with a compass needle and a permanent steel magnet. A clear conception of the philosophical side of the atomic theory will be of great service to pupils, and will enable them to understand the various modifications of cohesion, the change of bodies from solid to liquid and gaseous; the expansive power of heat; the propagation of the luminous, calorific, electrical and magnetic influences; in short, every thing that depends on a change in the internal structure of bodies, better than they could without it.

Force as producing motion either uniform or accelerated, should be carefully distinguished from the case where only pressure results.

Not a few of the mistakes of early philosophers arose from a failure to notice this distinction. Aristotle's doctrine, that bodies fall with a rapidity proportioned to their quantity of matter, is an illustration of this mistake.

The doctrines of pressure may be developed in the study of the centre of gravity problems, in the principles of Hydrostatics and Pneumatics.

In connection with the consideration of force as producing motion, come resultant or compound motions and accelerating motion, as in falling bodies. Under the topic of uniform motion comes the use of motion in time as a measure of force, and the unit of measure for force,—the foot-pound. Should the teacher find it necessary to explain the whole philosophy of measurement, he had better undertake it, than to let his pupils pass over without understanding clearly the use and utility of this unit of measure.

The principal difficulty in teaching the laws of falling bodies is in leading them to see that when a body starts from a position of rest and falls freely, increasing its velocity at a uniform rate, the final velocity acquired is just double the *uniform* velocity which a body must have, to pass over the same space in the same time.

Experience seems to show that time and effort may be economized here by teaching the conventional method representing motion by one side of a rectangle, time by the other, and the space passed over is naturally represented by the area of the rectangle.

This device leads easily to the use of the triangle to represent uniformly accelerated motion, the altitude representing the number of seconds and the base the acquired velocity. When the relations of space and time in the first second are clearly apprehended, no further difficulty need be feared.

In connection with gravitation, it is well to teach thoroughly the law of the variation of any force emanating from a central point, until "inversely as the square of the distance" is as perfectly comprehended as anything can be. The most satisfactory illustration of this principle is derived from shadows cast by screens of known size on the wall. It may be said that this illustration belongs to Optics and is out of place here, but the principle to be illustrated belongs equally to the laws of light and attraction, and is easiest understood when both are brought together.

The relations of force and motion form a most important part of Natural Philosophy, and no pupil should be allowed to pass over them without having acquired sufficient knowledge to enable him to understand something of that most comprehensive and striking of modern generalizations—the conservation of force.

The foregoing principles are given, not as the only ones worthy of attention, but as among the most important. Certain clear and distinct general principles which can be applied to special facts are of great value to the student. These general ideas are best reached through a brief inductive process, not necessarily as extensive as was needful to establish the principle in the first place. Some one has said that these general notions are the language in which the philosopher thinks, a consideration that enforces still further the necessity of accurate and comprehensive understanding of these great general principles.

But while the utility of first principles is urged, it is with no desire or intention of ignoring practical considerations. Principles are to be copiously illustrated by facts and figures. Pupils should be encouraged to discover illustrations and confirmation of laws and evidences of their operation. To illustrate: When your class is studying the "Properties of Matter," give one of them a bit of some substance, let him keep it with him for a few days before you call upon him to name and define its properties. You may see him take it from his pocket as he goes along, turn it over, look at it from all points of view, balance it on his hand to try its weight, try it with his teeth perhaps,—in every possible way seeking to discover its properties, both by experiment and reflection. These exercises furnish valuable training.

In my own classes I have been in the habit—when the class had passed over the subject of meteorology—of detailing two to take

charge of observations on the barometer, two the thermometer, two the rain gauge, two or more to take observations of the clouds—all observations to be made three or more times a day and carefully recorded. As soon as some facility is acquired they exchange places and record observations of a different kind. On Friday the observations on the barometer and thermometer are charted on the blackboard, and at the close of the term the observations are recorded for permanent preservation. For a few days after each change a little attention is necessary to see that observations are correctly taken, but pupils soon learn to do it with reasonable accuracy and usually take pride in doing it well.

It is believed that by these and similar means, not only skill in observing and recording meteorological phenomena may be acquired, but a general taste for observing nature cultivated.

In reference to the introduction of experiments, as a general rule, they should come after the class have studied the subject in the book. The true function of the experiment is not to entertain and amuse so much as to instruct and inform. They should be explained carefully by the teacher if necessary, and then by the pupil. Sometimes an experiment may be performed and the class called upon to explain it and tell what it proves.

Another exercise that may be engaged in with profit is to give a fact or occurrence and ask the class to bring in an explanation the next day. To illustrate: you relate in the class that an exploring expedition that crossed the Andes and descended the Amazon, found the barometer to stand higher at the base of the mountains than at a point a thousand miles down the river and a thousand feet or more nearer the sea level.

If, after proper time for reflection, the class fail to reach the explanation, let their attention be called to the appearance of the water flowing rapidly in a shallow stream over any obstruction that reaches half way to the top of the water. The analogy between this and the westward flow of the trade winds across such a barrier as the Andes Mountains, will be pretty certain to suggest the true explanation of the phenomenon in question. But while whatever apparatus may be within the teacher's reach should be used freely, pupils should study the diagrams and cuts in the text-book, until they can reproduce and explain them on the blackboard. Nothing short of this will give them that quickness of apprehension and educated eye that will enable them to comprehend new demonstrations and explanations such as they will meet occasionally through life. It must not be forgotten that one important object of school training is to prepare the pupils for making future acquisitions as well as to impart present knowledge.

Much interest may be added to the teaching of Natural Philosophy by a recurrence to its history. What is more calculated to enhance the learner's appreciation of the beautiful simplicity of the laws of falling bodies than an account of the vagaries and whimsical conjectures of the wisest of the ancients in regard to them? Their notions of motion as "strange" or "common," "natural" or "unnatural," the "principle" of "things seeking their own place," or as when flame goes up through the influence of a "principle of levity" and a stone falls in virtue of a "principle of gravity," were no more ridiculous than the explanation of why water rises in a pump barrel, because "nature abhors a vacuum," though it appeared in time that this abhorrence did not extend above 33 or 34 feet.

How suggestive of the true theory of the barometer, are the remarks of Pascal writing to his brother-in-law to test the newly invented instrument by carrying it to the summit of a high mountain in his vicinity! "You see," he writes, "that if it happens that the height of the mercury at the top of the hill be less than at the bottom, it will follow that the weight and pressure of the air are the sole cause of the suspension, and not the horror of a vacuum; since it is very certain that there is more air to weigh on it at the bottom than at the top; while we cannot say that nature abhors a vacuum at the foot of a mountain more than on its summit." It would not be difficult to multiply illustrations of this point, were it necessary.

In reference to the mere mechanism of teaching, but a single point can be alluded to here.

The superiority of the topical method of recitation is now generally admitted, yet considerable difficulty is often met in putting it into practical use. So far is this true, that it may be safely affirmed that the use of the method is much less general than the belief in its intrinsic merits.

A teacher sets out with the determination that he will not ask questions on the lesson, but require the pupil to "tell all about it."

But when day by day a part of the class demonstrate their want of ability to tell more than the merest fraction of all about it, his ardor begins to cool and finally the topic method is quietly laid aside. With superior classes this need not be the result, but with ordinary classes it is very likely, if not certain to be.

To meet this difficulty and to render the topic method practicable

with all grades of students, I have introduced into my classes the use of printed topic books. In these the work for the term is divided into a suitable number of lessons and the principal topics treated of in each lesson, given in the order of the text-book.

Pupils use the topic book in reciting until the lesson has been gone over once or more, without questions.

After this is done, questions are asked and other means taken to ascertain whether the principles of the lesson are understood.

To this method is objected that it helps scholars too much, that it would be better for them to write out their own outlines.

This may be true, yet many pupils have not the necessary ability to do this; for it requires some considerable knowledge of a subject to write a good outline of the most important topics of a lesson including five or six closely printed pages.

Some would require pupils to commit the outline to memory and recite without the use of the outline. The advantages arising from this course are somewhat dubious. No good end seems to be served as far as philosophical habits of thought are concerned,—and surely learning a long list of topics in a particular order with no hope or expectation of remembering them, will be an injury to the memory rather than a benefit.

In favor of the use of the printed topics it may be urged:

1. They are convenient, always ready, and by using them the lessons are practically assigned for every day of the term. If a pupil is absent one day, he cannot excuse a failure the next, by saying that he "did not know where the lesson was."

2. It furnishes the teacher who prepares the outline with a chance to omit from the recitation any thing which he thinks redundant, too abstruse or otherwise inappropriate, and to add any items which he may think ought to be added to the matter already to be found in the text-book.

3. It secures a regular distribution of the work of the term and ensures time for a thorough review.

This method has thus far proved so satisfactory and useful, that we design extending it to other branches.—*Pennsylvania School Journal*.

A Valuable Historical Record.

The following is a list of the Presidents and Vice Presidents of the United States as well as those who have been candidates for those offices, since the organization of the Government:

1789—George Washington and John Quincy Adams, no opposition.

1797—John Adams, opposed by Thomas Jefferson, who having the highest electoral vote, became Vice President.

1801—Thomas Jefferson and Aaron Burr, beating John Adams and Charles C. Pinckney.

1805—Thomas Jefferson and George Clinton, beating Charles C. Pinckney and Rufus King.

1809—James Madison and George Clinton, beating Charles C. Pinckney.

1813—James Madison and Elbridge Gerry, beating De Witt Clinton.

1817—James Monroe and Daniel D. Tompkins, beating Rufus King.

1821—James Monroe and Daniel D. Tompkins, beating John Quincy Adams.

1825—John Quincy Adams and John C. Calhoun, beating Andrew Jackson, Henry Clay, and Mr. Crawford, there being four candidates for President, and Albert Gallatin for Vice President.

1829—Andrew Jackson and John C. Calhoun, beating John Quincy Adams and Richard Rush.

1833—Andrew Jackson and Martin Van Buren, beating Henry Clay, John Floyd, and William Wirt, for President, and William Wilkins, John Sergeant, and Henry Lee for Vice President.

1837—Martin Van Buren and Richard M. Johnson, beating William H. Harrison, Hugh L. White, and Daniel Webster for President, and John Tyler for Vice President.

1841—William H. Harrison and John Tyler, beating Martin Van Buren and Richard M. Johnson. Harrison died one month after his inauguration, and John Tyler became President for the rest of the term.

1845—James K. Polk and George M. Dallas, beating Henry Clay and Theodore Frelinghuysen.

1849—Zachary Taylor and Millard Fillmore, beating Lewis Cass and Martin Van Buren for President, and William O. Butler and Charles F. Adams for Vice President. Taylor died July 9th, 1849, and Fillmore became President.

1853—Franklin Pierce and William R. King, beating Winfield Scott and W. A. Graham.

1857—James Buchanan and John C. Breckenridge, beating John C. Fremont and Millard Fillmore for President, and William L. Dayton and Andrew J. Donelson, for Vice President.

1861—Abraham Lincoln and Hannibal Hamlin, beating John Bell, Stephen A. Douglass, and John C. Breckenridge for President, and Edward Everett, Herschel V. Johnson, and Joseph Lane for Vice President.

1865—Abraham Lincoln and Andrew Johnson, beating George B. McClellan and G. H. Pendleton. Abraham Lincoln was assassinated the fourteenth of April, 1865. Andrew Johnson became President for the balance of the term.—*Selected.*

OFFICIAL NOTICES.



BOOKS APPROVED.

His Excellency the Governor General in Council was pleased, on the 3rd July, 1866, to sanction the resolution passed by the Council of Public Instruction for Lower Canada at its semi-annual meeting, held on the 13th June, 1866, approving of the following books for the use of the schools, viz.,

For Elementary Schools:

Grammaire Française. By F. P. B.

Lectures instructives et amusantes en Manuscrit. By F. P. B.

For both Model and Elementary Schools:

Traité de Calcul Mental. By F. E. Juneau.

Traité Élémentaire d'Arithmétique. By F. X. Toussaint.

Tenue des Livres en Partie Double et en Partie Simple. By Napoléon Lacasse.

APPOINTMENTS.

EXAMINERS.

His Excellency the Governor General in Council was pleased, on the 6th July, 1866, to appoint William James Anderson, Esquire, a member of the Board of Protestant Examiners of Quebec, in the room of Rev. G. V. Housman, resigned.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 12th July, 1866, to approve of the following appointments of School Commissioners, viz.,

County of Richelieu, village of St. Ours: Mr Clément Dupré.

County of St. Johns, Blairfindie: Mr David Brosseau.

County of Richelieu, Municipality of St. Ours.—The nomination of Messrs. Tréfilé Poitevin and Eugène Leriche as School Commissioners in the room of Messrs. Magloire Turcot and Tréfilé Poitevin, retired, was confirmed by the Hon. Superintendent of Education, under the powers conferred by Cap. 15, Sec. 46, of the Consolidated Statutes for Lower Canada.

His Excellency the Governor General in Council was pleased, on the 21st inst., to make the following appointments of School Commissioners and Trustees of Dissident Schools:

County of Kamouraska, Ste. Anne, No. Two—Messrs. Eusèbe Auclair and Germain Lévêque.

County of Gaspé, Grande Grave—Messrs. Edward Price, Senior, and Henry Price.

County of Wolfe, North Ham—Mr. Elzéar Renaud.

County of Champlain, Radnor—Mr. Pierre Lefrançois.

County of Laval, Bas du Bord de l'Eau de St. Martin—Mr. Joseph Dagenais.

TRUSTEES OF DISSIDENT SCHOOLS.

County of Ottawa, Ste. Cécile de Masham—Mr. Moise Mennier.

County of Hochelaga, Hochelaga—Mr. William Thompson.

ERECTIONS, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 21st June, 1866,—

1. To detach Lots Numbers One, Two and Three in the Sixth and Seventh ranges of the Township of Eardley, in the County of Ottawa, from the Municipality of St. Etienne de Chelsea, and annex them to the Municipality of Eardley for school purposes.

2. To detach the Village of Hull from the Township of the same name in the County of Ottawa, and erect said village into a School Municipality, by the name of *Notre Dame de Hull*, with the following limits: commencing from the line which separates the Township of Hull from the Township of Templeton, thence running west along the line between the fifth and sixth ranges of Hull as far as the line which divides the seventh lot from the eighth lot, running along the said line south to the River Ottawa, then east, following said River Ottawa to the line dividing the Township of Hull from that of Templeton, thence following the northerly line between the said townships of Hull and Templeton till it reaches the line between the Fifth and Sixth concessions.

3. To erect into a School Municipality under the name of *Kingsey Falls*, the last Four ranges and first Eleven lots of the Ninth range of the Township of Kingsey, in the County of Drummond, the last Four lots of the first range, and the last Eleven lots of the second, third, fourth, fifth and sixth ranges of the Township of Warwick, in the County of Arthabaska, as erected for municipal purposes under the 28th and 29th Vic., Chaps. 63 and 64, and 29th Vic., chaps. 62 and 63.

4. To detach from the School Municipality of Ste. Cécile de Milton, in the County of Shefford, that portion of the Sixth range of the Township of Roxton which is included in said School Municipality, and to annex it to the Municipality of St. Valerien, in said county, for school purposes.

5. To annex to the Municipality of St. Ambroise, for school purposes, the lands of Messrs. John Jack, William Richardson, and John Flynn, bordering on the limits of the Parishes of St. Gabriel de Valcartier and St. Ambroise.

6. To detach from the Municipality of St. Pierre de Sorel, in the County of Richelieu, that portion of territory known as the *Rang de Rimbault*, and annex it to the School Municipality of Ste. Victoire.

DIPLOMAS GRANTED IN THE NORMAL SCHOOLS.

JACQUES CARTIER NORMAL SCHOOL.

Academy diploma—L. H. Bellerose, directeur de l'Académie de Chambly, and Joseph Godin.

Model School diploma.—Félix Alphonse Valois, Julien Provost, Félix Lalonde, Raymond Savignac, Hyacinthe Dostaler, Achille Fleury.

Elementary School diploma.—Pierre Provost, Joseph Octave Pelletier, Léon Charbonneau, Napoléon Boire.

LAVAL NORMAL SCHOOL.

Model School diploma.—Fortunat Rouleau, Louis Alfred Blanchet, Silfrid Fortin, Louis Jules Ferland, Stanislas Fréchette, Godefroi Bernard, Edouard Tremblay, Joseph Thibault. Misses Julie Noël, Joséphine Larose, Wilhelmine Couture. Amaryllis Bernier, Olympe Fortin, Ludvino Paré, Callixte Gagné, Soulange Leclair, Lumina McDonald, Mary Catherine Ahern.

Elementary School diploma.—Thomas Duchesne, Joseph Maltais, Evagro Côté. Misses Anne Lacroix, Marcelline Ethier, Agnès Morrisset, Elmire Gosselin, Alvina Ratté, Eugénie Genest, Léonille Bernard, Léoa Lafond, Léda Quentin (Cantin), Philomène Bilodeau, Maria McAvce.

WANTED.

An experienced Teacher, competent to teach French and English, is required for the Industrial College of Sherbrooke. Apply to Rev. Mr. Dufresne, Sherbrooke, C. E.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), AUGUST, 1866.

The School Question in the last Session of Parliament.

As many of our readers have, doubtless, taken much interest in what transpired in Parliament during the last session, we reprint the bill introduced by Hon. Mr. Langorin, Solicitor General East, together with the debate which took place in the Legislative Assembly when this bill was withdrawn and Hon. Mr. Galt, Minister of Finance, tendered his resignation.

Mr. Bell's bill, alluded to in the debate, not only extended to the Catholics of Upper Canada the privileges sought to be conferred by the first measure, with regard to Superior education, Common schools, a Council of public instruction and a deputy superintendent of Education, but also provided that a Catholic normal school should be established in that section of the Province, as will be seen by a copy of this bill, also subjoined. We reproduce the debate from the report in the *Montreal Gazette*, as it seems to us the most complete.

BILL.

An Act to amend Chapter fifteen of the Consolidated Statutes of Lower Canada, intitled: *An Act respecting Provincial aid for Superior Education and Normal and Common Schools.*

Whereas it is expedient to amend Chapter fifteen of the Consolidated Statutes of Lower Canada respecting provincial aid for Superior Education and Normal and Common Schools: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. The provincial aid for Educational purposes in Lower Canada shall be three hundred thousand dollars and apportioned as follows:

1. A sum of forty-five thousand dollars for Superior Education;
2. A sum of thirty thousand dollars for Normal Schools and their Building Fund;
3. A sum of thirty thousand dollars for Academies;
4. A sum of one hundred and seventy-three thousand dollars for Model and Common Schools and other expenses required by Chapter fifteen of the Consolidated Statutes of Lower Canada, and not above or hereafter mentioned;
5. A sum of twenty-two thousand dollars for salaries and contingencies of the Educational Department.

2. The Superior Education will comprise the Universities and the Classical and Industrial Colleges or Seminaries—and the provincial aid thereto as well as that for Academies shall be annually divided between the Roman Catholic and Protestant Institutions in proportion to the respective Roman Catholic and Protestant populations according to the then last census.

3. The Deputy Heads and Chief Clerks of the Educational Department shall be as follows: Two Deputy Superintendents, one a Roman Catholic and the other a Protestant, and three Chief Clerks.

4. The Deputy Superintendents shall be *ex officio* members of the Council of Public Instruction for Lower Canada, and the said Council shall consist of seventeen members, and the Roman Catholic and Protestant proportions thereof shall otherwise remain as they are now.

5. Dissentients shall not be liable for any assessment or school-rate which may be imposed by the School Commissioners, except for the assessment for the then current year, or for assessments for the building of any school-house previously contracted for, or for the payment of debts previously incurred; provided always, that such assessments are levied within six months from the date of the receipt of the declaration of dissent mentioned in the fifty-fifth section of said chapter, or of the declaration hereafter mentioned.

6. The word "inhabitant" wherever it occurs in the said 55th section of said chapter shall be and is hereby replaced by the words "proprietor, tenant or ratepayer."

7. Any dissentient may, at any time, declare in writing his intention of ceasing to support the dissentient school; and the receipt of his declaration by the Chairman of the School Trustees, and by the Chairman of the School Commissioners respectively, shall place him again under the control of the said School Commissioners, subject however to the restrictions above as to assessments.

8. The School Commissioners of the majority in any school municipality shall alone have the power of levying taxes on the lands and real estate of incorporated companies; but they shall annually pay over to the trustees of the minority a proportion of all the taxes levied by them on such companies, in the same ratio as the government grant for the same year shall have been divided between them and the said trustees; and the proportion of taxes so levied for the building of school-houses and for the payment of debts, thus paid over to the trustees aforesaid, shall be set apart by them for the building or the repairing of their own school houses.

9. Whenever the School Trustees of the minority in two adjoining municipalities shall be unable to support a school in each municipality, it shall be lawful in them to unite and to establish and maintain under their joint management, a school which shall be situated as near the limits of both municipalities as possible, so as to be accessible to both; said Trustees shall jointly report the proceedings to the Superintendent of Education, who shall remit the share of the common school grant to the Secretary-Treasurer whose name shall appear first on the return.

10. Whenever there shall be no dissentient school in a municipality, it shall be lawful for any resident head of a family professing the religious faith of the minority in the said municipality and having children of school age, to declare in writing to the chairman of the School Commissioners that he intends to support a school, in a neighbouring municipality, which school shall not be more than three miles distant from his residence; and he shall thenceforward pay, subject to the restrictions above mentioned, his taxes to the Commissioners or Trustees, as the case may be, by whom such school shall be maintained; but special mention shall be made in all school returns of children coming from a neighbouring municipality, and such children shall not be taken into account in apportioning the school grants between the Commissioners and Trustees.

11. Whenever the Trustees of Separate Schools in any municipality shall have been a year without schools, either in their own municipality or jointly with other Trustees in an adjoining municipality, and it shall appear that they are not carrying out the school law in good faith, and are taking no steps towards obtaining schools, it shall be lawful for the Superintendent of Education, after giving three consecutive notices in the *Journal of Education* to that effect to recommend to the Governor General in Council, three months after the publication of the first of the said notices, that the Corporation of Trustees of Separate Schools for such municipality be declared extinct; and the ratepayers who shall have been under the control of the said Trustees shall be subject to all the rates and assessments to be levied by the School Commissioners; but one year after the time at which such Corporation of Trustees shall have been declared extinct through the *Canada Gazette*, any number of the ratepayers professing the religious faith of the minority in such municipality may again elect Trustees and form a new corporation as by law provided.

12. Whenever four of the Protestant Members of the Council of Public Instruction for Lower Canada shall be of opinion that the management of the Protestant Schools should be distinct and separate from that of the Catholic Schools, they may make known that opinion under their respective signatures to the Governor through the Provincial Secretary.

13. Within three months after the receipt of said opinion by the Governor, an Order in Council shall be passed dividing the management of the Schools in Lower Canada, and giving to the Protestant Deputy Superintendent of Education the management of the Protestant Schools in the same manner as they now are under the management of the Superintendent of Education.

14. Within the above mentioned three months the said Protestant Members shall transmit to the Governor the names of three persons qualified to be Deputy Superintendent; and the Deputy Superintendent shall be appointed out of the above three persons, and shall have within his jurisdiction powers and duties similar to those given to and imposed upon the Superintendent of Education.

15. From the date of the said Order in Council, all the said Protestant Members shall cease to be Members of the Council of Public Instruction for Lower Canada, which shall thereafter be composed of the remaining Members of said Council; and the said Protestant

Members, together with

shall form, for the Protestant Schools, a Council similar to the Council of Public Instruction, and said Council shall have, within its jurisdiction, powers and duties similar to those given to and imposed upon the said Council of Public Instruction.

10. From and after the said three months or so soon after as may be convenient, the provincial aid shall be annually divided as follows, viz: the portion appropriated for model and common schools shall be divided in the same manner and according to the same principle as are followed at the present moment; and the balance of said Provincial aid shall be divided between the Roman Catholic and Protestant Institutions, in proportion to the respective Roman Catholic and Protestant populations according to the then last census, and the expenses of the Roman Catholic and Protestant Educational Departments respectively shall be paid out of the corresponding share in said Provincial aid.

17. The two first sections of this Act shall not come into force until that part of the Province of Canada known as Lower Canada, shall become a separate Province and have a separate Government.

18. This Act is a Public Act.

BILL.

An Act to amend the Act of the Parliament of Canada passed in the twenty-sixth year of the Reign of Her Majesty, chapter five, intitled: *An Act to restore to Roman Catholics in Upper Canada certain rights in respect to Separate Schools*, and to extend to the Roman Catholic Minority in Upper Canada, similar and equal privileges with those granted by the Legislature to the Protestant Minority in Lower Canada.

Whereas it is desirable to amend the said Act and to grant to the Roman Catholic Minority in Upper Canada, the same rights and privileges in respect to Separate Schools and Superior Education as are enjoyed or conceded to the Protestant Minority in Lower Canada: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. In Cities and Towns the Municipality shall, if so requested in writing by the Chairman of the Board of Separate Schools of such City or Town, collect annually the Separate School rates and assessments, and for that purpose shall insert the rates and assessments in a separate column of the Collector's roll for such City or Town, and the Collector shall from time to time so soon as such rates and assessments are collected pay over the same to the Treasurer of the Board of such Separate Schools; but nothing in this clause shall prevent such Separate School Trustees from collecting their own taxes as by law is now provided if they desire so to do.

2. Roman Catholic Separate School rates and assessments shall form a lien upon real estate against which the same shall be assessed, and in default of the collection of the same by the Collector in the usual way, all arrears unpaid shall be collected by the sale of such lands in the usual way as directed by law in the cases of unpaid municipal taxes; but this provision shall not apply to any arrears of rates or assessments which may have become due previous to the first day of January last past.

3. Non resident land owners being Roman Catholics may in the usual way become supporters of Separate Schools, and in such case the rates assessed against their lands shall go to the funds of the Separate School in which such lands are situate.

4. The Common School Trustees in any municipality shall alone have the power of levying taxes on the lands and real estate of incorporated companies, but they shall annually pay over to the Trustees of the Roman Catholic Separate Schools a proportion of all the taxes levied by them on such companies in the same ratio as the government grant for the same year shall have been divided between them—and the proportion of taxes so levied for the building of school houses and for the payment of debts thus paid over to the Roman Catholic Trustees aforesaid shall be set apart by them for the building or the repairing of their own school houses.

5. The seventeenth section of the said Act twenty-sixth Victoria, chapter five, shall be amended by adding thereto the following words: "Provided always that such rates are levied within six months from the date of the receipt by the Clerk of the municipality of the notice of the establishment of such Separate School."

6. There shall be established in Upper Canada in such place as the Governor in Council shall select, a Normal School in connection with the Roman Catholic Separate Schools, and a fund shall be appro-

printed out of the school funds of Upper Canada, bearing the same proportion to the amount annually granted to the Normal School in Toronto, as the Roman Catholic population bears to the Protestant population in Upper Canada according to the then last census.

7. That all Provincial grants for Superior Education, comprising Universities, Classical and Industrial Colleges, Grammar Schools and Seminaries shall be annually divided between the Protestant and Roman Catholic institutions in proportion to their respective Protestant and Catholic populations.

8. There shall be appointed a Roman Catholic Deputy Superintendent of Schools in Upper Canada, whose duty shall be exclusively limited to such schools, and whose salary shall be fixed by the Governor in Council and shall be paid out of the funds set apart for the support of the education office, which said Deputy Superintendent, and he shall have the general supervision of the Roman Catholic Separate Schools of Upper Canada.

9. There shall be appointed by the Governor in Council three additional members of the Council of Public Instruction of Upper Canada, to be chosen, from among the Roman Catholic Bishops of Upper Canada, principals or professors of the Roman Catholic Colleges and Universities of Upper Canada.

10. Whenever the Catholic Members of the Council of Public Instruction for Upper Canada shall be of opinion that the management of the Roman Catholic Separate Schools should be distinct and separate from that of the Common Schools, they may make known that opinion under their respective signatures to the Governor through the Provincial Secretary.

11. Within three months after the receipt of said opinion by the Governor, an order in Council shall be passed, dividing the management of the schools in Upper Canada, and giving to the Catholic Deputy Superintendent of Education the management of the Separate Schools in the same manner as they now are under the management of the Chief Superintendent of Education.

12. Within the above mentioned three months the said Catholic Members shall transmit to the Governor the names of three persons qualified to be Deputy Superintendent, and the Deputy Superintendent shall be appointed out of the above three persons, and shall have within its jurisdiction powers and duties similar to those given to and imposed upon the Superintendent of Education.

13. From the date of the said Order in Council, all the said Catholic Members shall cease to be Members of the Council of Public Instruction for Upper Canada; and the said Catholic Members, together with the Roman Catholic Superintendent shall form, for the Separate Schools, a Council similar to the Council of Public Instruction, and said Council shall have, within its jurisdiction, powers and duties similar to those given to and imposed upon the said Council of Public Instruction.

14. From and after the said three months or so soon after as may be convenient, the provincial aid shall be annually divided as follows, viz: the portion appropriated for common schools shall be divided in the same manner and according to the same principle as are followed at the present moment: and the balance of said Provincial aid shall be divided between the Roman Catholic and Protestant Institutions, in proportion to the respective Roman Catholic and Protestant populations according to the then last census, and the expenses of the Roman Catholic and Protestant Educational Departments respectively shall be paid out of the corresponding share in said Provincial aid.

15. The seventh section of this Act shall not come into force until that part of the Province of Canada known as Upper Canada, shall become a separate Province and have a separate Government.

16. This Act is a Public Act.

Debates in the Legislative Assembly.

OTTAWA, Aug. 7.

On the orders of the day being called,

SOL.-GEN. LANGEVIN moved a second reading of the Lower Canada Education bill.

HON. JOHN A. MACDONALD said this motion gave him an opportunity of making certain explanations to the House. This session government, in pursuance of its pledges, believed it their duty to bring down this bill, of which a second reading was now moved. They were assured from the long tried liberality of the Lower Canada majority, that had the bill stood alone, a majority in its favor would have been obtained. But another bill had been introduced extending to the Catholic minority in Upper Canada similar privileges as those proposed to be given to

the Protestant minority in Lower Canada. The government had no doubt that that bill would meet the most decided opposition of a large majority from Upper Canada, including that of every member of the government from Upper Canada but himself. (Hear, hear.) Had the Lower Canada bill stood alone, he repeated, there was no sort of doubt a majority would have voted for it; yet when the two bills came up together the government had ascertained also that the majority of Lower Canada would have felt it their duty to their co-religionists to insist that the two bills should pass through the House at the same moment. Then we should have had an unfortunate spectacle of the majority in Lower Canada in a conflict with the majority in Upper Canada just as they were on the eve of separation. The provisions of the bill formed part of the guarantees provided by Confederation, and any laws on this subject in force when Confederation is consummated could not afterwards be altered, and each section would have felt itself suffering under grievances which there was no constitutional method of escaping from. Canada, therefore, instead of starting on a new race of Confederation in peace and harmony, would present to the Lower Provinces an unfortunate spectacle of two houses divided against themselves. Instead of double majority we should have had double minority. The Government, on the whole, considering the deep importance of this question, though with the deepest regret, felt it their duty to say that they were going to abandon this bill, and the minority both in Upper and Lower Canada would be obliged to throw themselves on the generosity of the majority in their respective sections. (Hear, hear.) He hoped this confidence might not be unfounded. He felt sure that the Protestant majority in Upper Canada would show that if they were strong they could be generous. (Hear, hear.) He repeated that it was with the greatest pain that Government, looking to the future prosperity and welfare of the country, felt it to be their duty to take this course. This was a great cause of regret, but it was a still greater cause of regret to himself and colleagues that by adopting this course they would lose the assistance of one of the most able and distinguished members of the government; he referred to the Minister of Finance, who had identified himself with this question and who was looked upon in this House and in Lower Canada as the exponent of the feelings and wishes of the Protestant minority in Lower Canada. But that hon. gentleman felt that his usefulness and influence would be destroyed and that he would have laid himself open to charges of insincerity and with preferring office to the interest and feelings of those for whom he had so zealously fought and labored. (Hear, hear.) He [Mr. Galt] had, therefore, felt it his bounden duty to inform his colleagues that he could not be responsible for the policy of the government on this question, and he presented his resignation to His Excellency, who had been graciously pleased to accept it. This was a matter of most unfeigned regret to the government, and he believed it would be equally a matter of regret to the whole country. But the only consolation they had was this, that in withdrawing from his position none of the ties of personal friendship which had so long existed between Mr. Galt and his colleagues were broken. In the meantime he was happy to inform the House that the government had invited the hon. gentleman [Mr. Galt] to aid and assist them in carrying through the measures which he had so ably mediated in this House, and that he had consented to do so. He [Mr. Jno. A. Macdonald] had further to announce that in consequence of the withdrawal of this bill, the session would be speedily ended, and that it was the intention of His Excellency to prorogue the House on Saturday next.

Hon. Mr. GALT said it had not been without a deep sense of the great responsibility of the step which he had taken that he had resigned his position in the present Government. His hon. friend had explained the position of matters which led to the adoption of this course—which led to his resignation. He (Mr. Galt) was bound in all candor to say that he thought the Government had taken a course which he believed the interests of the country required, but it was one which he could not approve. It was not that he thought the Protestants of Lower Canada would be dealt with unfairly by the Catholic minority, but it was because he had in his place in the House and in the Government taken a certain ground on this question which rendered it impossible for him to be responsible for the policy of the Government on this measure. (Hear, hear.) With regard to the policy which he intended to pursue on this question, he should now have an opportunity of consulting his friends in the country; but he felt assured that the future Parliament of Lower Canada would agree that the interests of the country required Government to urge this question in a deeper consideration of the public welfare. He felt sure the minority of Lower Canada would not be sufferers in this matter. It was no light thing for him to retire from the position he occupied, and the friends with whom he had acted so many years, but there were considerations which he felt must outweigh these. He repeated that he thought Government had taken a proper, wise and patriotic course, even though it had

placed him in this position. He thought that the House must be aware that to have given offense to a large section of the country by their last act in the concluding session of this Parliament would be highly injudicious. It would be highly dangerous to give the Catholic portion of Upper Canada a just cause of complaint to make against the Government. It was only due to his colleagues in Lower Canada to say that they had at least shown no disposition to recede from the pledge which was given at the formation of the Coalition. He was bound to say this in justice to them, and especially to the attorney-general East. Public interests in their opinion compelled the Government to take this course.

Mr. S. MACDONALD said the Government had taken a very wise course in arriving at this conclusion. The observations made by former speakers showed the very strong reasons there were for not forcing on a measure calculated to produce very serious difficulties in Upper and Lower Canada. At the conclusion of the debate on the Quebec scheme, he had pointed out the evil of fettering any majority either in Upper or Lower Canada so that they could not interfere with the minority. The observations which he made at that time were not thought of any moment; but the same conclusion had now forced itself on the Government, and he was very glad that out of respect to the feelings of Upper Canada, the declaration of to-day had been obtained from the Government. He claimed that the Protestants of Lower Canada had no reason to feel alarmed. To-day he found the expression of confidence which he (Mr. Sandfield Macdonald) formerly heard repeated by the Atty. Gen. West. It would have been most extraordinary legislation to have placed the majority in such a position that they should not, to some extent, be at the mercy of the majority. He was not afraid but that they would obtain justice in either Province. When the Confederation scheme was consummated, both would stand on equal ground, and he had no doubt justice would be accorded to them, and believing that, he congratulated the gentlemen on the Treasury benches of this House, especially the members from Upper Canada, that their voices had been heard. The prospect of Confederation was much less alarming to him now. He looked upon it as a foregone conclusion; but he had always been glad to do anything to produce harmony between the two sections. Confederation being inevitable, he did not wish to have the responsibility of carrying it through by taking it out of the hands of the gentlemen now on the Treasury benches. It might fail in their hands; he thought it would; and if it failed in others, the failure would be ascribed to their want of faith and sincerity.

Mr. CAUCHON regretted extremely the issue of the contest concerning schools. He regretted very much that the country was to lose the services of the Finance Minister. He was ready to vote for the amendments to which the Government pledged themselves in 1864, but the breaking up the whole system and appointing a deputy superintendent he could not accept. It was an insult to his race to embody such extreme distrust in the statute. If these features were removed the bill might have passed.

Mr. PORE had reason to be satisfied with the fair play he and British Lower Canadians generally had always received from the present Superintendent of Education, and so far as he was personally concerned, so far as most of the hon. members near him representing the English speaking constituencies were concerned, nay he was sure that so far as the Finance Minister himself acted for himself, they would be satisfied to trust their interests in the future to the French Canadian majority. But that would not satisfy the people at home whom they represented, whose interests they were bound to defend, whose apprehensions, though founded on prejudice, they were bound to consider. Nor would their contentment quiet those agitators of sectional strife, who by appealing to prejudices had awakened an agitation and alarm which nothing but some such measure as that proposed, but now abandoned, could allay. They had wished to settle the matter that in future political existence, it could never become a bone of contention between the two races and creeds. The English speaking people of Canada had felt they had made large concessions on their part. Yielding to a natural feeling of alarm felt by French Canadians, they had voted for a confederate form of government which was distasteful to them, who desired legislative union, and to a dissolution of the union with the British of Upper Canada, which they did unwillingly; and having conceded so much to French Canadians to allay their alarm for the safety of their religion, language and institutions, they felt they had some right to ask in return these lesser concessions, not as perhaps, in the opinion of members themselves, of absolute necessity, but as demanded by the state of public opinion in the position of the country which they represented. It was a matter of sincere regret that this request of theirs should have involved the loss to the country of the services of hon. the member whom they regarded as their representative in the Cabinet.

Mr. DUNKIN concurred in the hon. member's opinion respecting the Superintendent of Education. He could bear testimony to his fairness after having had more business intercourse with him than perhaps any other member of the House. He had never lent himself to complaints against him; had never had occasion to do so. But there was a very general and material wish that in a new political existence some additional safeguard should be given the English speaking and Protestant inhabitants of Lower Canada, and that in the Department there should be some one speaking their language and familiar with their needs to represent and act for them; and they had pledged from the Government that this would be so. He did not now refer to any secret written pledges to which he never was a party, but Mr. Cartier had, when questioned, made a declaration to the House which induced a belief that the demands of Protestants in this respect would be satisfied. He believed that the pledge was honestly given, and that an honest attempt had been made to fulfill it. He only regretted that such a pressure had been brought to bear on the Government as to prevent its fulfilment by carrying through Parliament a measure which had been submitted. Personally he had not so great an apprehension of danger in future as some others entertained. He hoped they should get on in spite of the difficulties which beset their course in Confederation.

HON. MR. DORION was very glad when the member for Compton declared they had no fear of tyranny or injustice of the French Canadian majority under Confederation. They had no reason to fear. He regretted the member for Compton had not sooner formed or acted on that opinion before he had exacted pledges from the Finance Minister forcing on the Government a bill which could not be otherwise regarded than as an insult to the majority of the people of Lower Canada. After exacting a written pledge from the Finance Minister, and a reiteration in the House by the Attorney General, it was a little too late for the member for Compton to profess confidence in the Lower Canada majority. Two points in the bill submitted were highly objectionable—one, the appropriation of \$300,000 per annum without the right of the local Parliament to revise it, and the second, setting up another superintendent in the department and authorizing another Council. It was the greatest mistake, even in their own interest, to grant to the minority in either Province exceptional privileges, which should excite the prejudice and hostility of the majority, and divide two populations into two hostile camps. Much better that both minorities should trust for justice to the majorities. He was opposed to the Lower Canada bill, but if that was forced on he should most assuredly have insisted, with all the influence he could bring to bear, that similar clauses for the minority of Upper Canada should have been passed at the same time.

Mr. BROWN was glad that Lower Canada was to be saved from this new Separate School Bill, and that the still worse bill of the member for Russell was also to be quashed. He could not sympathise in the regrets of the Attorney General about either, nor could he agree with the member for Hochelaga that one bill should necessarily be passed if the other was. It had been shown again and again that the two systems were widely different, and a change in one by no means proved the need of a change in the other. The declarations of members representing the British inhabitants of Lower Canada proved there was no special need of legislation; that the Lower Canada minority might trust to the justice of the majority, as he knew the Upper Canada minority might safely trust the majority there. It was a pity these members had not sooner arrived at that opinion. Not an Upper Canada member but the Attorney General was to be found to give support to the bill of the member for Russell. The Catholics themselves did not want separate schools with the attendant extra cost, and did not feel any wrong done by refusing it.

HON. J. A. MACDONALD.—How could the hon. member say that when every Roman Catholic Bishop in the Province had stated in the memorial that it would be a gross wrong if the House refused what was granted to Lower Canada.

Mr. BROWN.—Perhaps they held that view, but he never met an intelligent Roman Catholic yet who, if not interfered with, was not willing that his children should go to a common school with Protestant children, unless, perhaps, in large towns, where large numbers lived together. Respecting the resignation, he was sure the Finance Minister would not expect from him so much disingenuousness as to say, after their difference on matters of public policy, that he regretted the control of our finances was passing out of his hands. But he could say this most sincerely—that it was matter for rejoicing that that hon. gentleman was ready to abandon office and power, and the influence incidental to it, because of conscientious scruples respecting a non-fulfilment of a pledge he had given. Such conduct not only a nim credit, but it served to elevate the tone of public life in this country; and he could also add as sincerely, that though he might be replaced by some minister whose financial policy he (Mr Brown) could more

heartily approve, yet they could scarcely hope to see one who, in his bearing towards the House, in persuasive eloquence in his personal interviews with members, would win such general favor. [Applause.]

Mr. MCGEE said it surely was neither an extraordinary nor unreasonable desire of the ministers in both Provinces that they should ask some provision for the protection of peculiar interests in the fundamental law under which they were hereafter to be governed. In the past, when smaller communities united with greater, these stipulations had been almost invariably made; when Scotland united with England, when Ireland with Britain, the smaller communities had stipulated for and received guarantees for the protection of peculiar interests, and in the neighboring States equality of representation was accorded in the Senate of the union, that the smaller States might protect themselves from the domination of the greater. For himself, were he resident in Upper Canada, he should not fear to trust to its majority, to its sense of justice in its quieter moods, but it was liable, as all people were, to be misled by the misinformed, and by appeals to its prejudices and passions. It had been so misinformed and misled at times. He had confidence in the honesty of their intentions, not in the decisions arrived at in periods of excitement. The hon. member for Oxford spoke as one conversant with the feelings of the Roman Catholic minority of Upper Canada. He ought to know something about them, for no one had written more largely or cruelly than he upon them. If alarm was felt by the Roman Catholics in Western Canada, the *Globe* was in a great measure responsible for it. He had never felt more profound humiliation and regret at the course of public affairs in Canada than during the last few hours. It were far better for the Provinces—far better for our credit if we had been able fairly and dispassionately to consider the claims of both minorities, better in all respects if we could have risen above sectarian animosities, and dealt in a calm and candid spirit with this difficult subject. We were forced to confess now in the face of the world our inability to do so; that we were unable to discuss anything fairly in which the religious element entered. We had many important debates on other public questions addressed to empty benches or yawning or listless hearers; but so soon as a sectarian gong was sounded, members came flocking in, eager to take part in or listen to the strife. Perchance some of the claims put forth upon one side or the other were exaggerated, perhaps all could not be granted; but thus to refuse a hearing and prevent discussion was far from creditable to our public life.

Mr. BROWN protested that there was no analogy here to the case of Scotland and Ireland. The proof that the Upper Canada minority might trust the majority was that the Ministry was the strongest for years in Upper Canada. Their votes had passed the last separate school bill.

Mr. MCGEE.—Not passed by the Upper Canada majority, and the hon. gentleman and his immediate friends opposed it vehemently.

Mr. M. C. CAMERON did not regret the loss of the bill, but the retirement of the Minister of Finance in the manner in which it had been forced. Not he alone, but his colleagues also were pledged to the Lower Canada bill, but others had not retired; and the pledge thus openly given and not protested against, was in some degree assuredly binding on the supporters of the Government. It looked like a breach of faith in the Lower Canada majority thus to destroy the promised measure of concession; for that, and that alone made Upper Canadians feel that in parting from the British inhabitants of Lower Canada, they might be leaving them in danger of unjust treatment; but he felt assured if either majority were to attempt oppression, they would receive such a lesson as would affectually prevent its recurrence.

The discussion then closed and the order was discharged.

Sites for Schoolhouses.

We subjoin the text of a law passed during the last session of Parliament on the above subject. Some difficulty was occasionally experienced in procuring a suitable site for a school, owing to the unwillingness of the proprietor of the most central site to sell it at a reasonable price. The new law provides for an arbitration, thus giving an easy and equitable remedy for what has not unfrequently been felt to be a local grievance. The bill was introduced by Louis Archambault, Esquire, M. P. P., to whom the public is in a measure indebted for this useful legislation.

BILL.

An Act to amend chapter fifteen of the Consolidated Statutes for Lower Canada, respecting public education.

Whereas the law in relation to public instruction does not give authority to School Commissioners or Trustees to take possession of lands selected by them as sites for school houses, in the event of the proprietors refusing to sell and convey them; and whereas it is expedient to remedy an inconvenience calculated to place obstacles in the way of education in Lower Canada; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. The sixty-fourth section of chapter fifteen of the Consolidated Statutes for Lower Canada, intituled: "An Act respecting Provincial aid for superior Education, and Normal and Common Schools," is hereby amended by adding thereto the following paragraphs.

"9. If after having selected a vacant lot of land as a site for a school house, the Commissioners or Trustees cannot make terms with the proprietor in respect of the amount of purchase money, or in case the proprietor refuses to deliver possession of the land required within the eight days next after application in writing shall have been made to him by the said Commissioners and Trustees, then the matter shall be settled by arbitrators in the manner following: The Commissioners or Trustees shall appoint an arbitrator, and the owner of the land shall appoint another within thirty days after the said delay, and the two arbitrators shall conjointly appoint a third, within the eight days next after their appointment, and in case of disagreement between the said two arbitrators, or in case the said Commissioners or Trustees shall not appoint their respective arbitrators within the said thirty days, the said arbitrator or arbitrators, or the third arbitrator, as the case may be, shall be appointed by the judge of the Superior Court for the district, upon the application of one of the parties, and in the absence of the Judge by the Prothonotary of the said court; and such arbitrators shall have all the powers necessary for the summoning, hearing, swearing, and examination of the witnesses; and the award of the arbitrators or of a majority of them, shall be final, and shall designate the party who shall be liable for the costs of the arbitration."

10. Before proceeding, each of the said arbitrators shall take the following oath before a Justice of the Peace for the district:

"I, A. B., having been appointed an arbitrator in the matter of the School Commissioners (or Trustees) of versus C. D. of make oath that I will faithfully and impartially discharge the duties of my office to the best of my judgment and capacity; So help me God."

Sworn before me the undersigned, one of Her Majesty's Justices of the Peace, for the District of

11. The said arbitrators shall within one month after their appointment, make their award, and serve a copy thereof on the said School Commissioners or Trustees, and on all the other parties interested.

12. Upon payment or tender of the compensation awarded to the parties entitled to receive the same, the award shall give power to the said Commissioners or Trustees to take immediate possession of the land, and to exercise the rights, or to do the thing for which the compensation has been awarded.

13. If any person shall offer any resistance or opposition to the proceedings of the Commissioners or Trustees, any Judge of the Superior Court may, upon satisfactory proof that the conditions by this Act required have been fulfilled, issue his warrant addressed to any Sheriff or Bailiff, or other proper person, to place the Commissioners or Trustees in possession, and to put a stop to such opposition or resistance, all which such Sheriff, Bailiff, or other person shall be bound to do, taking with him such assistance as may be necessary.

14. Provided always, that nothing in this Act shall have the effect of authorizing possession to be taken of any property held by a *fabrique*, church, body, corporation or association for religious or scholastic purposes.

2. This Act shall be construed as forming to all intents and purposes a part of chapter fifteen of the Consolidated Statutes for Lower Canada.

Distribution of Prizes and Diplomas in the Normal Schools.

The annual public distribution of prizes and diplomas to the teachers in training at the McGill Normal School took place on

the 30th June, as mentioned in our last number, to which we refer our readers for a full account of the proceedings on the occasion.

The prizes and diplomas were formally distributed in the Laval Normal School on the 3rd and 4th July. In the Girls' Department of this institution, the ceremony took place at the Boarding-School of the Ursulines, Quebec, in presence of a distinguished auditory. The pupils of this section underwent a brilliant examination, which embraced mythology, geography, book-keeping, history of Canada, history of France and literature. Several literary compositions of great merit were then read, followed by recitations and a dialogue on the difficulties and pleasures of study. Vocal and instrumental music formed part of the programme and completed the proceedings.

After the distribution of prizes and diplomas, thanks were returned by Miss Julie Noël, the winner of the prize founded by His Royal Highness the Prince of Wales. Rev. Mr. Cazeau, G. V., who presided on the occasion, then acknowledged in an eloquent address the merits of the professors and pupils.

The examinations of the male teachers in training at the Normal School were held the next day in the Castle of St. Lewis, where the school had been at first established, but subsequently removed to another building to make room for the public offices, on the seat of government being transferred to Quebec. M. Gauthier, the French Consul General, was present. The pupils were examined on mechanics, agriculture, natural philosophy and book-keeping. Several literary compositions were read, and well selected pieces of music, vocal and instrumental, executed at proper intervals during the ceremony. The distribution of diplomas for model and elementary schools having been made, a valedictory address was delivered by Mr. Rouleau, and the Rev. Mr. Langevin closed the proceedings with a very touching exhortation.

The award of prizes and diplomas at the Jacques Cartier Normal School, Montreal, took place on the 12th July, under the presidency of the Superintendent of Education. Among those present were Rev. Mr. Bayle, Superior of the Seminary of St. Sulpice, Rev. Mr. Campion and many other priests of this Institution, Rev. Mr. Thibault, *Curé* of Longueuil, several members of the orders of the Jesuits and Oblats, a number of the ecclesiastics of the Colleges of Joliette and St. Thérèse, and many distinguished members of the clergy and laity.

The distribution of prizes among the young pupils of the Jacques Cartier Model School was preceded by a discourse on *Domestic Education*, a subject ably treated by Mr. Boudrias, who has discharged the duties of French teacher in this school since the foundation of the Normal School, of which he is also associate professor. He attributed the greatest difficulties which teachers have to surmount in the schools, to the bad habits which children are too often suffered to acquire when at home, to the absence of proper care and discipline, and to a growing disposition on the part of parents, in this country, to neglect the enforcing of proper submission to their authority.

The diplomas granted in the Normal School were, for academics 2, model schools 6, elementary schools 4.

Selections were sung by the united choirs of both schools, with great effect, under the direction of Professor Brauneis, who presided at the piano.

The Hon. Superintendent of Education then delivered an address, in which he alluded to the different measures which had been adopted since the Union of the Canadas for the development of education. He said that the present award of prizes and diplomas would probably be the last presided over by him under the existing constitution, and he therefore took occasion to review the condition of public instruction, pointing out the various improvements suggested in his reports which remained to be carried out. He then alluded to the memory of the late Superior of the Seminary of Montreal, Rev. Mr. Granet, who, he said, had always honored the exhibitions of the Jacques Cartier Normal School with his presence; and invited the Rev. Mr. Bayle, in whom he saw the worthy successor of Mr. Granet, to favor the pupils with a word of advice.

The Rev. Superior of St. Sulpice kindly responded to the call, making very appropriate remarks, in the course of which he paid a high compliment to the teachers in training for the handsome manner in which they had fulfilled the duties required of them during the year. He also congratulated Mr. Boudrias on his essay and cordially approved of the valuable advice it conveyed to parents and teachers.

The pupils then sung *God save the Queen* with much effect, and the ceremony ended.

Public Examinations and Distribution of Prizes at the Universities, Colleges, Boarding-Schools, and other Educational Institutions.

The following is a condensed report of the public school exhibitions held this year at the different educational institutions to which it has reference.

The distribution of prizes and diplomas at the Quebec Seminary and Laval University took place, as usual, in the large hall of the University, on the 9th July. The proceeding commenced by an eloquent valedictory address, which was delivered by Mr. A. Papineau, of St. Martin, in the name of those students who were leaving the Seminary at the expiration of this term. The distribution of prizes was then made, and several pieces of music, vocal and instrumental, were executed. Addresses by the Rector, Rev. Mr. Taschereau, G. V., and Professor Langelier, having been delivered, in which a just tribute of respect was paid to the memory of the late Hon. Justice Morin, the founder and dean of the Faculty of Law, the conferring of degrees under the Faculties of Law, Medicine, of Arts took place. Mr. Conrad was the only candidate who obtained the degree of M. D., the examination for this degree being very severe at the Laval University.

The election of officers for the Seminary of Quebec was made a few days later, resulting as follows: Abbé Méthot, Superior, and *ex officio* Rector of the University; Rev. Mr. Taschereau, G. V., Director of the Seminary; Rev. Mr. Cyrille Légaré, Inspector of the Studies and Director of the College. (*Petit Séminaire*).

The examinations and distribution of prizes took place at the Montreal College on the 2nd of July. The Superior, Rev. Mr. Bayle, presided, the seats next to him being occupied by the

Hon. the Superintendent of Public Instruction, Dr. Meilleur, former Superintendent, the Rev. Mr. Vignon, Superior of St. Mary's College; and many prominent members of the clergy and laity.

The exercises opened with a Latin thesis, in which the questions propounded were put by Mr. Jannel and answered by Mr. T. Dagenais, the subject being *Mens humana est libera*.

An interesting historical essay on *M. de Maisonneuve* (the founder of Montreal) was read by Mr. Derome and met with applause.

Messrs. Dubuc and Doherty entertained the assembly with a lecture on the artificial production of cold, accompanied with very interesting experiments. They explained the important results obtained by the *Carré* invention, so favorably noticed at the last London Exhibition, and, by means of various processes, produced blocks of ice, a result which, to the uninitiated, proved the more astonishing as the heat was then very great.

A valedictory oration was delivered by Mr. Jannel in a very impressive manner.

At the close of the proceedings, which were agreeably diversified by musical performances, the Rev. Superior addressed the assembly; after which, all attended prayer in the chapel of the college.

The exhibitions of the College of St. Hyacinthe extended over two sittings, the first of which was occupied by the representation of a drama in Latin, founded on a scriptural subject—the history of Joseph—and in which a marked interest was evinced, as many among the audience understood that language.

On the second day, prizes were distributed by Monseigneur Taché, Bishop of St. Boniface, in presence of a great number of clergymen. An able essay on French Canadian literature attributed to the pen of Rev. Mr. Raymond, G. V., Superior of the College, was recited by Mr. H. Larue, a student in Rhetoric. Several pupils also recited verses by Messrs. Crémazie and Lemay, and read extracts from the writings of Messrs. D. B. Viger, Ferland, Garneau, de Gaspé, Chauveau, and the unknown author of the work, *Les Ursulines de Québec*.

Addresses by the Superior and Monseigneur Taché closed the sitting.

At the College of Ste. Thérèse, before proceeding with the award of prizes, discourses were delivered by Messrs. O. Dubois, Albéric Ouimet, and F. Kavanagh, the subjects treated being: 1st. *War as decreed by Providence*. 2nd. *What wars are just or unjust?* 3rd. *Duty of Citizens in time of war*. 4th. *Nature and Influence of Military Glory*.

The Rev. Mr. Dagenais, Superior of the College, terminated the proceedings by an eloquent address.

Among those present were the Hon. Mr. Dumouchel, Rev. Mr. Verreau, Principal of Jacques Cartier Normal School, and many members of the clergy.

At the College of L'Assomption the pupils were examined in Greek, Latin, ancient and modern history, literature, philosophy and natural sciences. Lines of poetry, composed by Mr. Dugas, one of the students, were read and much admired. Then followed dramatic performances appropriate to the occasion, and an essay by Mr. Lactance Archambault.

The parting address was delivered by Professor Bibaud, Dean of the Law School of St. Mary's College, Montreal.

At the Joliette College, under the management of the Order *Cleres de St. Viateur*, several dramatic pieces, and a discourse on the *Vocation of Canada*, formed conspicuous features in the examination held in this establishment.

The exhibitions at the Boarding-School of the Ursulines, Quebec, were, as usual, very interesting. Rev. Mr. Cazeau, G. V., presided, and after some appropriate remarks, returned thanks, in the name of the assembly, to the directresses of this school and the young ladies in attendance, for the pleasure afforded those present on the occasion.

Many other educational institutions deserve to be mentioned here, as having held very creditable examinations, but we have neither time nor space left to add further details.

A report of the proceedings which took place at the close of the sessions of the McGill University, Bishop's College, and St. Francis College, will be found in our last numbers.

Notices of Books and Recent Publications.

GRAHAM.—Letters on Public Education in Canada. By J. A. Graham, A. M. A Pamphlet.—8vo; pp. 28. Montreal; Lovell.

This series of Letters is a reprint of allegations which have already been refuted, accompanied with certain additional assertions, which are likewise without foundation. Mr. Graham gravely proposes to impeach the members of the Council of Public Instruction for having approved the book entitled: *The Duty of the Christian*, and also decidedly objects to the series known as the *Metropolitan Readers*, although he endeavors to justify his objections chiefly by means of extracts made from the old edition of these books, which has not been approved. The same may be said with regard to Garneau's abridged *History of Canada* for the use of schools, most of the objections raised against it being based on no better grounds than quotations from the large work in three volumes. We regret that want of space will not permit us to give further specimens of the author's ingenuity in the premises, and can only refer our readers to the pamphlet; we would call their attention more particularly to page 10, where they will be informed that the bishop and the priests of the Seminary of Quebec belong to the order of St. Francis and possess 693,294 acres of the public lands, of which the author proposes to sequester at least a part!

JOSSelyn.—Elements of Pronunciation containing many important Orthoepic Discoveries; By Caleb Bates Josselyn; Boston, 1866.—64 pp. Price, 35 cts. Walker, Fuller & Co.

We give the concluding chapter of this little work:

"**ERRORS IN PRONUNCIATION.**—1. The most gigantic error in pronunciation is the *eüresis*, or sinking of a vowel before a liquid in an unaccented syllable, as in *nation*, *pleasant*, etc., abbreviated *na-shn*, *pleas-nt*, etc. (See page 37.) This is so common in animated discourse, even among the best of speakers, that the question is raised whether it should not be regarded a license in certain circumstances of speech, as it is in poetry, where we find *flowery*, *ecry*, etc., contracted into *flou'ry*, *er'ry*, etc., in which meter unequivocally recognizes the natural tendency to the *eüresis*.

"2. The substitution of *n* for *ng* in the participial ending *ing* requires on the part of the teacher the most persistent vigilance to suppress it. There is no more doubt about this corruption now than there was in Walker's time, and if orthoepists will only agree to brand as *vulgar* the pronunciation of every person who does not pronounce the *ng* in this ending, thus distinctly drawing the line, by this test, between an educated and an uneducated pronunciation, they will accomplish for English Orthoepy what has never been accomplished before.

"3. Next to this in importance is the sinking of *r* after a vowel, as in *far*, *farm*, *for*, *liar*, etc., mispronounced *fah*, *fahm*, *fah*, *li-ah*, etc. This fault is peculiar to New England. In the West the *r* is habitually articulated.

"4. The unaccented vowel in *often*, *open*, *beacon*, *heaven*, *Millon*, etc., is often pronounced, whereas it should be silent. It is singularly illustrative of the law of compensation that this error prevails most extensively where the *eüresis* is found.

"5. In like manner, as *r* is often lost in *far*, *farm*, etc., many

unke amends therefor by adding an *r* to *saw*, *law*, *awc*, etc., mispronounced *sar*, *lor*, *or*, etc.

"6. *Elm*, *helm*, *chasm*, etc., are often exaggerated into *el-lum*, *hel-lum*, *kaz-zum*, etc., thereby improperly supplying a vowel sound.

"7. Long *o* in *force*, *course*, etc., is sometimes heard mispronounced *aw*, as *fa-wers*, *ka-wers*, etc., for *fo-wers*, *ko-wers*.

"8. The last syllable of *window*, *pillow*, *borrow*, *harrow*, etc., should receive its plenary sound, that of long *o*. Teachers should guard against its obscuration, as these words are all established plenerbs."

McCord.—Synopsis of the Changes in the Law effected by the Civil Code of Lower Canada; By T. McCord, Advocate, Secretary to the Codification Commission. Ottawa, 1866.—39 pp. 80. Desbarats.

SMALL.—The Canadian Handbook and Tourist's Guide, compiled by H. R. Small, S. C. J. Edited by J. Taylor. Montreal, 1866.—196 pp. 8vo. Longmoore.

The author of this new hand-book seems to be well informed on the subject of Canadian legends and historical reminiscences, which gives great interest to his work. The addition of maps and engravings would be a desirable improvement.

CALENDAR OF THE MCGILL COLLEGE AND UNIVERSITY. Session of 1866-7. Montreal. 86 pages without the examination papers. Becket. We extract the following summary:

Students in the several faculties of McGill, Morrin, and St. Francis Colleges.....	349
Students in Normal School.....	66
" in High School.....	250
" in Model Schools.....	314

Total under the University..... 979

BULLION.—Revised Edition of Bullion's Analytical and Practical Grammar of the English Language; 12mo. 324 pp.—Toronto, 1866. Miles.

This is a very complete school book. It contains, besides the Grammar, rules on versification, selections in prose and poetry to be used as exercises in analysis and parsing, a vocabulary and a brief exposition of the principles of English composition.

CÔTÉ.—Political Appointments and Elections in the Province of Canada, 1841 to 1865. Edited by J. O. Côté, N. P., and Clerk in the Executive Council Office. Second edition enlarged. Ottawa, 1866.—130 pp. 8vo. Desbarats.

This is a compilation which has been most carefully prepared. It is only to be regretted that the publication of this edition was not delayed for a few months. It might then have been made to embrace the whole period of the union between Upper and Lower Canada under the constitution of 1840. The work is well arranged and does credit to Mr. Côté's industry, each subject being presented in various ways so as to facilitate research either alphabetically or according to date, precedence, &c. For instance, we have under the heading Executive Council, an alphabetical list, a chronological list, names of presidents, Council as periodically constituted, offices held by members, &c. The book is published under the high patronage of H. E. the Governor General.

CREVIER.—*Études sur le Choléra asiatique*. By J. A. Crevier, M. D., St. Césaire. Montreal; 16 pp.

After long and laborious researches, with the aid of the microscope, the author is convinced that Asiatic Cholera is produced by the absorption into the system of an enormous quantity of infusories of the family *vibriones*. The remedy which he recommends consists of a substance that instantaneously destroys these animalcules and acts as a stimulant to restore the strength of the system exhausted by this terrible disease.

REVUE CANADIENNE.—Montreal.

The numbers of this publication for April, May, June and July contain the continuation of an Acadian tale, by Mr. Bourassa; an article on the dismemberment of the parish of Montreal, by Mr. de Bellefeuille; an article on British Canadian poetry, by Mr. Lanigan; notes of travel, by Mr. Faucher; bibliographical notices, by Messrs. LeMoine, de Bellefeuille, Royal, and Lemay, and a monthly summary, by Mr. Lesage.

PLINGUET.—*Souvenirs sur les commencements de l'Union St. Joseph de Montreal*. Par J. A. Plinguet, président de la société. Montreal, 1866; Plinguet & Laplante.—8vo; 72 pp.

L'Union St. Joseph, founded by the working classes fifteen years ago, is the oldest of the French Canadian benevolent societies in Canada. In 1851, its funds amounted to \$4.50, and much uneasiness was caused at the time by the departure of the treasurer for the United

States, with half the funds. Happily, however, he returned and faithfully brought back the *two dollars*. At present the Society can boast of being worth \$21,662, including the costs of a fine building, in which its meetings are held. The condition of the finances for the year 1865 may be summarized as follows. Contributions and other assets, \$2,711. Expenditure: paid to widows and orphans, \$932; to the sick, \$753. Other expenses, \$504. Total paid, \$2,189. Balance, \$521.

Since the foundation of this Society, not less than fourteen similar ones have sprung up in Montreal, and three others in the neighboring villages; ten more have been formed in Canada and the United States.

ETUDES PHILOLOGIQUES sur quelques langues sauvages de l'Amérique, par N. O., ancien missionnaire. Montreal; 1866.—Dawson Bros. 8vo, 160 pp. 75 cts.

HISTOIRE DE L'ANCIEN TESTAMENT, 339 p. in-18. *La Vie de Jesus d'après les Evangelistes*, 396 p. in-18, en langue algonquine. Both works bound in 1 vol. \$1.

LE LIVRE DES SEPT NATIONS. A collection of chants, prayers, &c., in the Iroquois tongue.—12mo, xxiv-160 pp. \$1.

VADE-MECUM du chantre Iroquois.—12mo, 132 pp. 25 cts.

In offering the above four works to the public, the author has rendered an important service to philology.

PANET.—*Journal du Siége de Québec en 1759*. By M. Jean Claude Panet. Montreal; 1866. Senécal.—8vo, 24 pp.

Our printer has struck off a few copies of this interesting diary in pamphlet form. Those desirous of securing a copy would do well to make early application.

LES URSULINES DE QUÉBEC.—Volumes 3rd and 4th. 741 pp. Québec; 1866. Darveau.

In these two volumes, as in those that precede, the history of the country, the biographies of distinguished men, and the genealogies of ancient families, are given along with the records of the monastery. Many details, interesting anecdotes, and descriptions give variety to this valuable work.

LE FOYER CANADIEN.—Québec.

The numbers for May and June contain a poem dedicated to the memory of Mr. Auguste Soulard, by Mr. F. M. Derome; a biographical sketch of Mr. Girouard, by Mr. Gerin, accompanied with a letter written by the former after the events of 1837; a review of the recent publication of the Rev. Mr. Carpyon on the early missions of the Jesuits in America, by Abbé Edmund Langevin, who has availed himself of this occasion to publish several extracts from the correspondence between Monseigneur Laval and the General of the Jesuits at Rome.

DE GASPÉ.—*Mémoires par Philippe A. de Gaspé*. Desbarats, Ottawa; 1866.—8vo; 563 pp.

This book will be found to contain interesting and valuable information.

JUNEAU.—*Traité de Calcul mental à l'usage des Ecoles canadiennes*. By J. E. Juneau, School Inspector. Québec; 1866.—12mo, 92 pp.

LACASSE.—*Tenue des Livres en Partie simple et en Partie double, ou Comptabilité générale*. By Napoléon Lacasse, Professor in Laval Normal School. Québec; 1866.—8vo, 212 pp.

These two hand-books have been approved by the Council of Public Instruction for Lower Canada, as may be seen by referring to our official notices in this number.

SHEA'S CHARLEVOIX.—History and General Description of New France. By the Rev. P. F. X. de Charlevoix, S. J. Translated, with Notes, by John Gilmory Shea. New York; 1866. Shea. Royal 8vo, iv-286 pp.

A fine edition of a translation of Charlevoix's *Histoire de la Nouvelle France*, in six volumes. The first volume, which is just out, contains the first three parts of Charlevoix's work, with numerous notes, besides his preface and chronological and bibliographical Tables, which in the original are in the last volume. It also contains fac-similes of maps, and three fine portraits, on steel, of Charlevoix, Jacques Cartier, and of the savage Menendez.

WOOD.—Homes without Hands, being a Description of the Habitations of Animals classed according to their principle of Constructions. By Rev. J. G. Wood. New York; 1866.—Royal 8vo, 646 pp.

This volume is a reproduction of articles published in *Harper's*

Magazine, and is illustrated with numerous engravings. It is an interesting work on natural history and speaks for itself.

LESCARBOT.—*Histoire de la Nouvelle France, contenant les navigations, découvertes et habitations faites par les Français en Indes Occidentales et Nouvelle France*. By Marc Lescarbot. Paris; 1866. Tross, Bookseller. Joust, Printer. 3 vols. 26 fr. or 60 fr., according to paper.

SAGARD.—*Le Grand Voyage au Pays des Hurons, réimpression figurée de l'édition de 1632*. 2 vols.—8vo. Paris; Tross, Publisher. 24 fr., 30 fr. or 40 fr., according to paper.

SAGARD.—*Histoire du Canada et voyages que les Frères Mineurs Récollets y ont faits pour la conversion des infidèles depuis l'année 1615, avec un dictionnaire de la langue huronne, par le Frère Gabriel Sagard-Théodat*, 4 vols. in-8o. Réimpression de l'édition rarissime de 1636. Librairie Tross, papier Velin, 48 fr., papier de Hollande, 80 fr.

These are reprints of very rare works on the early history of this country.

Twenty-seventh Meeting of the Teachers' Association in connection with Laval Normal School (held 25th and 26th May, 1866).

FIRST SITTING, 7 P. M.

Present:—Rev. Principal J. Langevin, Abbé Faucher, Mr. J. B. Cloutier, President; Mr. E. Carrier, Secretary *pro tempore*; Inspector Juneau, Messrs. F. X. Toussaint and Lacasse, N. Thibault, D. McSweeney, C. Legendre, C. G. L. Lafrance, T. Sinard, F. Pagé, G. Guagné, H. Rousseau, L. Dion, F. Chabot, and the pupils of the Laval Normal School.

After the Minutes of the last meeting had been read and adopted, the President submitted the following resolutions touching the subject discussed at the last meeting:

1st. That as the arithmetical rules of Interest are of the greatest utility, it is of the utmost importance that teachers should take great pains in teaching them to their pupils.

2nd. To teach these rules to children with advantage, they must be familiar with those that precede, especially with reference to proportion, on which Interest is based.

3d. Children should be taught all the terms used in Interest, as *Capital, Interest, Amount*, &c. This may be done in two different ways 1st, By making them commit to memory the different definitions which are to be found in the arithmetic at the beginning of these rules; 2nd, By oral exercises, and by giving problems to solve in which these terms occur.

4th. When the pupils have made themselves masters of these definitions, simple examples are to be given them, and more difficult ones as they advance, for instance, 1, Make them find the interest upon different capitals for one year only; 2, The interest upon the same capital for several years, 3, For months only; 4, For days; 5, For years, months, days, &c.

5th. To proceed, as far as is consistent, in the same manner in every case in interest, appealing to the judgment of the child instead of to the memory. There are, however, in this rule, certain problems which cannot be solved without having recourse to compound proportion.

6th. Although the rules of interest may be included in the Rule of Three, they should retain their title, as they are but a subdivision of the latter, as are also the rules of Commission, Brokerage, Assurance, &c.

7th. The schoolmaster cannot do better, in teaching the rules of interest, than to follow the method adopted by Mr. F. X. Toussaint in his two treatises on arithmetic.

The above resolutions being unanimously approved of, Mr. Toussaint proposed to add one to the series, pointing out a short method for finding the compound interest on a given sum. This was also adopted.

The Principal delivered a lecture on the phenomena of light. The meeting then adjourned to the following morning.

SECOND SITTING.

Present: Rev. Principal J. Langevin, Abbé Faucher, Mr. J. B. Cloutier, President; Mr. L. Lefebvre, Secretary *pro tempore*; Inspectors F. Juncain and P. M. Bardy; Messrs. N. Lacasse, N. Thibault, F. X. Toussaint, D. McSweeney, F. Fortin, G. Tremblay, P. Drolet, Jos. Létonneau, Ed. Carrier, J. B. Dugal, F. Gilbert, Jacob Guagné, D. Pichet, C. Gauvin, P. A. Roy, L. Dion, A. Esnouf, Jos. Chabot,

F. Pagé, J. Turgeon, Z. Bergeron, W. H. Taylor, F. Simard, C. Huot, and the pupils of the Normal School.

Mr. N. Thibault moved, seconded by Mr. F. Fortin, and *Resolved*,—That Mr. Lefebvre be elected Secretary in the room of Mr. E. St. Hilaire.

The Minutes of the preceding day were read and adopted.

The President, Mr. J. B. Cloutier, read a paper on *Botany*, explaining in a clear manner the different parts of plants. He then informed the meeting that the hand-books mentioned at the convention in last January, were published, and spoke of their many advantages, alluding especially to the method employed in these treatises, as much more simple and intelligible to the pupils than those found in similar works published up to the present time.

The Rev. Principal also made some remarks in regard to these hand-books, in the course of which he congratulated the authors, and expressed his desire to see the teachers introduce these books into the schools.

The subject appointed at last Convention was then taken up, viz., *On what part of mental arithmetic is it more necessary to insist in our schools?* A lively discussion ensued, in which the Principal, Inspectors Juneau and Hardy, and several other members of the association took part, and which the President summed up as follows:

1st, It is necessary that children should learn properly and thoroughly the tables of *Addition, Subtraction, Multiplication and Division*, as they are the foundation of mental and written arithmetic.

2ndly, Teachers should insist on calculations based on the numbers *twelve, twenty, hundred*, and intermediate numbers.

3rdly, The higher parts should be reserved for the advanced classes.

Mr. Jos. Létourneux moved, seconded by Mr. Ed. Carrier, and *Resolved*, That this association offers its sincere thanks to Messrs. F. Juneau, F. X. Toussaint and N. Lacasse for the publication of their excellent treatises on mental arithmetic, arithmetic, and book-keeping.

Moved by Mr. N. Thibault, seconded by Mr. Lefebvre, and *Resolved*, That the Librarian be authorized to write to those members of this Association who have not yet complied with the request to return the books obtained from him, and to ask that they be returned without delay, or, in default, to pay for them, according to the by-laws of the Association; and further, to authorize him to make an estimate of the said books and send the accounts to said members respectively.

The Rev. Principal, Messrs. N. Lacasse, J. B. Cloutier, C. Dufresne, Jos. Létourneux and L. Lefebvre promised to prepare papers for the next convention.

The following subject will be discussed: "What is the best method of teaching the history of Canada in the different schools?"

The convention then adjourned to the last Friday in August at 7 P. M.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—A report of a Committee of the House of Commons (presided over by Sir John Pakington), upon the subject of popular education, has been issued. It regrets that the going out of one Ministry and coming in of another hindered them from offering distinct recommendations which would be likely to be heeded or embodied in legislation. They therefore report the evidence only: but there is printed along with it a draft report submitted by the Chairman, recommending the appointment of a Cabinet Minister of Public Instruction and the adoption of a system substantially like that of Upper Canada. Neutral religious teaching, local trustees and local rates form salient features of it. The opinion seems to have been general with the Committee that the present system is not producing satisfactory results.—*Exchange paper.*

—The Government has granted nine months' leave of absence to the Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, in order that he may visit Europe to recruit his health, and at the same time take measures for the improvement of the Upper Canada educational system. He is to add to the collection of models and works of art for the proposed Provincial School of Art and Design, and to engage the services of a properly qualified master from the graduates of the Governmental Schools of Art and Design in England, to take charge of the same. He is also instructed by the Provincial Secretary to visit and collect information from the best institutions in Great Britain, and on the continent of Europe, for the education of the deaf, dumb and blind, to be made available in the proposed schools for these purposes, to be established by Government in Upper and Lower Canada.

—We clip the following from a Report on the examination of primary schools at San Francisco. It does not prove much by itself in favor of *object lessons* as carried on in several schools. But no system ought to be judged from isolated facts:

"To the question: 'What great, good man do you know anything about?' they answered in every instance and with the greatest promptness: 'George Washington,' or 'Abraham Lincoln,' and sometimes both.

"To the question: 'To what uses may a cow be put?' they would generally answer: 'I don't know,' but when varied thus: 'What is a cow good for?' the answer would come promptly enough: 'Milk; milk her; milk him; to get milk from; meat; to eat; to eat her up; leather; sheepskin.'

"When asked: 'What are used in making books?' very many said: 'I don't know;' but when asked: 'How do they make books?' or, 'What do they make books out of?' they seemed to be ready with an answer. Generally, those who had received little or no instruction in the *object method* could think of nothing but paper, but those who had been so instructed, almost invariably answered: 'The skin of an animal; sheepskin; leather; pasteboard; thin boards; types; metal;' and only after more questioning would they mention 'paper,' as if they thought it only an insignificant part of a book, or considered it too obvious to be worth mentioning.

"To the question: 'How should young persons treat older ones?' they frequently answered: 'I don't know;' but when asked: 'How should little folks treat old people?' the answers came like sticks out of popguns: 'Good, nice; give 'em something to eat; give 'm a knife and fork; be kind to 'em; never throw any stones; make money out of 'em.' Only one little fellow out of a class of sixty pupils that had been uncommonly well drilled in *object teaching* used the word 'respect,' and he used it in the plural.

"One bright little girl who had but recently entered the school and had never been instructed concerning forms and solids, on being shown successively a parallelepipedon, cylinder, and pyramid, and required to name them, almost *shouted*, with a gleam of triumph in her eye: 'Square stick; round stick; sharp stick.'

"One conversation ran thus:

Examiner—What is a quadruped?

Pupil—Anything that has four legs.

E.—This table has four legs—is it a quadruped?

P.—Yes, ma'am.

"Another ran thus:

Examiner—What is a quadruped?

Pupil—Any animal with two legs.

E.—Am I a quadruped?

P.—Yes, ma'am.

"On being required to recite a maxim, they generally repeated the 'Golden Rule of Life,' sometimes, however, with slight but important variations, thus: 'Do unto others as they do unto you.' 'Do unto others as they would have you do unto them.' 'Do unto others as you would do unto them.'

"One fat, sleepy, little fellow, on being asked the questions pertaining to the seventh grade, the examiner waiting long, patiently, and in vain after each, gave the answer to the first, after the fifth had been propounded thus: 'What are cows good for? What is a biped? What is a quadruped? How are books made? How should little boys treat old persons?'

"Milk 'em."

—The important subject of University Extension, by the establishment of Colleges for poor students, continues to engage the attention of the authorities at Oxford. The sub-committee, presided over by the Rev. Dr. Shirley, recently appointed to consider the question, have made a report to the effect that a new College or hall must be opened to give the benefit of the university to a class of men who cannot now enter. They suggest that in the proposed establishment "the charge for tuition be £4; for furnished rooms, £3, for batels, £10 a term; East-er and Act Terms to count as one, making £51 per annum. The payments for each term to be paid in advance. In the batels would be included breakfast, plain luncheon, dinner, attendance, and the general lighting of the college." Another recommendation is, that breakfast and dinner be in common, the principal and tutors being for the most part present at those meals. Economy being the essence of the scheme, it is provided that "if any member contracts debts beyond a certain amount, or be found to be forming expensive habits, he be requested to remove to some other college or hall, as not being the character for which this foundation is instituted." Facilities are also to be given for remaining in residence out of term.—*Educational Times.*

LITERARY INTELLIGENCE.

—We had occasion to refer in high, well merited terms a few months ago to Mr. Huguet Latour's useful manual entitled *Annuaire de Ville Marie*, a compendium of interesting curious information relating to all Catholic churches and institutions in this city, and now see that Mr. Latour intends to extend to its scope by giving an historical précis of the establishment of nearly every parish in the Lower Province. The work will be very valuable and we need scarcely say, should be in the hands of

every one who desires to become acquainted with a very interesting branch of the early history of the country. It will shortly appear in sections of 128 pages, and be published at the low rate of 25 cents a number. Subscribers will please apply to Mr. Huguet Latour, Montreal.

— *Montreal Gazette.*

THE QUEEN'S SELECTION OF NOVELS.—The *Inverness Courier* says:—"We stated lately that her Majesty had kindly announced her intention of presenting the Working Men's Club here with a selection of books—works of fiction and light literature. As the books were expressly selected by her Majesty, it may be interesting to give a list of them, as sent by Dr. Robertson to Mr. Macdougall, Hawthornwalk. They are the 'Waverly Novels,' 'Scott's Poetry,' 'Smile's Lives of the Engineers,' 'Cooper's Novels' (26 volumes), 'My Schools and Schoolmaster,' 'Hudson's Twelve Years in India,' 'Grant's Novels' (19 volumes), 'Pickwick' and 'Nicholas Nickleby,' 'Lights and Shadows,' 'of Scottish Life,' 'Ayton's Lays of the Cavaliers,' 'Gleig's Life of Wellington,' 'Scott's Tales of a Grandfather,' 'Marryat's Novels,' (13 volumes), and 'Bulwer's Last Days of Pompeii.' The books have arrived and are all strongly bound."

NECROLOGICAL INTELLIGENCE

—The pupils of the Jacques Cartier Normal School have to lament the death of the Rev. Julien Perreault, their chaplain, who had hardly attained his fortieth year when the sad event took place. He was a man of great talent, and universally esteemed. His death adds another heavy loss to those sustained by the Seminary of St. Sulpice during the past few years.

—The Ursulines of Quebec have also to deplore the loss of their Superior, Sister St. Andre, *née* Isabella McDonell. Placed at the Boarding-School of this Convent, in 1818, by the late Bishop McDonell, of Kingston, this lady, remarkable for her talents and piety, remained in this institution until she had attained the age of 70 years, when she died, having devoted forty-five years of her life to religion, and discharged at different times during this period the duties of Superior of the Convent.

—Lieut. Col. Suzor, Assist. Adjutant General of Militia, died lately at the early age of 32 years. From the post of drill instructor Col. Suzor gradually rose to that which he occupied at his death; his rapid promotion was due to his merit, and to the zeal and aptitude displayed in the discharge of his military duties. His loss will be doubly felt at the present time, when, by his experience and well-tryed ability, he could have rendered important services. Col. Suzor is the author of many works on the art of war. His funeral took place at Quebec, with much military pomp; among those that followed his remains to the grave, were the pupils of the Laval Normal School, of whom he had been drill instructor for several years.

—In political circles, we have to record the death of the Hon. Frédéric Auguste Quesnel, which took place in Montreal, on the 28th July last. A man of recognized talent, he received in the course of his long career, many marks of confidence from his fellow-citizens. He was a member of the Legislative Assembly of Lower Canada, and also of United Canada, and filled at different times the posts of Executive Councillor, Legislative Councillor, President of the People's Bank, and President of the St. Jean Baptiste Society of Montreal. He was brother to the Hon. Jules Quesnel, who died in 1842. His father, Mr. Joseph Quesnel, a poet and musician, was born in France, and died in Montreal, at the age of 59 years.

Mr. F. A. Quesnel, the subject of this notice, was elected to the Parliament of Lower Canada for the first time in 1820, having been returned for the county of Kent. He represented the county of Chambly in 1833, and became a member of the Executive Council under Lord Gosford, in 1837. In the first Parliament, after the Union, he represented the county of Montmorency, but had no seat in the second Parliament. He was, however, in 1848, called to the Legislative Council. He died at the age of 81 years and a few months.

SCIENTIFIC INTELLIGENCE.

—The British Association for the Advancement of Science opened its Annual Session at Nottingham on Wednesday, the 22nd August; Mr W. R. Grove, Q. C., the president for the year, giving the inaugural address. It was a singularly striking one, his theme being the "Continuity" of Nature, which he illustrated first of all from Astronomy, alleging that the old idea of vast blank spaces in the universe had been dispelled, science indicating bodies in our solar system, varying in size from Jupiter, which is by 1240 times larger than the earth, to planets not larger than a pistol bullet. All forces—light, heat, electricity—he considered to be but modifications of each other, and matter, to be universally the same under different forms. In physiology he favoured the Darwinian theory, and he would apply his theory of "Continuity" even to history. At the conclusion of the President's address, Lord Belper proposed, and the Mayor of Nottingham seconded, a vote of thanks, which was carried by acclamation.—*Educational Times*, London.

—Dr. H. E. De Brion, a French physician, who has resided for many years in England, has discovered a process for preparing from indiarubber what he designates an *enamel paint*, which is absolutely proof against the action of the atmosphere as well as against liquids (including, it is said, the strongest acids) known to affect iron. The preparation is applied cold, and in a liquid state, and in consistency and general appearance it resembles such common oil paint as is ordinarily used for iron-work. It may be applied with ease; but it is necessary, of course, that there should be a complete covering of the surfaces to be protected. It hardens at once, and immediately forms a smooth and lustrous enamel-like covering, air-proof, damp-proof, water-proof, and acid-proof. Thus protected, iron is safe, as iron-rust cannot accumulate upon the surface of this enamel paint, nor corrode beneath the surface.—*ib.*

—In a lecture at the Royal Institution on the shooting stars of the years 1865-66, Mr. Alexander Herschel has attempted to show that they have periodical returns like comets, and in support of this position he referred to the records of Observations made from time to time during the last 1,000 years. Observations show that during every clear night in this hemisphere shooting stars may be seen, the ordinary number being about thirty an hour; but that in certain months, especially in the beginning of November, the number of these stars is greatly increased. It appears also that at intervals of thirty-three years there have been noticed very remarkable showers of shooting stars. One of these periods will occur about the 13th of November next.—*ib.*

—At a recent meeting of the Academy of Sciences of Paris, M. Chancourtois presented an interesting memoir on the production of diamonds in nature. M. Chancourtois thinks that diamonds have resulted from an incomplete oxidation of carbides of hydrogen, just as the sulphur of the *Solfatara* results from an incomplete oxidation of sulphuretted hydrogen, all of whose hydrogen is converted into water, while only a part of the sulphur is changed into sulphurous acid. It is by a similar process that petroleum has given rise to bitumen and this again to graphite. "If then," said the author, "a mixture of hydrocarbon gases and vapor of water be submitted to slow oxidation, diamonds may possibly be obtained." It is even possible, he observes, that the tubes which convey common coal gas along the streets of Paris may contain such artificial diamonds in abundance.—*ib.*

—M. A. De Candolle, giving an account to the French Academy of the recent Botanical Congress in London, stated that an exact measurement of one of the mammoth trees of California, *Sequoia gigantea*, the "old maid," which was blown down in a storm a few years since, had been made by Mr. Edmond De la Rue. It was found to be twenty-six feet five inches and nine lines, six feet above the ground. Mr. De la Rue traced the annual layers on a sheet of paper which M. de Candolle exhibited, and it was found that the layers amounted to 1234.—*Intellectual Observer.*

—M. de Corogna states to the French Academy that in districts towards which the winds blow the gaseous matter given off by the eruption at Santorin, inflammations of the eye, bronchitis, and digestive derangements have been frequent, while other districts have not suffered in the same way. Asphodels, and generally, plants of the lily tribe have been injured. He ascribes the human maladies of indigestion, etc., chiefly to sulphuretted hydrogen, and the vegetable disorders to hydrochloric acid vapours. The ophthalmia is traceable to volcanic dust.—*ibid.*

—M. Liandier has a note in *Comptes Rendus* stating that for several years he has watched the zodiacal light during the evenings of February and March. This year, for the first time, he saw it on the 19th of January, and watched it till the 5th of May. He considers it to have the shape of a perfect cone, varying in luminosity and colour from dull grey to silvery white, the changing aspect probably being occasioned by the condition of our atmosphere. In February the summit of the cone reached the Pleiades and the Twins in May. Between January and May he found it to follow the zodiacal movements of the sun. He believes the luminous cone to be a fragment of an immense atmosphere enveloping the sun on all sides. If so, he says it may be expected to exercise an enormous pressure on the sun, with great development of heat; and if local variations occur, he thinks they may explain the occurrence of spots through the reduction of temperature that would follow diminished pressure.—*ibid.*

—On the 1st September, 1859, Mr. Carrington and Mr. Hodgson witnessed a sudden blazing up in the sun, which is supposed to have indicated the fall of an extraneous body into our luminary, and a consequent accession to his mass. In *Monthly Notices*, vol. xxvi, No. 8, recently issued, will be found a mathematical paper computing the effects of the fall into the sun of such a body as our earth, which some persons suppose would produce such a blaze as to scorch up all the planets. Mr. Waterston finds that if the blaze so occasioned were persistent, the general rise of temperature would not exceed 10° or 15°, but he observes that as soon as the falling body had plunged below the atmosphere into the fluid incandescent body of the sun, the blaze would terminate, though the temperature of that part of the sun would be sensibly increased. If the whole potential radiating power of the sun were increased 1000°, he says, "even this is only one twelve-thousandth part of the potential temperature that sends heat

us sufficient to maintain a general average temperature over the surface of the earth of about 500° above the absolute zero of space. Now this proportion of 500° is only one twenty-fourth of a degree, and this is the extreme maximum effect that can be reasonably expected from such a planet fill." But increase of the sun's mass would shorten the year, and the addition of matter equal to our globe would effect this to the extent of 130", causing a difference in the longitude of the sun at the end of the year equal to 5". 3.—*Ibid.*

—The *Archives des Sciences* has an account of a paper by Signor Gasparini, in which he states that a fine *Acacia dealbata* from New Holland, when in full flower in a garden at Naples, was broken through its stem by a slight blast of wind. It was found that the heart wood was black and rotten, and microscopic examination revealed the mycelium threads of a fungus. The medullary rays, pith, and spiral vessels were not attacked, but the dotted vessels (*caisseaux ponctues*) were so. Signor Gasparini considered that the spores of the fungus had introduced themselves through the rootlets. He states that when the spangioles have been broken in plants of the lily tribe, spores have found entrance, and occasioned damage.—*Ibid.*

—*Cosmos* states, on the authority of M. Sallant, that on May 15th an oak was struck by lightning in the forest of Vibraye (Sarthe) at about two-thirds of its height, at the origin of the large branches. The upper third, comprehending the crown and its branches, was not touched, but the remainder of the tree was split to shivers, and dispersed in all directions. No vestige was found of the bark, the root was partly torn up, and a heavy fragment hurled more than fifty paces. "The most curious thing is that the top of the tree was stuck in the ground, just where the original trunk was, so that the trunk and roots must have been swept away the time the tree-top took in falling."—*Ibid.*

MISCELLANEOUS INTELLIGENCE.

—This city has had the honour of a visit from a prospective King, but never until yesterday has royalty in the person of a lady made its appearance in our midst, in the person of Emma, Queen Dowager of the Sandwich Islands. Since her arrival on this continent, Queen Emma has been the object of much interest and respect. The Queen arrived in New York on Wednesday, August the 8th, in the Cunard steamer *Java* from England. The object of her journey to Europe and this continent, was to carry out the dearest object of her heart—the spread of christianity in Owhybee. In England she was highly successful, and raised the sum of \$50,000 in furtherance of her scheme. It is understood that Queen Emma leans towards the party known as High Church; and, in spite of some opposition, her mission to England was a success. In London as well as in Paris, she was feted and welcomed by the courts of those respective cities.

The Queen arrived in this city from Quebec at eight o'clock yesterday morning, and was received at the St. Lawrence Hall. Immediately afterwards the national flag of the Sandwich Islands was hoisted on the top of the building. The flag is an attractive one, being a combination of the British and American colours.

A few words as to the *personnel* of Queen Emma and her history may be found interesting. She is a very lady-like looking person, and has evidently enjoyed the advantage peculiar to her station. She is agreeable in manner, and not wanting in personal beauty. She was dressed in mourning, has dark eyes and black hair, and her complexion is of the olive cast. She appears to be a very amiable person, and is evidently an agreeable conversationist. She is 30 years of age, and a Queen Dowager. Her husband, King Kamehula IV, was succeeded to the throne by his brother, the present King. Affairs of State do not trouble her, but she occupies her time in the religious welfare of the people of her native country. She is in staunch sympathy with the High Church party in the Episcopal Church, and on that account met with considerable opposition in the Low Church party in England. On the other she gathered around her a large number of warm friends and admirers, who subscribed liberally for the object she has devoted herself to advance. She has had one son, who died previous to her husband's death. She has no children living. Queen Emma is the grand-daughter of an Englishman and the daughter of an Hawaiian Chief. She speaks English with ease, and thoroughly free of accent. The Sandwich Islands are a group of 13 Islands; only 7 of these are inhabited, the rest being small, rocky, and barren. These islands have some very fine harbors. Honolulu, on the Island of Oahee, protected by a barrier of coral reef, has 21½ feet of water on the bar at low tide, and from 4 to 6½ fathoms inside. Safe anchorage is afforded to all vessels, and by a little enterprise and industry the coral reef might be converted into water-fronts. On all sides of the coast there is a good natural harbor, protected seaward by a reef of coral and lava, and from 3 to 8 fathoms of water. Volcanic eruptions are frequent; consequently much of the land is incapable of culture, but that which is cultivated is most fertile. The temperature of the climate is equable, not ranging more than from 60° to 88°; and is considered remarkably healthy. The chief products of the island are wheat, coffee, sugar, cotton, tobacco, cocoa, arrow-root, mulberries, yams, and taro or breadfruit. Cattle and hogs are also

raised in considerable quantities. The commerce of the islands is large and steadily increasing. This is owing to the central location of the islands, both as respects the trade from California to China and Japan and the great whaling grounds of the North-West Coast. The Bay of Islands and the sperm whale fisheries of the tropics, has made them the most convenient point for transshipment of oil and bone, and for furnishing supplies to vessels. The population is about 75,000, in 1823 it was 140,000. The immense decrease is owing partly to emigration on whale and other ships, and partly to the ravages of loathsome disorders, small pox, and other epidemic diseases.

From her arrival until the hour of her departure, the Queen kept herself secluded in her own room, which, by the way, overlooked Craig Street. Her retinue was far from being ostentatious, for she was accompanied simply by her Maid-of-Honor, a white lady, named Miss Spurgin, Major Hopkins, and two servants.

The Queen held no public reception whatever, and although there was a considerable amount of interest excited by her arrival, she found it impossible, for personal reasons, to preside at a levee. These reasons were, that the Queen had received a telegram informing her of the death of her mother. For the same cause, also, she was forced to accelerate her departure from Montreal. She expressed her regret that she was not permitted to remain in Montreal for a longer period, being anxious, as she said, to see more of the institutions and surrounding scenery of the first city of British America. She left Montreal at half-past three o'clock yesterday for New York, from which city she will take her route homewards.—*Transcript.*

—By the census of 1864 it appeared that Prussia had a population of 19,304,843. The *New York Tribune* gives the following as the additions she will receive as the result of the recent brilliant campaign:

1. In virtue of the treaty with Austria, the two Duchies of Schleswig and Holstein which in 1864 had a population of 960,996. The people of Northern Schleswig will, however, have a chance to vote on their annexation to Denmark. Thus the number of people annexed to Prussia may be reduced to 800,000.

2. It has been announced that Prussia will annex the whole of the four States, which had, in 1864, the following population:

Hanover.....	1,923,492
Nassau.....	468,311
Hesse-Cassel.....	745,063
Frankfort.....	91,180

Together these States would add to the Prussian monarchy 3,228,040 inhabitants.

3. Hesse-Darmstadt, by a special treaty with Prussia, cedes to the latter power the former Landgravate of Hesse-Homburg, which but recently, in consequence of the death of the last childless Landgrave, had been united with Hesse-Darmstadt. It has a population of 26,817 inhabitants.

4. Bavaria is let off by victorious Prussia with the cession of the district of Lichtenfels, and the town of Calmbach, both in the circle (kreis) of Upper Franconia. They may represent a population of about 30,000 inhabitants.

Altogether, the territory which Prussia, according to the latest accounts, intended to incorporate with its own dominions, has a population of about 4,059,000.

—A poor artist died the other day in Paris. A few sketches, some water-color drawings, an unfinished picture, were the sole provision left for his widow and children. Susse's, the well known artist's shop on the Place de la Bourse, had often been his resource for the sale of his pictures. Thither the widow repaired. She showed the contents of a portfolio. Susse (says a correspondent) suggested a private sale, as likely to be more remunerative than the chance his widow offered of attracting attention, and advised application to be made to the families in which the deceased artist had given lessons. "I possess several letters," replied the widow, "from those whom my late husband instructed, among others a note from a Spanish countess on her quitting Paris, in which the youthful writer promises at any time when her master required assistance to do all for him that lay in her power." "Where is the young countess?" "In Paris, but she is now married." "If I dared," added she, as she handed Susse a note, the folds of which were almost worn through, and which bore unmistakable traces of having been often read. Susse glanced at the few lines it contained, and asked the widow to trust it to him for a few days. The Empress, on recognizing her own writing, gave orders that a liberal pension should be granted to the widow and children of the teacher under whom she had studied as Countess de Teba.—*Exchange.*

—Daniel Webster gave utterance to the following: "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with right principles, with the just fear of God and our fellow men, we engrave on those tables something that will brighten through all eternity."