

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

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

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

Cover title missing/
Le titre de couverture manque

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

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

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

Showthrough/
Transparence

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

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

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

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

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

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

Title page of issue/
Page de titre de la livraison

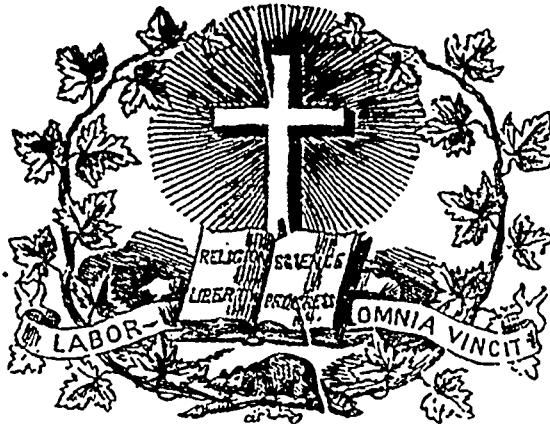
Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

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

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



JOURNAL OF EDUCATION.

Volume XI.

Montreal (Lower Canada), March and April, 1867.

Nos. 3 and 4.

SUMMARY.—**LITERATURE**—Poetry: "Our Saviour and the Samaritan Woman at the Well;" (By Mrs. Leprohon).—**EDUCATION**: The Teacher a Student; (By Professor Howe). Physical Education. (By Mr. Barnum).—Means of Higher Intellectual Culture in England and Canada.—Suggestions to Young Teachers.—Evils of Change of School Teachers.—**SCIENCE**: Metric System of Weights and Measures (concluded).—**OFFICIAL NOTICES**—Appointments: Examiners.—School Commissioners.—Trustees of Dissident Schools.—Notice to Directors of Institutions claiming aid, &c.—Notice to School Commissioners and Trustees.—Notice to Teachers.—Diploma granted by Laval Normal School.—Diplomas granted by Boards of Examiners.—**EDITORIAL**: School Provisions of the Canada Confederation Act.—Payments in Silver.—Books approved by the Council of Public Instruction.—Thirtieth Meeting of the Teachers' Association in Connection with Laval Normal School.—School Inspectors' Reports.—**MONTHLY SUMMARY**: Educational Intelligence.—Literary Intelligence.—Arts Intelligence.—Neurological Intelligence.—Miscellaneous Intelligence.—**OFFICIAL DOCUMENTS**: Apportionment of the Superior Education Grant for the Year 1866, &c.—Apportionment of the Supplementary Grant to Poor Municipalities, for 1866.—**ADVERTISEMENT**: Chambers's Educational Course.

He spoke too of the frailties that her womanhood had marred,
That priceless crown o'er which, alas! she'd kept such faithless guard;
And no word of bold denial, did thought or language plan,
For she knew that He, her listener, was more than mortal man.

And when the twelve disciples returned, their errand done,
They wondered at his converse with that lost and erring one,
But no questioning they ventured, whilst she with thoughtful men,
Returned to tell at Sichar she had the Messiah seen.

Ah! not only to that daughter of Samaria's hot clime,
Child of an ancient people, of a by-gone faith and time,
Was addressed the exhortation that from His lips then fell,
But to us, His Christian children, his followers as well.

For us, still pure and sparkling, those living waters flow
Of which He told Samaria's child, long centuries ago;
Forgetting thoughts of earthly pride, and hopes of worldly gain,
Seek we at once of them to drink—we'll never thirst again!

LITERATURE.

POETRY.

(Written for the *Journal of Education*.)

OUR SAVIOUR AND THE SAMARITAN WOMAN AT THE WELL.

BY MRS. LEPROHON.

Close beside the crystal waters of Jacob's far-famed well
Whose dewy coolness gratefully upon the parched air fell,
Reflecting back the bright hot heavens within its waveless breast,
The Saviour, footsore—weary—had sat him down to rest.

Alone was He, His followers had gone to Sichar near,
Whose roofs and spires rose sharply against the heavens clear,
For the food which Nature craveth, what e'er each hope or care,
And which God-Man and Deity, He disdained not to share.

Whilst waited he still—thoughtful—came a woman to the well,
With water vase poised gracefully and step that lightly fell,
One of Samaria's daughters, most fair, alas! but frail,
Her dark locks bound with flowers, instead of modest, sheltering veil.

No thoughts of scornful anger within His bosom burned,
Nor with abhorrent gesture, quick aside from her He turned,
But as His gaze of purity dwelt on her searching—meek—
Her bright eyes fell, and blushes burned hot on brow and cheek.

He told her with a gentleness by God-like pity nursed,
Of most wondrous living fountains, at which to slake her thirst;
And that those whose lips thrice-blessed, should a draft of them obtain,
Despite earth's toils and troubles, would ne'er know thirst again.

EDUCATION.

The Teacher a Student.

PROF. HOWE.

A paper read before the Teachers' Association in connection with McGill Normal School. March 8th. 1867.

Professor Arago in his lives of Eminent men of science relates that the great French mathematician Ampère was appointed successively to the offices of Lecturer on Natural Philosophy to the central School of Bourg, Mathematical Lecturer to the Polytechnic in Paris, and Inspector General of the University. In all these, notwithstanding his comprehensive knowledge, he failed entirely of success. His first appearance before the students of the Polytechnic, produced an unfavourable impression, for he presented himself before his military audience in a plain black suit extremely ill-made. He wrote rather by moving his arm than his fingers, and in a hand so immense, that a gentleman sent him an invitation to dinner, penned within the first letter of his own signature.

His figures, naturally enormous, were carefully magnified by him into ludicrous proportions on the black-board at the school, lest the hinder row of his class should be unable to read them.

His pupils amused at their gigantic size, affected not to be able to distinguish them clearly, in order to entice him into

caricaturing his caricatures. It ended in his increasing them to that degree that the largest board could contain only a few figures of a complicated calculation.

At another time he mistook the cloth for cleaning this board, covered with chalk, for his pocket handkerchief.

The students looked to him less for mathematical instruction than for food for their mirth, and his genius was rendered unavailing by a few ungainly habits contracted in his youth "though for all things equal, for all unfit."

In the same work, Professor Arago entertains us with some reminiscences of his own youth, and enriches the record with anecdotes connected with the examiners some of whom were eminent and others not so. It was the habit of one of these latter to make himself acquainted with the answers to his own questions, while he remained ignorant of the way of working them out. This was successful for a time, but the pupils at last discerned it, and in their replies committed intentionally the most absurd blunders, finally however reaching a correct result. Professor Hassenfratz pronounced the work "good, perfectly good" and was laughed at by the pupils. This excited his ire, and he once selected an eminent culprit on whom to wreak his scientific vengeance. "Monsieur le Boullinger," commenced the Professor, "you have seen the moon." "No Sir," replied the pupil. "Now Sir you say that you have never seen the moon."—"I can only repeat my answer, No Sir." Beside himself, and seeing his prey escape him by means of this unexpected answer, he addressed himself to the inspector charged with keeping order for that day. "Mr. Inspector, there is Mr. Le Boullinger who pretends never to have seen the moon! "What would you have me to do" stoically asked this official. Repulsed on this side, the Professor once more turned to the offending pupil who remained calm and earnest in the midst of the unspeakable amusement of the whole amphitheatre, and cried out in undisguised anger, "You persist in maintaining that you have never seen the moon?"

"Sir, returned the pupil," I should deceive you if I told you that I have not heard it spoken of, but I have never seen it.

After this M. Hassenfratz was Professor in name only.

We have here two examples of failure in the work of teaching which we cannot but regard with very different sentiments since these failures arose from totally different causes. The smile excited by Ampère's natural awkwardness and want of skill in imparting information, is tempered by respect for his master knowledge of his subject.

The laugh at the other's discomfiture is one of contempt for ignorance, of satisfaction that it was exposed, and not without something of anger that it succeeded so long. Of the three requisites to form a good teacher viz. good moral character—attainments in knowledge and—skill in the art of imparting it, the second is inferior in importance only to the first.—I have the pleasure of bringing before you this evening the results of some reflection and some reading on this point not indeed as well digested as the subject deserves, but corrected by the light of my own experience, not only as a teacher but as a student. It at first suggested itself to me that if I were to take some one study in which I had ground for thinking I had succeeded best and were to give you some account of the method and the means by which I had accomplished such success, as also of the causes which prevented my effecting more—for failure is quite as instructive as success if it be rightly understood and traced to its source—I should thus put what I had to say in a more practical and profitable light. But I could not then well divest it of an egotism which in a lecturer would be equally disagreeable to you and myself. I shall therefore treat the subject in a more general manner, and as these lectures are I believe intended to lead to discussion, I shall be gratified when I have finished, by hearing some particulars of the personal experience of others, and shall not object to tell of my own.

At the same time I see in the outset an objection to this generality. There is indeed a secret affinity among all studies, but there are also wide differences in their nature, so that it is

impossible to lay down any one method by which to pursue all. For example a cursory perusal of history as preliminary to the closer study of it is advantageous. But it would not be so for a synthetical subject like geometry or for Greek. To render a lecture on the subject before us profitable to its full extent, it would therefore be positively necessary to examine into particular studies each of which might be made the matter of an essay, simply in regard to the plan on which it should be followed. Besides I am not competent to lay down rules by which every department of knowledge is to be mastered.

What I have to say will therefore have reference to such points as "What a teacher ought to study, in what spirit and with what object," rather than the methods to be adopted.

There are two motives to study—the love of learning and the necessity of acquiring knowledge, the higher of these is only a little less uncommon among men than among boys, with teachers than with their pupils. We have so much to do with books, that we are disposed when the routine of the day is over to seek the necessary recreation in some employment perhaps frivolous, or if it be intellectual, at any rate unprofitable. We are most of us confined into our teaching to the elements of knowledge. We should do well to retaliate upon the dryness of this by attacking in our leisure the higher parts of our subject. There is something in progress itself which is refreshing. It is the want of success that creates weariness. The feeling that we have gained an advantage is a relaxation. The gradual mastery of any study, first creates and then fosters a love of it. We should find our work of teaching it less irksome because of the increased ease with which we are enabled to perform it. I am satisfied that those who take the greatest pleasure in instructing the young are those who have the most extended knowledge of what they teach. Indeed, a great authority in matters of education, Dr. Arnold, was of opinion that no man was competent to teach the elements of any study until he understood the higher parts of it. Having acquired some mastery of that which we profess to teach, by devoting our energies entirely to it, by being as has been said "a whole man to one thing at a time" we should find recreation in a change of subject selecting some one which has the most intimate relation to our proper work. While engaged chiefly in this new study we should not forget to review from time to time our previous acquisitions, taking advantage of all opportunities of applying our knowledge and it appears to me that teachers have an advantage in this matter over other students. It has been said that by teaching others we learn ourselves. I am not sure that we can by the mere instruction that we give to our pupils add much to our own knowledge. This can only be done by study. But we certainly have the advantage of daily opportunities of fixing in our minds the information that we have acquired. If this be frequently reviewed it will be associated with all our other knowledge and be thoroughly engraved in the memory. If it be laid aside for a month or two, it will be almost as difficult to recover it as to acquire new truth; and will, moreover, be destitute of the interest derived from novelty. A few words as to the motive of necessity, that which actuates teachers who are content to get through their day's work by being one lesson in advance of their pupils. It is a miserable substitute for the love of study and though it may succeed for a time, must fail in the end as in the case of Professor Arago's Algebraical Lecturer. A teacher who has not a love of his work had better betake himself without loss of time to something else.

In one point of view, however, every teacher ought to be one lesson in advance of his pupils, that is to say, he ought not to present himself before them for the day's lessons without having carefully examined into them the evening before. His reliance on his general knowledge of the subject should not lead him to despise the drudgery of getting up the details of portions of it that he has set for his class lesson. There is usually a good deal of collateral information which it is his duty to explain to his young friends, and memory is often treacherous. For instance if he has to give a lesson on the Geography of Spain and suddenly finds that he is uncertain whether borax—a product of the east coast—is a veget-

able or a mineral, it is but a lame excuse, either to himself or them, that he is not a botanist, or a chemist. Nor is it necessary at all that he should conceal from his pupils that he is in the habit of studying the lessons which he has set them to learn. Far otherwise, provided he has a comprehensive knowledge of his subject—and boys are quick enough soon to discover this—they will rather love and honor him for putting himself in the position of a fellow-worker with them when they see that he does not spare industry on his own side, while exacting diligence from them. A master who is the oldest, cleverest and most conscientious boy of his class cannot fail to succeed with them.

But is there to be no limit to the range of a teacher's studies. I must reply that the only limit should be his powers of acquisition. His attention having been given in the first instance to what is his special business, he should next proceed to make himself familiar with all the subjects included in a liberal school course.

By so doing he will not only add to his usefulness but increase his influence throughout the school. Boys are, naturally enough, disposed to look down upon a master who is without a knowledge of any subject in which they themselves have made some progress. A teacher should therefore not be satisfied with accuracy in one or more specialities. He should also possess that general knowledge which it is the aim of most schools certainly of all good schools to impart.

The education which a parish school boy receives is *general* though it stops at the age of ten. That which is given in middle class schools is continued to a later period but it also is *general*. So also in High Schools and even in a University those students at any rate who matriculate for a degree—and all others I fear do but little good—are required to follow a course which is *general*.

Why then should a teacher rest satisfied with being an intellectual machine wound up from day to day to perform certain work.

There is the danger, it will be said, of a man's acquirements proving superficial if his energies be spread over too large a field. True, knowledge has in the course of time grown from a point into a line, from a line into a superficies and it is hard work for us who live in the later time to add that third dimension either for ourselves or our pupils which will give it solidity. But we must take things as they are, and it behoves every teacher to measure his powers, determine how much he can do, and do it.

Charles Lamb in his essays of Eba has given us a lively contrast between the old and the new schoolmaster. He amuses first with a picture, purposely exaggerated, of his own ignorance of common things. "My reading has been lamentably desultory and unmethodical. In every thing that relates to science I am a whole Encyclopædia behind the rest of the world. I know less Geography than a school boy of six week's standing. To me a map of old Ortelius is just as authentic as Arrowsmith. I do not know whereabouts Asia merges into Africa. I have no astronomy. I guess at Venus only by her brightness. And if the sun or some portentous moon were to make his first appearance in the West, I verily believe that while all the world were gasping in apprehension about me, I alone should stand unterrified from sheer incuriosity and want of observation &c."

He then gives a description of his being caught in a suburban stage-coach by a staid-looking gentleman on the wrong side of thirty who during the journey probes him on a dozen subjects about which his ignorance is only equalled by his indifference. To use an expression of his own, he gets thoroughly entangled in this man's mind. Relieved by his getting out of the stage he finds by a question put by his tormentor to an outside passenger about an epidemic in schools round Dalton that he has been the Examinee of a schoolmaster. He thereupon gives us the contrast of old and new.

"Rest to the souls of those fine old pedagogues: the breed long extinct of the Lyllys and Linacres, who believing that all learning was contained in the languages which they taught, and despising every other acquirement as superficial and useless, come to their task as to a sport! Passing from infancy to age, they dreamed

away all their days as in a grammar-school. Revolving in a perpetual cycle of declensions, conjugations, syntaxes and prosodies; life must have slipped away from them at last like one day..... The fine dream is fading fast and the least concern of a teacher in the present day is to inculcate grammar-rules.

The modern schoolmaster is expected to know a little of every thing because his pupil is required not to be entirely ignorant of anything. He must be superficially, if I may say so, omniscient. He is to know something of pneumatics; of chemistry, of whatever is curious or proper to excite the attention of the youthful mind; an insight into mechanics is desirable with a touch of statistics, the quality of soils and botany, the constitution of his county, *cum multis aliis*. You may get a notion of some part of his expected duties by consulting the famous Tractate on Education addressed to Mr. Hartlib.

All these things—these or the desire of them—he is expected to instil, not by set lessons from professors which he may charge in the bill, but in school-intervals, as he walks the streets, or saunters through green fields (those natural instructors) with his pupils. The least part of what is expected from him is to be done in school-hours. He must insinuate knowledge at the *mollia tempora fandi*. He must seize every occasion—the season of the year—the time of the day—a passing cloud—a rainbow—a waggon of hay—a regiment of soldiers passing by—to inculcate something useful. He can receive no pleasure from a casual glimpse of Nature, but must catch at it as an object of instruction. He must interpret beauty into the picturesque. He cannot relish a beggarman, or a gipsy, for thinking of the suitable improvement. Nothing comes to him not spoiled by the sophisticated medium of moral uses. Vacations themselves are none to him, he is only rather worse off than before. For commonly he has some intrusive upper boy fastened upon him at such times, some cadet of a great family, some neglected lump of nobility or gentry; that he must drag after him to the play or the Panorama or into the country or to a friend's house or his favourite watering place.

Wherever he goes, this uneasy shadow attends him, a boy is at his board and in his path and in all his movements. He is boy-rid, sick of perpetual boy.

But to return, a teacher cannot afford in these days to rest satisfied with having acquired the mastery of his especial subject as regards its general principles its details and the history of its rise and progress. This must be his first aim, but he should, so to speak, make frequent raids into other domains of learning and carry off spoils with which to enrich his own. No department of human knowledge can boast itself independent of the rest. Cicero in his oration for the Poet Archias truly says:

"Etenim omnes artes, quæ ad humanitatem pertinent, habent quoddam commune vinculum et quasi cognatione quadam inter se continentur" all arts which tend to humanize have a certain common bond of union, and are held together by a certain tie of kindred, so to speak.

We teachers would find our account in not losing sight of this, for by excursions studies, we gain information which enables us to enliven our especial lesson with illustrations drawn from other subjects, such explanations not only come in as agreeable relaxations from the emulation and competition going on among the studious and diligent pupils of a class, but they frequently excite interest in the careless. For it is easier to arouse the attention of boys, perverse animals that they are, by advancing something which is not in the task of the hour, than to maintain their attention to that which is there. I had some difficulty one day last week in getting a pupil through a sentence of Cicero in which one relative clause was involved in another. Bidding him observe that there were double brackets in the sentence, I wrote it out on the black board in an algebraic form, and I am satisfied that this explanation succeeded better than any other I could have given, not the least advantage of it being that my young friends were amused by finding that Algebra could be employed to illustrate Latin. Mr. Somerville has written a charming and popular book on the "Connexion of the Sciences," but it is not only the sciences

that have a family kinship; all the faculties and all the acquisitions of the human intellect are relations to each other. If there be some one speciality in art, literature, science, or even in the business of life in which we can succeed best, that speciality is improved and enriched by all the contributions obtainable from other departments of study. I remember deriving both amusement and profit from attending many years ago a course of lectures in this city given by the American Emerson. In one of these, the Lecturer took for his text "Mind your own business," "do your thing" was I think his exact expression. In the course of his Lecture he observed that any man who strayed from his own domain into that of his neighbour, to steal fruits and flowers was not unlikely in his ignorance to bring away worthless berries and weeds, and find burs sticking to him—duped by a dandelion.

Nevertheless it is worth consideration whether a man does not do his thing the better for the recreative exercise mental or bodily which he takes in doing the things of others. After all, are we sent here merely to do one thing. Is not this world a school for the education not of a faculty but of a man. We are it is true fragments viewed in relation to the social whole. But each of us is in himself a whole, made up of parts. And if the whole be greater than any part, a whole man must be greater than that part of him which is found in his speciality. We should therefore strive while improving our one talent to increase our whole capital.

One beneficial result, not the least, would be—a greater liberality of feeling in our intercourse. Society would not be so much of a Dutch concert in which many members are found not only playing each his own tune on his own instrument, but extolling his own humstrum above the rest.

There are too many Chinese educators amongst us who, making a map of human knowledge mark out their own domain as the "Celestial Empire" and all others as "Deserts" or "Inhabited by barbarians."

A little of this spirit is all very well, it is refreshing to find a man thoroughly in love with his own subject, and endeavouring to make the most of it. But the feeling is apt to degenerate into narrow-mindedness.

The partizans of an education purely classical have greatly themselves to thank for the attacks that have long been made upon Latin and Greek. Their claim for the superiority of these might be allowed if it were not, as is too often the case even with eminent scholars, accompanied with an offensive determination not to recognize the value of other studies. The active opposition formerly made by classical head masters of schools to the introduction of modern languages and of mathematics and physical science among the boys has if we are to judge from the Report of the School Commission of a few years back, in too many cases only subsided into a passive resistance nearly as bad. They do not seem to think it incumbent upon them to do any thing. Where they take measures of any kind they nevertheless put other studies on a footing of such marked inferiority that it is evident how very lightly they esteem them in comparison with their own. At Rugby School where the curriculum of studies appears to be the most liberal, the proportion of marks is;—for mathematics as compared with classics, 1 to 6½—for Modern Languages as compared with classics, 1 to 8—and for Natural Philosophy, the same viz. 1 to 8.

This is far too much in favor of Latin and Greek. Indeed the Commissioners pronounce the judgment when they recommend that instead of awarding exhibition for "mixed attainments" five shall be adjudged for classics alone, two for Mathematics, two for modern Languages, and two for Physical Science. At Eton where the curriculum is the most illiberal, little or no honour was found to be given to any thing but classics, and as a natural concomitant the masters employed in teaching any other than these subjects, were regarded as altogether in an inferior position. The authorities of this great school, as is now well known, seem to have long regarded verse-making to be the greatest line in

their circle and all others so remote from the centre that the difference between a greater and a less was below consideration.

It is not easy to decide what knowledge is of most worth—I speak of course in reference to our life here—and scarcely possible is it to determine satisfactorily upon the relative values of different branches of human knowledge. The ratio would no doubt vary with the world's progress, but if we could arrive at an approximation for our own age it would go far to settle the just proportions of a school curriculum.

At any rate if there is one question more than another upon which we should hesitate to pronounce a dogmatic judgment, it is this one—of the relative importance of various studies.

If we have been able to look for a moment beyond the narrow limit of our own special reading—and our self-education is advancing to perfection only as we can do this—we can hardly fail to perceive that each department of human inquiry has an interest and a value of its own, while none can boast itself independent of the rest. Feeling this truth we shall hesitate to assert that the things we do not know are less important than what we do. Our attitude towards other workers in the field of knowledge or of thought will be one of humility and respect. Education has but imperfectly done its work upon us unless it has cured us of the vulgarity of presumptuous self-assertion. That any mere system should impart to common place men a liberal appreciation of all studies is scarcely to be expected. But there must be something very ill-balanced in a method which while loudly professing to train the mind, leads a scholar like Dr. Goodford of Eton to reject modern languages from the regular curriculum. He answers the questions of the Commissioners as follows.

(Lord Clarendon, speaking of French). Would it not be considered necessary by the authorities of Eton to render obligatory a thing which they think ought to form part of the education of an English gentleman? Answer. I should not. 3527. You would not consider it necessary to devote any part of the school time to its acquisition—No! not a day.

3528. You do not intend to do so.—No. Dr. Goodford does not appear to have been called upon for his reasons for this unhesitating exclusion and yet there is scarcely any intellectual calling in which access to works written in French and German is not absolutely indispensable. Nor need the study of it, if properly conducted, be altogether unproductive of the philological training for which the dead languages, rightly enough, claim a supremacy. French learnt from a French *bonne*, or from a phrase-book, however useful, is trivial enough and affords no discipline of the faculties or cultivation of the taste. But French studied under a really good teacher, with attention to the niceties of the language, and with a French classic as a text-book may afford a good deal of training to both.

But again, what are we to think when we find so eminent a man as Dr. Temple of Rugby speaking disparagingly of mathematics and the physical sciences. He is arguing the necessity of making choice of some one study to be the chief, and of requiring all others to be subordinate to it. He pronounces in favor of the classics and goes on to say, "When we have to choose between literature, mathematics, and physical science the plea advanced on behalf of the two latter is their *utility*. They supply a man with tools for future work. Man's chief business, it is said, is to subdue nature to his purposes, and these two studies shew him how to do this. Those who use this plea seem to forget that the world in which we live consists quite as much of the men and women on its surface as of the earth and its constituent materials. If any man were to analyse his own life, he would find that he had far more to do with his fellow-men than with any thing else. And if, therefore, we are to choose a study which shall pre-eminently fit a man for life, it will be that which shall best enable him to enter into the thoughts, the feelings, the motives of his fellows.

"The real defect of mathematics and physical science as instruments of education is, that they have not any tendency to humanize.

Such studies do not make a man more human but simply more intelligent. Physical science, besides giving knowledge, cultivates to some degree the love of order and beauty. Mathematics give a very admirable discipline in precision of thought. But neither of them can touch the strictly human part of our nature. The fact is, that all education really comes from intercourse with other minds."

I cannot but think that any one upon reading this opinion of Dr. Temple—that *mathematics and physical science do not humanize* would wish that he had defined his terms. What does he mean by *humanize*, by the *strictly human part of our nature*, by *education*.

A reviewer caustically remarks that his tone sufficiently proves that Greek and Latin whether they humanize or not are inadequate in themselves as a training for the mind. A tendency to undervalue the intellectual pursuits of others is, generally speaking, a sign of ignorance with regard to their nature, it implies a narrowness of vision which a sound education should endeavour, as one of its leading objects, to mitigate and if possible to remove. The fact is that the study of ancient history and of ancient thought is admirably adapted to strengthen and to cultivate one special class of intellectual faculties. Others, of fully as great importance it leaves entirely untouched. There is a class of sympathies and a class of powers which predominate in scientific men and are perhaps more especially called forth by scientific studies. Such particularly is the faculty of *observation* and the wider range of thought acquired by its exercise.

There is another quality of still higher value which appears to me to be called out in a more marked degree by scientific than by classical pursuits. It is—I will not say the love of truth—but the desire to *search out truth*. This may very possibly arise from the intrinsic difference of the two studies. In the literature of antiquity every thing is fixed and unprogressive. There is nothing more to be done except to discern more perfectly the meaning of what has been done already. But in science all this is exactly reversed. It is essentially progressive. If from antiquity we derive an impression of rest that can never be broken, from modern inquiries we derive an impression of motion that can never cease. The world of science is impelled in the strongest manner to be constantly active in revising its conclusions, in making fresh experiments and establishing fresh generalizations. It can never sit down and say that its task is done.

But it is not by reading only that a teacher should endeavour to increase his knowledge and make himself from day to day more able in his vocation. Books are indeed our grand helps, a good book is a vial in which is stored the *quinta pars nectaris*—the essence of some great mind—and well deserves the noble culogium bestowed on it.

There is however some uncertainty in making choice of the best books and often some difficulty in procuring them, and even the best cannot be free from faults. But there is one book, open to all, close at hand, pure from all error—the Book of Nature—difficult indeed to understand unless we have begun the study of it betimes, but full of charms which grow upon us as we grow older. The young are not often fond of reading it, though they may occasionally turn over its leaves. They are kept from it by the desire to compete and to combat with their fellows, by ambition, by a thirst for excitement and fondness for the amusements which town-life and society offer and if now and then they exchange stone pavements or board walks for green fields a *belle amie* is usually the cause and botany the pretence.

But Time calms down all this, and after the love of Nature wins upon us in proportion as we draw near the period when our eyes must close for ever on her beauties.

For my own part I am free to confess that I regret much that I did not include this Book in the studies of my youth. Now, when I cut down one of those handsome thistles—I do not know what you call them—I look upon him with interest and a longing to understand something of his mysteries.

But a proper distribution of time, so essential to the acquisition of knowledge, though not difficult to make, is not easy to carry into

practice and we too often yield the point to accident or inclination. Particularly is this the case before we have paid years as the price of a little wisdom, as the Roman king purchased the Books of the Sibyl.

I shall conclude with an extract from an inaugural Lecture delivered in the University of Edinburgh by Professor Blackie in the year 1862.

He is advocating the Study of Nature, and as coming from an eminent classical scholar fully aware of the value of Latin and Greek in Higher Education, there is a grace in his pleading as well as eloquence in his language. He says: "We live in an age that is justly proud of its Physical Science and will not allow the mere wielders of an old grammar and dictionary to assume an oracular tone, or dictate a monopolizing tuition to the men who have had their eyes opened to the great mundane mysteries written in the stars and in the rocks, through the teaching of a Lyell and a Herschell, a Faraday and a Brewster."

Do you, on the contrary, always know and feel that the profoundest study of the dead past, never can be any thing more than, as Richter beautifully says, the "unswathing of a bandaged mummy," except in so far as the student brings along with him the heart that beats and the eye that speculates from the living fulness of the present.—"Mere learning," as Falstaff says, "is a hoard of gold kept by the devil," or we may add, by an ass. Beware, therefore above all things, ye who teach from ancient books, of this lean worship of the dead letter.—Seek for the inspiration of your school exercises in the living depths of your own soul; seek for it in the green trees and in the golden stars, seek for it before God on your knees, and before men, in whatever work your hand shall find to do, vigorously, but seek it not in the grey book merely or in the pale parchment. Like is the father of like in this world, not among the doves only and the eagles, as Horace says, but everywhere. Mere paper never yet begot muscle. If you wish to be strong men in the world, and workers of strong work, remember that.

PHYSICAL EDUCATION.

F. S. BARNJUM, ESQ.

A Paper read before the Teachers' Association in connection with McGill Normal School.

Ladies and Gentlemen,

The subject on which I propose to address you this evening, is one of vast importance, but one whose claims to consideration have not been hitherto recognized as fully as they deserve to be; there is however, I am glad to say, an awakening amongst many thinking persons to the necessity of some rational system of physical education; of which the numerous instances of debility which surround us on every side, serve as so many warning signs—proving that we have not yet realized a method of culture by which healthy specimens of men and women may be the rule, instead of as is now unfortunately too often the case, the exception.

But the subject is even as yet, recognized more in its *theoretical* than in its *practical* aspect, in proof of which we need only look around at our educational establishments—in how many of them shall we find any resemblance of provision for cultivating the bodily powers? very few—the majority leave the matter entirely to the benevolent care of chance, and whether the pupils get exercise or not depends entirely on their dispositions; if of a studious turn of mind, the whole vital forces are concentrated on the brain, the unfortunate child exhibits a pale, sickly look, which is as it were a signal of distress put forth by suffering nature, imploring us to come to the rescue. If on the other hand we see children with exuberant spirits, and abounding in life and energy, should we leave so favorable an opportunity of developing magnificent specimens of manhood to the operations of chance? Should we not rather deal with them as we would with strong and healthy intellects—take a pride in bringing them to their highest pitch of perfection?

Should we leave a highly intellectual child to pick up knowledge how and when it could? are not our magnificent educational establishments a standing protest against such an insane proceeding? and surely that noble structure in which our immortal soul finds its tabernacle, and on which the Almighty has lavished such wondrous

care, every minute part being so admirably adapted to fulfil its particular function—the whole organization so complex in its details, and yet so harmonious as a whole, that we are lost in admiration whenever we seriously consider it; surely this beautiful creation is worthy of some thought—some regard—being bestowed upon it by us. Is it not a talent committed to our charge in order that we may improve it—that it may be perfected to its highest attainable point—and not wrapped up in the napkin of neglect? How otherwise can it be a fitting helpmeet to the indwelling mind—must not the two work in perfect accord, if we would attain a high degree of perfection in either, if we would have noble specimens of our race? Then why is it that we so persistently ignore the claims of the *body* to equal care and cultivation as the *mind*? It must be from want of consideration on the part of *some*, and with *others* arises from such devotion to purely mental pursuits that they have no thoughts for ought else, and this latter is no doubt caused in a high degree by the homage which is everywhere accorded, and *rightly so*, to intellectual attainments; so much so indeed that people seldom stop to enquire at what an expense of suffering such attainments are too often purchased; of which how many instances are on record;—of noble youths who having gained high academic honors, have found them but as a laurel wreath to deck their funeral bier—of *others* who have devoted themselves so entirely to abstruse studies, to the utter neglect of their health, that they have become living martyrs, and finally sunk in the unequal contest. True, *many* will say—but they have not lived in vain, they have left a glorious name behind them—to which I reply that in *some* cases no doubt the results *almost* justified the sacrifice; but in too many cases the ideas became one-sided and distorted by diseased mental action—for by uninterrupted work the mind becomes heavy—dull—and almost paralysed—and in *all* cases a certain period each day devoted to exercise would not only have saved bodily suffering, but being a means of lengthening lives valuable to their country; in fact they would have found that the time spent in recruiting their bodily vigour was actually time saved, by the additional vigour which would thereby have been imparted to their minds:

If in the case of *boys* this neglect of bodily culture is lamentable, what shall we say of *girls*? who, by the conventional rules which govern society, are debarred from taking more than the semblance of exercise—they cannot on being released from school rush to the nearest open space and play “*Ja*,” “*leap frog*,” “*cricket*,” “*bon bah*,” or any other of those games which combined with the *shouting* that invariably accompanies them, are of such immense value in atoning for the absence of any regulated system of exercise—no, poor little missie has no such chance—she must walk home in the most genteel manner possible, *perhaps*? indulging in a softened laugh with some companion—her arms carefully hugged to her side—motion of the *lower extremities* only being permitted; added to which her poor little body is in all probability fenced in by one of those instruments of death called corsets, binding up the naughty muscles that are begging and praying to be let loose, and have an opportunity of strengthening themselves—and the young lady is considered to be in a highly satisfactory condition—if she is pale and weak, that is of no consequence, she is *genteel*, and *quiet*, and is getting on so nicely with her lessons!—She suffers with all sorts of indescribable sensations, feels an inaptitude for any kind of exercise, is easily out of breath, catches cold on the slightest provocation—but no matter—of course it is the *natural thing* for *girls* to be delicate!

I beg leave to dispute this. I say without fear of contradiction that so far from its being the *natural thing* for women to be sickly and ailing, we need only look at *savage nations*, and *some amongst our own working classes* to see SPLENDID SPECIMENS of health, strength—and endurance—which in *some* instances seems to exceed that of the majority of men; and there is no reason why the generality of women should not be models of symmetry, and with such sound vigorous health as should make life a thing to be enjoyed instead of proving—as alas in how many instances it does—one constant scene of pain and misery.

This can, however, never be the case until we institute a scheme of thorough—systematic—training and developing of the bodily powers, and until the attainment of high health is counted at *least* on a level with one of the so-called accomplishments. If some part of the four or five hours daily given to acquiring perfection as a performer on the piano, which acquirement is by the bye seldom made use of after marriage, devoted to exercise—what a life long fund of health would thereby be attained, what full rounded forms—expansive chests—straight backs—firm, well knit limbs—bright eyes—and clear complexions! How would the miserable colours of disease be lowered, and the bright exulting flag of health displayed in its place!

But so far from there being any tendency generally speaking to an amelioration of the present system, do we not find on the contrary

that all efforts are pointed towards developing the *mind* only; every method is ransacked to discover how the *brain* may be more stimulated; it is taxed unrelentingly, without considering that there is a *limit* beyond which it is in the highest degree dangerous to proceed, and not pausing to think that the soul and body, the mental and physical are so interwoven in our organization, that *one* cannot be overtasked and weakened without disordering the *other*, and that a *sound mind* in a *sound body* is a positive necessity wherever we would attain the highest results. But whilst the majority of persons are perfectly willing to admit all this in *theory*—*practically* they deny it; *some* there are who even affect to treat with superciliousness the claims of *physical education* as altogether beneath the notice of any one who would aspire to the appellation of *intellectual*: the mind—the mind—is their constant cry, tell us of intellectual pursuits—tell us of what refines the tastes, and cultivates the highest aspirations of the soul—but talk not to us of wasting time in mere muscular movements.

Such is the greeting not unfrequently accorded to *true philanthropists*, real lovers of their species, such is the reception they meet with from persons who cannot perceive the beautiful harmony which reigns everywhere in nature, by which each part is in perfect accord with another, and by which law as the Apostle so aptly expresses it, “If one member suffer, all the members suffer with it.”—When that great man Ling in 1812 projected the founding of a central establishment at Lund, for carrying out his philosophical system of gymnastics, he applied to the *Minister of Public Instruction*, asking for Government support, and received for answer the following:

“There are enough of jugglers and rope dancers without exacting any further charge from the public treasury.” Fortunately public opinion is more enlightened now than it was at that time; but in future years, we shall on looking back, see that we have been in quite as great a state of ignorance, comparatively speaking, as this *uninstructed officer of instruction*—but with the amount of knowledge that we actually do possess, it is high time that bodily culture be received as an honored associate and co-worker with mental culture, and not degraded to the level of a mean drudge—a tolerated nuisance—*together* must they proceed on their great mission of elevating the human race. As Montaigne says: “It is a soul, not a *body* only which we educate, we must not train one without the other, but must guide and lead them like a pair of horses harnessed to one shaft.” Were physical education rescued from the narrow limits to which it is now consigned and encouraged to come forth in its proper dignity and full dimensions, it would, whilst adapting all exercises to the actual wants of the body, and carefully graduating them according to the capacity of the pupils, also aim at informing their minds as far as necessary, as to the beautiful organization of which they are the custodians, teaching them the laws of physiology, and impressing on their minds such a respect for them, and of the certain punishment consequent on their infraction, that to commit a physiological sin, even though not of a character to be followed by any severe consequences, would become a matter of deep regret. And is it to be supposed that pupils thus grounded in the laws of hygiene would, on becoming parents, exhibit an amount of apathy and ignorance concerning the health of their children, which they would be shocked at doing in the case of their domestic animals.

Do we not see cases where whilst the *stables* are daily ventilated, parents are perfectly contented that the *sleeping apartments of their little ones* shall be loaded with mephitic vapours, all avenues being carefully closed against the admission of the (in their cases) dreaded air.

“The night air” with its supposed baneful effects, must not visit their offspring lest it should bring with it disease and death, but the *heavy carbonic-acid-charged* atmosphere of the bed-room is never for one moment doubted; no!—the room is warm, and all is well, and yet the little sleepers unknown to their fond parents, are silently inhaling draughts of most potent poison, which lays its deadly paralyzing influence upon their young forms, and develops in their systems, diseases which it is “*so impossible to account for*!” The dear children have not done this, that, and the other, says the fond mother: “I am sure we are most particular about their diet and clothing, &c.” Oh! dear, yes, of course you are as far as your knowledge extends, but dear Mr. or Madame, did you ever know a plant to flourish with a worm at its root, did you ever see a tree grow vigorously which had been stripped of its bark? and do you not know that unless you insure your little ones at all times a supply of *pure air* but especially when they are confined, as during sleeping hours, to one spot, all your other efforts will be in vain? Do you not know that for the due nutrition of the tissues it is necessary that they be constantly supplied with oxygen by means of the blood, and that without this their functional activity ceases?

But here it is proper that I should point out what I may term the philosophy of the whole matter as regards that most important

function, that keystone of our life—Respiration. What is its principal end and aim? To provide a due supply of oxygen for the use of the tissues, and to cast forth from the body the carbonic acid thrown off by those tissues, and brought to the lungs by the venous blood. Now how is this interchange of gases effected? The blood arrives at the lungs charged with carbonic acid and in passing through them by means of the capillaries, is exposed to the air contained in the pulmonary cells, and as the blood in the capillaries contains a larger quantity of carbonic acid than the air in the vesicles;—and oxygen being more abundant in the air of the vesicles than in the circulating fluid; a transudation of these gases takes place through the membranes of the lungs; the carbonic acid being given forth to the external air, and the oxygen condensed by the blood.

Now this exhalation and absorption is an actual necessity, for if the supply of oxygen carried to the tissues by the blood be cut off, their functional activity ceases, and if, on the other hand, the regular elimination of carbonic acid be in any manner impeded or suspended, it accumulates in the blood and tissues, and death rapidly ensues by a deterioration of the blood, and more particularly by the poisonous effects on the nervous system.

The foregoing statement will show the paramount importance of securing a perfect supply of fresh air, for as soon as the air we breathe becomes charged with carbonic acid, it follows as a matter of course that when it is taken into the lungs, being already charged with the poisonous gas, the escape of that contained in the blood is prevented, to which is added the further evil of a diminished supply of oxygen, thereby to use a vulgar phrase: "Lighting the candle at both ends."

Having said thus much on the necessity of pure air, I would proceed to shew why it is that daily regulated exercise is so important an agent in sustaining health.

The muscular system forming as it does fully one half of the weight of our body, and being more or less under our control, is a mighty lever by which to lift ourselves from a state of weakness to one of strength and vigour.

The tissues of the body require for their support food, conveyed from the stomach by the blood, and oxygen without which the transformation by which that food becomes a constituent element of the tissues, cannot take place; this vivifying oxygen being brought by the blood from the lungs.

Now we know that there is a constant process of waste and repair going on in our bodies, that old matter is being continually replaced by new; but it is not so generally known that every time a muscle is contracted this process is quickened—that waste of the part is instantly increased—but this act of waste is actually an act of increase also, for by pressure of the contracted muscle on the adjacent capillaries, the flow of blood is pressed on towards the veins, from which it is prevented returning by valves, and is consequently pushed forward in the direction of the heart; as soon as the contraction ceases the arteries instantly pour in an increased supply of blood, thereby distending the vessels, by which means the effusion of the vital plasma of the blood containing nutritive elements for the part is rendered more forcible, and not only this but the circulation being by this means quickened, a greater supply of blood is furnished to the whole body, and what is a matter of no less consequence, the affinity of the blood for oxygen is thereby increased, thus ensuring a fuller supply of that indispensable element of a high degree of vital action.

Such is the immediate effect of muscular action, but do the muscles act in a selfish manner, having only regard to their individual interest? By no means, they have a tender regard for their neighbours' welfare, they are in very deed and truth, real philanthropists, working for the benefit of the whole community; for this alternate contraction and relaxation of the muscles sends an increased supply of blood to every part of the body, the importance of which will be fully estimated when we consider that the blood bears with it all the ingredients necessary to repair the waste continually going on in the minutest parts of our organization.

And yet how lightly we regard the powerful means thus placed literally in our very hands, of securing that greatest of earthly blessings—sound health—not that I would for one moment mean to say that muscular movements would of themselves suffice to this important end, for we must enlist in our service the whole resources of hygiene, good, plain, wholesome food, regular meals, fresh air, proper clothing, rational hours for rising and retiring, and last but not least, a properly adapted system of bathing.

And now having spoken of the importance of exercise, let me go into details as to the kind and amount required:—and when I come to this part of my subject I am aware of how many discordant ideas I shall find myself amongst—one man believes in walking—another in riding—a third in boating—one pins his faith to heavy dumb bells—another to lifting kegs of nails—whilst those of an extra enthusiastic turn of mind are for running through all the apparatus of a

gymnasium; each one of course firmly believing that *his is the idea*; but all agreeing with wonderful unanimity that it is not of any very great consequence what kind of exercise is taken so long as it is taken, which amounts very much to this: as if a person suffering from sickness and having heard that medicine would relieve him, were to rush into a druggist's shop, and call for the contents of the first labelled jar his eyes lighted upon; and it is in this way that a vast amount of unmerited obloquy has been heaped upon gymnastic exercises—but it is not in the *rational and scientific application* of exercise there is any possibility of harm, but in its abuse, exercise being a most powerful agent for good or evil, and if not used in accordance with some regulated plan, will be productive of more injury than benefit.

To commence at childhood, that period when the plastic form is most amenable, to influences of every kind: what should be our mode of action? to shut children up in a close room for several hours, and cram their poor little heads with all kinds of knowledge?—or to engage them out for a limited time in purely mental exercises, interspersed with *bodily* movements; varied from time to time, in order to engage the interest of the pupils? Surely the latter is more in consonance with sound philosophy—and for these little ones I would during the first period of their training most emphatically protest against any exercises, other than such as can be performed unaided by apparatus of *any kind*, all the exercise they need can be taken in this way, and with much greater advantage to their healthy muscular development.

After a time I would introduce light wooden Dumb Bells, and if space permitted—wands—after a certain amount of dexterity had been attained with these, the *Ring* exercises might be taught; which latter are of the highest value in strengthening the muscles of the Trunk, particularly those in the region of the abdomen and loins, indeed *all* the exercises I have mentioned (when *rightly* arranged) have a special tendency to this most important safeguard against the dreadful evils which flow from a weakness of these—too often—grossly neglected regions—in all these courses I would insist much upon a proper alternation of marching exercises of which the varying may be extended indefinitely; and now there is one more item which is of the highest importance, and that is—when practicable, all these exercises should be performed with the accompaniment of music; not only because it is more pleasant, making the exercises partake of the character of a recreation, rather than of a task, serves in fact as the sugar coating to the pill, but for another and much more important reason, viz: that the actual strain on the nervous system is so immensely lessened by the as it were mechanical effort of keeping time to the music in every movement, that an amount of work is gone through—without any injurious fatigue—which would be impossible were the mind concentrated on the art itself during each movement; who has not witnessed this effect in dancing—is it to be supposed that persons could endure such an amount of work (all to one set of muscles, and in an impure, heated atmosphere) were it not that the music serves not only as a stimulus, but also by relieving the mind from *thinking too much*, lessens the nervous strain and thereby enables the action to be prolonged to what would otherwise be an impossible length of time.

After boys have gone through these exercises and their frames have become well developed, it will be proper to proceed to exercises on the fixed apparatus of the Gymnasium, not so much as a means of strengthening them, as of allowing them to put in practice that agility, elasticity—and perfect control over their limbs which they will have acquired by their previous training; when once they have commenced this course, progress must be made very cautiously—nothing allowed to be slurred over—one of the greatest aids in sustaining the interest will be by insisting that every exercise should be executed in as perfect a manner as possible, and not permitting the pupils to move into more advanced classes until they are *really fit* to do so.

As soon as the ordinary exercises of strength and agility are mastered, those requiring dash and courage may be entered on.—I am aware that I am now treading on ticklish ground, and shall have many whose opinion is entitled to the highest respect, opposed to me, but as I believe in cultivating *every* faculty, I can see no good reason why *nerve* and *coolness* should be left out, and that these *can* be cultivated I think no one will deny. When a boy has been so trained that every part of his body is brought into a healthful vigorous condition, the *nerves* as part of his organisation of course come in for their share of this vigour; and when he has been accustomed to execute with ease and certainty, various feats which to the untrained would not only *appear*, but actually *be* unsafe, it could not be but that in any position of danger in which he might be placed, his early training would stand him in good stead.

At an exhibition where some of my pupils appeared a short time since, a few of those present expressed an opinion that the Double

Trapeze performance was too dangerous to be allowed. I am willing to admit that if unpractised persons had gone into the apparatus they would in all probability have broken their necks, but to the two perfect young gymnasts who went through on it at occasion there was no danger whatever, every one could see that they were perfectly calm and collected and had the most perfect confidence in one another; which by the bye is a most valuable quality to cultivate, for how many situations may arise in which it would be of the highest importance to afford mutual help, but how few would know how to set about it, and fewer still from never having proved its perfect feasibility would think of trusting their lives to the unaided support of another.

As regards girls I would suggest the same kind of training for them as in the case of boys, excepting of course the fixed apparatus, the exercises on which I consider wholly unsuited to them, although practised I believe in some places; fortunately there is no necessity for entering upon the subject of their admissibility, the other system supplying all that is demanded by our physical wants, as any degree of development can be attained by their persevering use, and such elasticity and complete command of limb, as it would be impossible in any other way to arrive at; added to which the graceful attitudes and varied actions must ever present a charm to the female mind possessing as it does so keen a perception of the beautiful.

Considering how short a time this system has been before the Montreal public, there is every reason to be satisfied with the progress made; persons who at first were exceedingly incredulous upon the subject, now take a lively interest in it, and are amongst its warmest friends, but there is an evident misapprehension in minds of many as to its vast importance, viewed in the light of a remedial, or perhaps more properly speaking, a preventive agent—their daughters want exercise—and they give them a term of Gymnastics, as they would a quarter's dancing, not reflecting that a proceeding which if carried out rightly will affect in the happiest manner the whole future life of their children is not to be taken up lightly, as if it were a mere superficial accomplishment, it is something vastly more important than that; it is the portal by which we pass from sickness to health; for I do not hesitate to say that any young lady placed under the care of an intelligent, well educated teacher, cannot fail to attain a degree of health which otherwise she would never have dreamed of.

And here I may be allowed to remark that no person is competent to teach Gymnastics, or to use a more extended phrase, to carry out physical education in its true and highest sense, who is not well acquainted with physiology and anatomy.

Should we like to trust ourselves to the tender mercies of any quack who would pour in the same medicine for every conceivable disease, and is it not equally irrational to apply the same movement to every one irrespective of their state of health. Exercise, as I have before said, is potent for good or evil, it may kill or cure; and therefore it is, that persons who are not in at least a normal condition of health, should never attempt a course of exercise without first communicating with their medical adviser, otherwise they might enter on such exercise as would aggravate instead of mitigating the evil; in fact, those, thus situated are not fit subjects for class education, as the movements proper for them, should in almost all cases, be of a slow, measured character.

I, in common with others have found by experience, that our great hindrance to carrying out successfully a plan of physical training is, that parents too often do not sufficiently control and regulate their children's diet, and not only are they allowed to eat things most hurtful to them, but also to sit up to an hour which is totally ruinous to the health—what is the consequence? They come to their exercises, heavy and debilitated, with sunken eye, and sallow cheek—no life or energy—go through their duty and only against their will, grudging each movement they make—and then, go home complaining that "Gymnastics make me sick, and I'am so tired, don't let me learn any more pa!" "Very well my little man, says papa, you sha'n't then," so little Johny gets off his exercises, and is exceeding happy thereat. But it does not mend matters, he is just as sick as ever, just as soon tired if he has anything to do—and he will be so to the end of the chapter, if there is not an alteration in his mode of life.

Another great mistake which a great number of people make is eating too often. I don't say that persons in business do it, because they have not time to think of it—they suffer from other causes, which I will not enter upon now.

Three meals a day is the utmost any person requires, for not only is it important to allow food due time to digest, but also for the stomach to be actually empty for a period, in order that it may recover its tone, before being called upon to renew its work. How should we get on if we never had a moment's rest all day long, should we not soon be disabled? and why treat our poor stomachs in a way that would make us indignant were we treated in such a manner? but

so it is—and we heap all sorts of abuse on the poor thing, and if in its utter despair it ventures to remonstrate—we overload it—burn it—scald it—freeze it—work it without ceasing; and then expect it should all the time be in the best possible condition, and very grateful to us; but as a worm will turn when trod upon, so will our good friend the stomach; therefore instead of abusing it, let us consider whether we are not to blame in the matter, and whether if we treated it in a more rational manner, we could not effectually quiet its remonstrances, and set at rest for ever its painful upheavings.

In the matter of clothing there is one thing which has often attracted my attention, and that is the way in which boys' coats and jackets are made—scarcely any are sufficiently roomy across the chest; they should be cut so that the arms can with ease be thrown horizontally back at an angle of 90° with the front; the reason why I attach so much importance to this is, that all children whether girls or boys should be taught to cultivate a habit of standing and walking with the chest well thrown forward, as by this means the lungs are more vigorously called into play, and a most valuable safeguard provided against contraction; and the habit after a time becomes so fixed, that it is painful to remain long in any other position.

I am very careful to impress this matter on all my pupils, but have continually found that it was impossible for boys to expand their chests until their coats were unbuttoned; now this should be carefully looked to by parents, as nothing tends more to produce a protruding forward of the shoulders and sinking of the chest, than constant pressure from the clothes in that direction,—the muscles yield involuntarily to pressure, and this it is which makes the wearing of artificial supports so much the more injurious, for rest assured that to secure full development there must be no barrier in the way, let the muscles be called on to do their own work—if they are weak, strengthen them, but do not in the name of common sense, put shackles on them, and then bid them run a race; I need hardly say that all the ingenious inventions called chest expanders, &c., are worse than useless, they do not cure the evil but actually aggravate it.

I have now endeavoured to the best of my ability to touch upon some of the most prominent topics connected with a subject in which I feel the deepest interest, and if the imperfect ideas which I have this evening thrown out, should be the means of causing any increase of thought to be bestowed on a matter so vitally concerning our happiness, I shall feel that my humble efforts have met with more success than their merit would entitle them to.

Means of Higher Intellectual Culture in England and Canada.

No one can have attended to the recent progress of the mother country without observing the increased weight which is given to intellect and intellectual cultivation in the government, in the professions, and in the social system. This is most strikingly exhibited in the case of India; but the tendency of the public mind is not less manifested by many apparently trifling circumstances; for example, by calculations as to the number of first-class university men in any particular ministry. This is a phenomenon well worth our study, for what England finds necessary, may be much more necessary for us. The impressive fact, perhaps, connected with it is the thoroughness with which talent is attracted from every rank, and obstacles in the way of poverty are removed. The best schools of England give education, free of expense, to boys from their respective neighbourhoods. They aid the most talented onwards to the universities. The universities, in turn, help the cleverest students, and, by the rewards they confer for learning, not only educate and support them without cost while students, but supply them with an income subsequently, until success in the world renders aid no longer necessary. What is true of England is true of Ireland, though in a less degree. In Scotland the system can hardly be said to exist as yet, but strenuous efforts are being made to establish it. Thus all classes are brought into competition, and the nation gets the services of its ablest men. Hence, we can account for the high intellectual standard of the professional men of Britain. Hence has she, no lack of great jurists and statesmen. In this way it is that in what is called an aristocratic country, even the workman's son may, and frequently does, win a seat in the House of Lords. We recollect that some years ago the Earl of Derby mentioned in a speech three such new peerages, the creation of one of which,

if not all three, he had himself recommended—peerages whose glory consists in the public services they commemorate.

These remarks are suggested by the recent able lecture of Principal Dawson. While he named the enormous sums that are yearly given as prizes in the Universities of England and Ireland, it was impossible to avoid reflecting that we, in this Colony, have much greater need of talent for the public service and the professions, and infinitely less means of eliciting and cultivating it. More especially is this true of the British population of Lower Canada. Under any circumstances we here shall have, in the future, need of all the intellectual power we can command. Yet there are no such endowed schools to foster it, as in England, or even in Upper Canada. These we ought to have. But some time may first elapse. Meanwhile much can be done in this city to promote the system. In our University we have ample educating power, but no endowments to aid the poorer students and stimulate the energies of all. A comparatively small sum would place us on an equality with Upper Canada on this subject. Dr. Dawson mentioned that each of three Queen's Colleges in Ireland (opened only in 1849) gave more than £1500 sterling yearly in Scholarships, Exhibitions, and Prizes, although none of them has as many students as McGill College. The sum is small compared with what the older Universities bestow, yet one-third of it, say £500 yearly, would, we believe, be of the utmost value for similar objects in McGill College. The capital for this purpose should be readily raised among our wealthy citizens. If not raised at once, as we think it ought to be, yet twenty-five persons each guaranteeing one hundred dollars yearly for a few years would effect all that is necessary, until a permanent endowment can be obtained. It is now ten years since a small band of about fifty citizens, whose names do honour to Montreal, combined in an effort to make the University efficient. The experiment has been successful beyond expectation. That very success involves the necessity for further efforts, the time for which has now come. Let us then follow the example of the mother country, whose Universities owe their rich endowments not to a single effort, nor to a few men, but to a series of efforts and to the liberality of many whose names will live as long as the Universities. Each University, it is true, has had its few great benefactors, pre-eminent above others, but they were only leaders in a host. Oxford had its Bodleian and Radcliffe, Cambridge its Downing, Dublin its Erasmus Smith and Baldwin; So Montreal has its McGill and Molson, but more are yet wanted here. Let us then hope that the roll of benefactors in our University Calendar may soon be largely increased.—*Montreal Gazette*.

Suggestions to Young Teachers.

BY JAMES MONTEITH. ¹

1. To become a successful disciplinarian, vigilance, energy, discretion, firmness and mildness are the essential requirements.
2. To a pupil, the Teacher is the example—the pattern he imitates; hence the necessity for continued watchfulness on the part of the teacher. "As is the Teacher, so is the School"—so is the class; therefore, he should, in the presence of his pupil, do nothing that he would not have him imitate. The pupil should not be censured for an offence similar, in whole or in part, to that which he sees committed by the Teacher.
3. The Teacher should first discipline himself; afterwards his pupils.
4. Commence with setting an example of punctuality, neatness and good taste in habits and dress—then self control.
5. Let everything, on the part of both Teacher and pupil, be done quietly and in order.
6. It is generally admitted, that in whatever spirit a Teacher commences his duties of the day, in the same spirit he will perform and end them; therefore, begin the day in a cheerful

and pleasant mood. The exercises of the day will thus be rendered beneficial to the pupil and more agreeable to the Teacher.

7. Order can be better obtained and secured by quiet and coolness on the part of the Teacher, than by impatience or excitement. True order is that which is maintained with the least apparent effort of the Teacher.

8. In discipline, be uniform and consistent; teach by example more than by words.

9. "A silent Teacher makes a silent School"—a silent class.

10. Begin and change exercises in silence and order. It is always better to sacrifice a few moments than good order.

11. Teachers in the same School or Department should evince a feeling of good-will and confidence toward each other; but they never should, within hearing of a scholar, engage in any discussion or argument; for the pupil is sure to view one as successful, and the other as defeated; hence, his confidence in the ability of the latter is diminished. Neither should light, frivolous conversation of any nature be indulged in by the Teachers in the presence of the pupil.

12. Study the character, disposition and peculiarities of your pupils; and, to a certain extent, adapt your course of discipline to them. The same result cannot be accomplished from materials of different qualities, and in the same time, and by precisely the same process.

13. In giving orders, signs are generally preferable to words.

14. Speak sufficiently loud for all to hear—no louder. Let the expression be as concise as possible.

15. A low, decided tone of voice accomplishes much more than a loud, blustering one; the former attracts and fixes attention; the latter divides and confuses it.

16. Let every motion of the Teacher, as well as his language and tone of voice, be easy and graceful, free from any rudeness or awkward inelegance. Of course, in the grammatical construction of the expression on the part of the Teacher, correctness is of vital importance; otherwise his practice contradicts his theory, and renders his teaching of that branch a burlesque.

17. Respect the feelings of a pupil and he will respect yours.

Evils of Change of School Teachers.

Perhaps one of the greatest evils under which the Common School System of Upper Canada needlessly labours is that in frequently changing teachers. This must naturally work a double evil to the teacher himself and to the school. The worthy profession of school teaching is rendered pretentious and uncertain, and on that account does not prove so attractive to young men of talent as it would be were something like stability given to the situation held by a teacher. The eagerness of many teachers to get into other branches of occupation need not be wondered at when the profession gives them no permanency of location or income. An injury is undoubtedly done to schools by the frequent change of teachers. The nature of the injury may be gathered from the remarks of a school superintendent in Massachusetts, who urges the retention of the same teacher for a number of terms, and claims that the plan is obviously beneficial, "for each teacher has a way of his own, and must spend about half a term in tearing away the superstructure of his predecessor and rearing another, which is perhaps not superior to the one superseded, and a great loss of time to the school is the result." The Chief Superintendent of Education for Upper Canada deprecates most earnestly the changing of teachers without due cause. He advises that a bad teacher should be removed from the ranks as soon as possible, but a faithful and efficient teacher should be retained as a rare and valuable treasure. "No college or private school (says the Report) would be considered worthy of confidence that changed its instructors once or twice a year. Nor can any Common School prosper or be efficient under such a system." The system indeed may be held accountable for providing the number of bad and incompetent teachers whom country school trustees consider it their duty to dismiss. Only let it come to be

¹ Printed and used in the Schools of New York.

understood that a decent and somewhat permanent livelihood is at the command of those who enter upon the task of instructing youth, and the ranks of school teachers would be worthily filled. The matter should be earnestly considered by those who are entrusted with the management of the Common school system.—*Kingston Daily News.*

SCIENCE.

The Metric System of Weights and Measures.

A PAPER READ BY MR. C. G. K. GILLESPIE, A. C. P., AT A MEETING HELD AT THE COLLEGE OF PRECEPTORS, LONDON.

(Concluded.)

The difficulties of the second class, though of less frequency in the earlier periods of study, become a serious obstacle in the more advanced stages, and in actual business are, of course, felt most heavily. In some cases the same name varies in the value it represents, according to the nature of the material weighed or measured; in others—and these are the most mischievous—the value is determined by local usage; so that the quantity known by a certain name in one place is found to be either more or less than the quantity bearing the same name elsewhere; and hence, an invoice expressed in terms of this denomination by whole numbers, bears a mixed or fractional value where it is received. Thus it becomes necessary to express such quantities in terms of some other denomination common to both localities; so that except for transactions within a narrow business circle, the higher name is practically useless, and is therefore an incumbrance. For example, there are no less than 27 measures for grain bearing the name bushel, varying in value from 45 lbs. to 168 lbs. We have 11 acres, of different values, varying from 4840 to 10,240 square yards; 10 different stones, from 5 to 32 lbs.; 6 roods of lineal measure from 16½ feet to 36 yards and 6 roods of square measure, from 30½ to 1210 square yards.

I would fain have avoided the introduction of numerical details of this kind, knowing their wearisome character; but it is necessary for our purpose, not only to point out the defects and inconsistencies of the tables which every child is expected to learn, but further to show that in considering these we barely cross the threshold of a vast series of complexities. The rail and the telegraph, while they have so greatly extended our internal commerce, have brought us more into contact with these hindrances, and the result is a universal desire for reform; and the best means of bringing this about appears to be the adoption of a well-tried system, free from these defects, permissively legalised by Government, and widely introduced to public notice by being taught in every school throughout the kingdom. As has been already mentioned, the first step, in the form of a permissive Act, has been gained, chiefly, if not entirely, by the efforts of the International Decimal Association; the second, upon which certain and speedy success in a great measure depends, is, we trust, within our reach. It cannot be too strongly borne in mind that there are collateral advantages of considerable importance to be gained by teachers, as well as scholars, in the promotion of a system which promises such great saving of time and labour to both. As was well observed by Mr. James Yates, F. R. S., one of its most able and energetic supporters, in a paper read to the United Association of Schoolmasters,—"If the agency of the schoolmaster is absolutely necessary to carry into effect the views of our International Association, the Association will, in its turn, if successful, bestow an ample recompense on the schools by saving a vast amount of precious time, and superseding much irksome and unprofitable labour. If therefore, the object which I have in view shall be carried out, you and we shall confer reciprocal benefits. The schoolmasters will enable the advocates of decimal and international measures, weights, and coins, to diffuse their system; the advocates of this system, on the other hand, will contribute their part to make the task of the schoolmasters far more successful and agreeable than it is at present." That this promise is a reliable one, can be judged from the result of inquiries made by means of circulars forwarded in large numbers to schoolmasters throughout the country. These circulars, in a tabular form, were filled up with opinions of teachers as to the time to be saved by the use of the Metric System. The estimated saving of time in the teaching of arithmetic averaged about two years. It appears, as we all know, that children are stopped at the compound rules, which take up the greater part of their time; so that among the poorer classes, and in rural districts, where boys

are sent out to work at an early age, they can learn but very little beyond the first four rules; and since there is a constant pressure on all our schools to get children of every grade out as soon as possible, arithmetic, the *sine qua non*, absorbs the lion's share of attention, other branches of education being set aside to leave room for it. Were the decimal system adopted, compound rules would cease to exist, and the time thus saved could be devoted with profit and pleasure to subjects affording a higher mental discipline than that furnished, at so heavy a cost, by these exercises; for it is insisted by some, that they do supply a useful training of the kind. Most practical teachers will, I think, rather agree with the remarks made a short while back in this room by Mr. Hugo Reid, that the intelligent teacher explains to his pupils the reasons of the processes employed, as soon as they are capable of understanding them, thus fixing rules and principles in the mind, and aiding to develop and exercise the reasoning powers. He adds,—“For vast numbers of our youth, it is very important to do this with the rules of arithmetic. Their time for education is very short, and few subjects are within their reach which can be made a basis for any exercise of the reasoning faculty. Arithmetic is the only mathematics for the poor.” As far as the processes of pure arithmetic are concerned, and so far only, can these views be carried out on our present system; while with the metric system as a basis, the introduction to concrete quantities forms a continuation and extension of principles and operations already familiar. In support of these statements, I will now, with your permission, refer to the diagram before you (Dowling's Synoptic Table), which exhibits in one view the leading features of the system, beginning with the quadrant = 1000 myriametres. The *metre* is then represented in several forms, suitable to different kinds of work. The double decimetre, or metric link, and the double decanetre, or chain, are only one two-hundredth shorter than the English measures. They form examples of a leading principle, that each of the chief decimal divisions has its half and its double, a very important provision as regards matters of practice. The half-metre is almost identical with the unit of length used in India, and may be called the cubit of the system. The square, whose side is 10 metres, forms the *are*, the unit of superficial measure. The cubic decimetre is the content of the *litre*, the unit of capacity; while the cubic decimetre filled with distilled water at the temperature (4° C.) of greatest density, forms the unit of weight, the *gramme*, whose English equivalent is nearly 15½ grains. Representations are also given, in their proper sizes, of the chief measures and weights, as employed for different purposes. It must be observed, that for the purpose of weighing 9 grammes, &c., the double weight is kept in duplicate, since $5 + 2 = 9$. A table is given of the multiples and subdivisions; and it will be seen that the division of the metre into decimetres, centimetres, and millimetres, and of the gramme to the same extent, as well as their multiplication up to 10,000, affords the widest range for all purposes. Some of the measures nearly coincide with those now in use; as the *dekalière* and its half, with our peck and gallon. The *millier* also deserves notice as being the ton of the system, and nearly equivalent to the English ton. It is the weight of a cubic metre filled with water. The *stère* is little used except in France for fuel, solid measurements being taken in cubic metres, &c.

A specimen metre has been prepared for school use, with the yard in juxtaposition. From this it is seen that its length is (within 1/10 of an inch) 3 feet 3¼ inches; called by drapers, three threes.

I have ventured to submit to your notice a plan by which this system can be taught very thoroughly at a trifling expenditure of labour, and without the necessity of employing text-books. The following short table, containing the prefixes, with their respective values, in one column, and the five units, with their application, as well as the two additional measures of weight, can be copied by each scholar in a few minutes, and will be found amply sufficient to enable the class to follow and comprehend the teacher's explanation:—

Myria-	10000	Metre, length.
Kilo-	1000	Are, surface.
Hecto-	100	(Stere, solidity).
Deka-	10	Litre, capacity.
	1	Gramme, weight.
Deci-		
Centi-	·01	Quintal = 100,000 grm.
Milli-	·001	Millier (Ton) 1,000,000 grm.

I have also, by way of example, shown the working of an invoice on the two systems. The value of 75 cwt 2 qrs. 19 lbs., at £2. 6s. 9d. per cwt., is obtained by compound practice; while the same weight in metric equivalents, 38·44175 quintals, at the corresponding price of \$1.58477 per quintal, gives the result, with equal accuracy and far greater dispatch, by simple multiplication, the process being further shortened by contraction.

It is, of course, evident that the teaching of this system presupposes a knowledge of decimal fractions, in some cases at an earlier stage

than usual. This will be found no obstacle, since children accustomed to the ascending decimal scale find little difficulty in understanding the nature of a descending series based on the same ratio: and the metric tables will be found to aid them in this, since each part furnishes a tangible example, and bears a specific name illustrative of its relation to the others. This is a strong argument in favour of retaining the original names rather than adopting others, as has been suggested by some who consider Greek and Latin derivatives objectionable. We have already observed that there are only ten names in the whole table, five of them being prefixes. *Myriad*, *decimal*, and *century*, are very familiar words, as are also *gas-meter*, *area* and *stereoscope*. The amount of classical attainment necessary is therefore not very alarming, especially when we remember how easily we have incorporated with our every-day language the words *telegram*, *photograph*, *lithographer*, and many others of similar derivation.

Some have advanced the opinion that the main difficulties of our present system can be removed by decimalising the different denominations; a little consideration shows the fallacy of this idea, since their decimal values must be either committed to memory, a plan which no one could be expected to undertake, or found by means of rules based on an accurate and intimate knowledge of their mutual relations; which brings us back to the necessity of learning the tables. The pound sterling alone admits of a method of decimalisation at once simple and sufficiently accurate.

In conclusion, I would respectfully call the attention of the body of teachers to the extensive and practical nature of this reform, whose progress it is in their power so greatly to advance. It is one whose beneficial influence is calculated to reach both extremes of the social scale; to give the children of the poor a better prospect of advancement during the short period of their education, to facilitate the researches of science by supplying a universal system of computation through which their results may be more readily compared; and by making the calculations of commerce more simple, to encourage the intercommunication of nations, and aid, to some degree, in the establishment of peace. We are, I think, bound to give consideration to a scheme which promises thus, and to test it by all the lights we can employ, not forgetting, perhaps, that if it receive our countenance and support, we shall be among those most benefited by its success.

OFFICIAL NOTICES.



APPOINTMENTS.

EXAMINERS.

His Excellency the Administrator of the Government has been pleased, by a Proclamation of the 28th February, 1867, to organize the Richmond Board of Examiners of School Teachers into two divisions, Roman Catholic and Protestant respectively.

His Excellency the Administrator of the Government was pleased, on the 20th February, 1867, to appoint

Rev. Messrs. Hilaire Casimir Hameli, Patrick Quin and Tresslé Gouin, and Jean Baptiste Richard and Joseph Flavien Biqué, Esquires, to be Members of the Catholic section of said Board of Examiners, and

The Right Honorable Adolphus Lord Aylmer, Rev. David Dunkerley and William Evans Jones, Richard Norris Webber, M. D., and Joseph Lord Goodhue, Esquires, to be Members of the Protestant section of said Board.

His Excellency the Administrator of the Government was pleased, on the 25th March, 1867, to appoint Thomas Mackie, Esquire, a Member of the Protestant Section of the Richmond Board of Examiners of School Teachers, in the room and stead of the Rev. Mr. Dunkerley, resigned.

SCHOOL COMMISSIONERS.

His Excellency the Administrator of the Government was pleased, on the 24th January, 1867, to make the following appointments of School Commissioners:

County of l'Islet—St. Roch des Annetts: Mr. Germain Pelletier.

County of Laval—Bas de St. Martin: Messrs. Olivier Tassé, Louis Labelle, Alfred Moncion dit Lamouche, Joseph Poirier and Théophile Labelle.

County of Stanstead—Stanstead: Mr. George Pomroy.

His Excellency the Administrator of the Government was pleased, on

the 16th February, 1867, to approve of the following appointments of School Commissioners:

County of Berthier—Berthier: Messrs Rémi Tranchemontagne, Edouard Gèneux, Alfred Coutu, Louis Hyacinthe Ferland and Frédéric Nolin.

County of Berthier—Lavaltrie: Messrs. Edouard Mousson, Louis Prud'homme, Antoine Lacombe, Joseph Vaillant and Louis Bourgeault.

County of Chambly—Chambly: Mr. David Ménard.

County of Gaspé—St. George of Malbay: Messrs. Thomas Tapp, Hubert Tapp, George Prevel, John Dumas and Edouard Mercier.

County of Jacques Cartier—Ste. Geneviève: Mr. François Hyacinthe Brunel.

County of l'Islet—Ste. Louise: Rev. Louis Alphonse Casgrain; Messrs. Jean Baptiste Pelletier, Jean Marie Bélanger and Xavier Ouellet.

County of Lotbinière—Ste. Apollinaire: Mr. Edouard Sévigny.

County of St. Maurice—Banlieue de Trois-Rivières: Mr. Euchariste Alarie.

County of Quebec—St. Gabriel West: Messrs. James Newal Farquhar, John Gallagher and Henry Rourk.

County of Témiscouata—Trois-Pistoles: Mr. David Rioux.

County of Terrebonne—St. Sauveur: Messrs. Elie Archambault, Lambert Bélanger, Louis Loiseau, François Labrosse and Joseph Loranger.

His Excellency the Administrator of the Government was pleased, on the 25th March, 1867, to approve the following nomination of a School Commissioner, viz:

County of St. Johns—St. Johns: Mr. David L'Or.

TRUSTEES OF DISSENTIENT SCHOOLS.

His Excellency the Administrator of the Government was pleased, on the 16th February, 1867, to approve the following appointments of School Trustees:

County of St. Johns—St. Johns: Messrs. Samuel Vaughan and George Ridley Charlton.

County of Richmond—Cleveland: Mr. Joseph Bédard.

His Excellency the Administrator of the Government was pleased, on the 25th March, 1867, to approve the following nomination of a Trustee of the Dissentient Schools; viz:

County of Quebec—St. Roch South: Mr. William Sample.

NOTICE TO DIRECTORS

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

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

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

3rd. Any party not receiving such acknowledgment within eight days after mailing the documents, should make enquiries at the Post Office and also at this Office, failing which, such application and return will be deemed as not having been sent in.

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

5th. Institutions not on the list, that may be desirous of making the necessary application and return, can obtain the requisite blank forms by applying for them at this Office.

NOTICE TO SCHOOL COMMISSIONERS AND SCHOOL TRUSTEES.

School Commissioners and Trustees of Dissentient Schools are requested to transmit to his Office, as in duty bound, the names in full of all persons elected by the Ratepayers to fill places connected with the Public Schools in Lower Canada, together with the date of each election, whether such election took place during the month of July or at any other time. As this information is indispensable, parties not complying with the present Notice will be deprived of the grant.

NOTICE TO TEACHERS.

Teacher's signatures attached to Semi-Annual School Reports, should invariably correspond with their names and surnames as given by them to the Secretary of the Board of Examiners from which they obtained the diplomas authorizing them to teach in the Public Schools of Lower Canada. Non-compliance with this Notice may, in every case, occasion the payment of the grant to be delayed or withheld.

DIPLOMA GRANTED BY LAVAL NORMAL SCHOOL.

1st Class Model School, F.—Marie Tremblay.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

MONTREAL BOARD OF CATHOLIC EXAMINERS.

2nd Class Elementary, F. & E.—Anne Keough.
May, 1866.

1st Class Elementary, F.—Eudoxie Bessette, Joséphine Biroleau, Odile Boudreau, Marie Louise Bricault dit Lamarche, Marguerite Corine Decousse, François Anthime Gailbois, Julieanne Fontaine, Nathalie Girard, Eloise Groulx, Virginie McNeil, Célanire Normandeau, Marie Bénonie Perras, Marie Joséphine Poirier, Sophie Robillard, Christine St. Denis, Claire Viger and Madame Casimire Sénécal.

1st Class Elementary, F. & E.—Anne Keough.

2nd Class Elementary, F.—Philomène Déziel, Mathilde Hétu, Adéline Laurin, Marie Lord, Arzèlie Lafontaine, Joséphine Sabourin.

February, 1867.

F. X. VALADE,
Secretary.

MONTREAL BOARD OF PROTESTANT EXAMINERS.

2nd Class Academy, E.—John W. Sagendorf

1st Class Elementary, E.—Mary Angelia Derick, Eliza Jane Pollock, Ada Adclaide Van Vliet, and Lynds Smith Vaughan.

2nd Class Elementary, E.—William Swift, Mary J. Traver.

February, 1867.

T. A. GIBSON,
Secretary.

SHERBROOKE BOARD OF EXAMINERS.

2nd Class Academy, E.—William Hutchison.

2nd Class Model School, E.—John W. Merry.

1st Class Elementary, E.—Bertha M. Bottom.

2nd Class Elementary, E.—Eliza A. Wiggett.

February, 1867.

S. A. HURD,
Secretary.

RICHMOND BOARD OF EXAMINERS.

2nd Class Elementary, E.—Jeanie Morrison, Maggie Elliott, Mary Jane Allen.

1st Class Elementary, F.—Elmire Bergeron, Arzèlie Désautels, Euphémie Tartre.

February, 1867.

J. H. GRAHAM,
Secretary.

QUEBEC BOARD OF CATHOLIC EXAMINERS.

1st Class Elementary, F.—Claire Picard and Philomène Morneau.

2nd Class Elementary, F.—Philomène Blanchet, Philomène Buteau, Hermine Côté, Joséphine Adélaïde Darveau, Joséphine Fortin, Philomène Lacasse, Hedwidge Lacerte, Marie Anne Pouliot, Malvina Tanguay.

2nd Class Elementary, E.—Mrs. Benson, née Jane Lamb.

August, 1866.

2nd Class Elementary, F.—Ombéline Valières, Mélanie Audette, Marguerite Philomène Carrière, Agnès Dussault, Dina Guillemette, Marie Anne Morin, Belzémire Nadeau, Hélène Pâquet, Venerence Pérusse, Philomène Robichaud, Céline Roy, Céline Ruel.

September, 1866.

1st Class Elementary, F.—Pierre Descombes.

2nd Class Elementary, F.—Marie Zoé Baillargeon, and Mme. Louis Auguste Desrochers.

2nd Class Elementary, E.—Pierre Descombes.

February, 1867.

2nd Class Elementary, F.—M. Clarisse Côté, M. Emma Moïin.

March, 1867.

N. LACASSE,
Secretary.

BOARD OF EXAMINERS OF BEAUCE.

2nd Class Elementary, F.—Angélique Busque, Marie McKenzie, Délima McKenzie.

February, 1867.

J. T. P. PROULX,
Secretary.

WATERLOO AND SWEETSHURB BOARD OF PROTESTANT EXAMINERS.

1st Class Elementary, E.—Helen Brown, Victoria Booth, Susan Knowlton Widow of Silas Knowlton, Esther Leach, Arvin A. Smith.

2nd Class Elementary, E.—Louisa Bédette, Agnes Bell, Alice L. O'Brien; Walter Lynch, Wm. Moses.

February, 1867.

WM. GIBSON,
Secretary.

KAMOURASKA BOARD OF EXAMINERS.

1st Class Elementary, F.—Catherine Bouchard, Claudia Caron, Agnès Lapointe, Cédélie Michaud, Emélie Rioux.

2nd Class Elementary, F.—Lucie Lafrance, Julie Terriault.

February, 1867.

P. DUMAIS,
Secretary.

DONAVENTURE BOARD OF EXAMINERS.

1st Class Elementary, F.—Geneviève Arceneau, Geneviève Lefebvre.

2nd Class Elementary, E.—Geneviève Lefebvre.

J. A. LEBEL,
Secretary.

STANSTEAD BOARD OF EXAMINERS

1st Class Elementary, E.—William R. Cleveland; Mary M. McClary.

2nd Class Elementary, E.—Sarah Clarke, Lucy Jane Kimpton, Caroline Sweeney, Elizabeth Brown, Jenny Whitcomb, Sarah Little, Rosamond Thwaite, Mariett Levett, Lilly E. Worth, Celia A. Sweeney.

February, 1867.

1st Class Elementary, E.—Moses F. Brown, Mary Gale, Sarah A. Bodwell, Clara E. Locke, Abel C. Geer.

2nd Class Elementary, E.—Lillie Welch, Clara Hovey, Mary J. Lincoln.
March 1867.

G. A. RICHARDSON,
Secretary.

BOARD OF EXAMINERS OF CHARLEVOIX AND SAGUENAY.

1st Class Elementary, F.—Caroline Georgiana Lapointe.

February, 1867.

CHS. BOIVIN,
Secretary.

BOARD OF EXAMINERS OF PONTIAC.

1st Class Elementary, E.—John Gorman.

2nd Class Elementary, E.—Margaret Flemming, Flora Winefred Payne.

2nd Class Elementary, F.—Aurèlie Major.

August, 1866.

OVIDE LEBLANC,
Secretary.

GASPÉ BOARD OF EXAMINERS.

1st Class Elementary, F. & E.—Elizabeth Maria Le Huguet.—F. Mary Ann Savage.

February, 1867.

PHILIP VINENT, JR.
Secretary.

BOARD OF EXAMINERS OF AVLER.

1st Class Elementary, E.—Anne Burke, William Kearns, George A. Simmons, Henry W. Nye.

2nd Class Elementary, E.—Emeline E. Voy.

2nd Class Elementary, F.—Napoléon Belanger.

February, 1867.

JOHN R. WOODS,
Secretary.

BOARD OF EXAMINERS OF RIMOESKI.

1st Class Elementary, F.—Elizabeth Harrisson, Marie Lemieux.

2nd Class Elementary, F.—Flavie Bérubé, Adèle Dubé, Méline Durette, Ursule Pineau, Delvina St. Louis.

February, 1867.

V. G. DUMAS,
Secretary.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), MARCH AND APRIL, 1867.

School Provisions of the Canada Confederation Act.

The following are the provisions having reference to Education in the Act for the confederation of the British North American Provinces :

93 Section. In and for each Province the Legislature may exclusively make laws in relation to education, subject and according to the following provisions :

1. Nothing in any such law shall prejudicially affect any right or privilege with respect to Denominational Schools which any class of persons have by law in the Province at the Union.

2. All the powers, privileges, and duties at the Union by law conferred and imposed in Upper Canada, on the Separate Schools and School Trustees of the Queen's Roman Catholic subjects, shall be and the same are hereby extended to the Dissident Schools of the Queen's Protestant and Roman Catholic subjects in Quebec.

3. Where in any Province a system of Separate or Dissident Schools exists by law at the Union or is thereafter established by the Legislature of the Province, an appeal shall lie to the Governor General in Council from any Act or decision of any Provincial Authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.

4. In case any such Provincial Law as from time to time seems to the Governor General in Council requisite for the due execution of the provision of this section is not made, or in case any decision of the Governor General in Council on any appeal under this section is not duly executed by the proper Provincial Authority in that behalf, then and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this section and of any decision of the Governor General in Council under this section.

Payments in Silver.

As it would appear that certain Secretary-Treasurers of School Boards, taking advantage of the difference in value between the silver currency and gold (or Bank-notes payable in gold) have to the detriment of teachers, been in the habit of appropriating this difference, we would state for the information of all parties concerned that payments from this Department are made in checks representing a gold standard of value. It is thus that the grant accorded by government is invariably paid to each municipality. We regret that certain secretary-treasurers should have converted these checks into silver circulating below par for the purpose of paying it to teachers at a nominal value. As the latter have very justly complained of this proceeding, and as it is the duty of the Department to protect them against this loss, we would impress upon all secretary-treasurers the necessity of scrupulously observing their responsibility as holders of money in trust. Wo

would also notify School Commissioners and Trustees of Dissident Schools, who are accountable for the management of the funds of the municipalities under their jurisdiction respectively, that if complaints of this kind reach the Department, it will oblige them to make good the loss which teachers in their employ may have been made to suffer.

Books approved by the Council of Public Instruction.

As the resolution of the Council of Public Instruction for Lower Canada touching the books to be used in the public schools is to take effect on the 1st July next, we would again impress upon school corporations and all concerned, the importance of giving their earnest attention to this subject. This resolution, passed on the 9th May last, fixed the 1st of July 1866 as the day from and after which no other books than those authorized by the Council should be used in the schools; however, at a subsequent meeting of the Council, held on the 11th April 1866, the day on which the resolution shall take effect was postponed until the 1st July 1867. A list of such books as had been authorized by the Council up to August last, was printed in the *Journal of Education* for that month; but as a number of books have since received the necessary approval, we deem it proper to give a complete list, which will be found below, together with the observations which we published last year on the same subject.

"We must call the attention of our readers, and especially of teachers and managers of public schools, to an important official notice published in our last and in the present issue. As the use of unapproved books in schools of the different grades is not to be tolerated after the first of July 1866," (now altered to 1st July, 1867) "it would be well that from the present, teachers should prepare themselves for the enforcement of this rule. With a view of aiding them in the matter, we have subjoined a classified list of the books approved. We have already explained that although the selection of books on the subject of religion or of morals is left by law to the Ministers of the several religious denominations inasmuch as books on other subjects are not unfrequently, and we might add are almost unavoidably, tinged with the religious views of their authors, the Council has established a distinction in this respect. Books are approved either on the report of the Catholic or of the Protestant members of the Committee appointed for their selection, or on the report of the whole Committee. Teachers and parents are, in this manner, cautioned as to the religious tendency of the book approved, which is but fair.

"The list is far from complete, many works being still under consideration; and until the delay above referred to shall have expired, the Council will, we believe, be happy to receive the suggestions of teachers and of those interested in education. Publishers and authors are already aware that an application for the approbation of a book must contain the name of the proprietor of the copyright and the price at which the work is sold per doz., and be accompanied with eight copies, that the members of the Committee may read it separately. The letters A, M, and E, stand for *Academics, Model Schools and Elementary Schools.*"

BOOKS APPROVED BEFORE THE 1st JANUARY 1866. (1)

I.

BOOKS APPROVED ON THE RECOMMENDATION OF THE WHOLE COMMITTEE.

English.

- FIRST BOOK for the use of Schools. Published by J. Lovell, E. (2)
 THE FOUR SEASONS: Being a New No. 3, Nelson's School Series. E.
 MURRAY'S SPELLING BOOK. E.
 WORD-EXPOSITOR and Spelling Guide: a School Manual exhibiting the Spelling, Pronunciation, Meaning and Derivation of all the important and peculiar words in the English language; with copious exercises for Examination and Dictation. By George Coutie, M. A. 1863. M.
 THE BRITISH AMERICAN READER; By Borthwick. E.
 ARITHMETIC of the Irish National Series. Published by J. Lovell, E.
 WALKINGHAM'S ARITHMETIC. E.
 ELEMENTARY ARITHMETIC in Decimal Currency, designed for the use of Canadian Schools. By John Herbert Sangster. Second Edition, carefully revised; 1861. Published by John Lovell, E.
 A COMPREHENSIVE SYSTEM of Book-Keeping, by Simple and Double Entry. By Thomas R. Johnson, Accountant, Montreal, 1864. E. M.
 THE PRINCIPLES OF ENGLISH GRAMMAR. By W. Lennie; 1858. E.
 ENGLISH WORD-BOOK for the use of Schools: a Manual exhibiting the Structure and Etymology of English words. By John Graham; 1863. A.
 LOVELL'S GENERAL GEOGRAPHY; By J. G. Hodgins, LL. B., &c.; Montreal, 1861. E. M. A.
 HISTORY OF CANADA, for the use of Schools and Families; By J. Roy. Seventh Edition; 1864. E. M.
 MODERN SCHOOL GEOGRAPHY and Atlas; By James Campbell. E. M.
 A SCHOOL HISTORY of Canada and of the other British North American Provinces; By J. G. Hodgins, M. A.
 FIRST LESSONS in Scientific Agriculture. For schools, &c. By J. W. Dawson, LL. D., &c., Montreal; 1864. M. A.
 ANSWERS to the Programmes on Teaching and Agriculture; By Rev. J. Langevin. Second Edition.

French

- ARITHMÉTIQUE DE BOUTILLIER. *Publiée par MM. Grémazic.* E.
 COURS D'ARITHMÉTIQUE COMMERCIALE. *Imprimé chez Eusèbe Sénécal.* Montréal, 1863. M.
 COURS DE TENEUR DES LIVRES en partie double et en partie simple. *Imprimé chez Eusèbe Sénécal.* Montréal, 1861. M.
 ABRÉGÉ DE LA GÉOGRAPHIE MODERNE. *Publié par la Société d'Éducation de Québec.* E.
 LA GÉOGRAPHIE MODERNE de M. Holmes. M. A.
 ABRÉGÉ DE L'HISTOIRE DU CANADA de M. F. X. Garneau. E. M.
 GRAMMAIRE DE L'HOMOND (*édition de Julien*), et les Exercices sur la même. E.
 LA SÉRIE DES COURS DE GRAMMAIRE DE JULIEN et les Exercices sur ceux. M.
 PETIT TRAITÉ DE GRAMMAIRE ANGLAISE, à l'usage des Ecoles primaires. *Par Charles Gosselin.* Québec. E.
 MANUEL D'ANGLAIS: Grammaire et Thèmes. *Par P. Sandler.* Paris, 1839. E.
 MANUEL D'ANGLAIS, thèmes et syntaxe. *Par le même.* Paris, 1840. E.
 GRAMMAIRE PRATIQUE DE LA LANGUE ANGLAISE. *Par le même.* Paris, 1848. M. A.
 COURS DE VERSIONS ANGLAISES. *Par le même.* M. A.
 MANUEL CLASSIQUE DE CONVERSATIONS FRANÇAISES ET ANGLAISES. *Par le même.* M. A.
 NOUVEAU DICTIONNAIRE Portatif anglais-français et français-anglais. *Par le même.* M. A.
 PRÉCIS ÉLÉMENTAIRE D'HISTOIRE NATURELLE. *Par Zeller.* Paris, 1858. M. A.
 TRAITÉ D'AGRICULTURE PRATIQUE. *Par J. F. Perrault.* Montreal, 1858. E. M.
 DICTIONNAIRE CLASSIQUE DE BÉCARD. *Édition de 1863.* Paris.
 RÉPONSES AUX PROGRAMMES DE PÉDAGOGIE ET D'AGRICULTURE; *Par M. l'abbé Langevin.* Seconde édition.

Latin

FIRST LATIN READER; for the use of Schools By A. H. Bryce. Fourth Edition; 1864. A.

(1) The approval of the Council being given on the report of the whole committee, or on that of the Roman Catholic or Protestant members respectively, is a guarantee to parents and teachers as to the religious tendency of the books to be used in the schools.

(2) The letters E. M and A denote that the books after which they are placed are approved for Elementary schools, Model schools and Academies respectively.

SECOND LATIN READER; with Notes and a Copious Vocabulary. By A. H. Bryce; 1863. A.

Greek

FIRST GREEK READER; for the use of Schools; By A. H. Bryce. 1863. A.

II

BOOKS APPROVED ON THE RECOMMENDATION OF THE ROMAN CATHOLIC MEMBERS OF THE COMMITTEE.

English

- THE DUTY of the Christian. Published by the Brothers of the Christian Schools. E.
 THE METROPOLITAN Illustrated Speller. Published by D. & J. Sadlier & Co. New-York. E.
 THE METROPOLITAN Speller and Pictorial Definer. Published by the same. E.
 THE METROPOLITAN First, Second, and Third Readers. Published by the same. E.
 THE METROPOLITAN Fourth Reader (Edition of 1866, for Canada) Same Publishers, Montreal. E. M.
 LANGARDS' History of England, abridged: for the use of Schools. E. M.

French

- LE DEVOIR DU CHRÉTIEN *Publié par les Frères des Ecoles Chrétiennes.* E.
 HISTOIRE SAINTE, par demandes et par réponses; suivie d'un abrégé de la vie de N. S. Jésus-Christ; à l'usage de la jeunesse. Québec, 1852. Imprimée chez T. Cary. E.
 HISTOIRE SAINTE; par Drioux. *Publiée par E. Bclin.* Paris. E. M.
 HISTOIRE DE FRANCE, par le même. E. M.
 HISTOIRE D'ANGLETERRE, par le même. E. M.
 PRÉCIS DE MITHOLOGIE, par le même. M.
 HISTOIRE ANCIENNE, par le même. M.
 HISTOIRE ECCLÉSIASTIQUE, par le même. M.
 HISTOIRE DU MOYEN-ÂGE, par le même. M.
 HISTOIRE MODERNE, par le même. M.

III

BOOKS APPROVED ON THE RECOMMENDATION OF THE PROTESTANT MEMBERS OF THE COMMITTEE.

- PINNOCK'S Goldsmith's Catechism of the History of England. E.
 PINNOCK'S Improved Edition of Goldsmith's History of England; By W. C. Taylor, LL. D. Montreal, Lovell; 1859. M. A.

BOOKS APPROVED SINCE THE 1st. JANUARY, 1866.

ON THE RECOMMENDATION OF THE ROMAN CATHOLIC MEMBERS OF THE COMMITTEE:

- NOUVELLE MÉTHODE pour apprendre à bien lire. *Par J. E. Juneau.*
 THE CATHOLIC SCHOOL BOOK, containing Easy and Familiar Lessons for the Instruction of Youth.
 NOUVELLE MÉTHODE D'ÉCRITURE. *Publiée par Eusèbe Sénécal.* en sept cahiers. Montréal 1865.
 PSAUTIER DE DAVID, suivi des Hymnes qui se chantent dans les différents temps de l'année. Namc, Tours, 1858.
 LECTURES INSTRUCTIVES ET AMUSANTES; en manuscrit. *Par F. P. B.-E.*

ON THE RECOMMENDATION OF THE WHOLE COMMITTEE.

- GRAMMAIRE FRANÇAISE ÉLÉMENTAIRE. *Par F. P. B.-E.*
 TRAITÉ DE CALCUL mental. *Par F. E. Juneau.* E. M.
 TRAITÉ ÉLÉMENTAIRE d'ARITHMÉTIQUE. *Par F. X. Toussaint.* E. M.
 TENEUR DES LIVRES en partie double et en partie simple. *Par Napoléon Lacasse.* E. M.
 ELEMENTARY Latin Grammar. By Dr. Leonard Schmitz. Published by R. Chambers. A.
 ELEMENTARY Latin Exercises. By the same. Same Publisher. A.
 GRAMMAR of the Latin language. By the same. Same Publisher. A.
 ADVANCED Latin Exercises. By the same. Same Publisher. A.
 SCHOOL DICTIONARY of the Latin language. Published by Chambers. A.
 TREATISE on Practical Mathematics. Published by the same. A.
 LA GRAMMAIRE complète de Poitevin. M. A.
 TRAITÉ d'ANALOGIE grammaticale. By same. M. A.
 TRAITÉ d'ANALYSE logique. By same. M. A.
 COURS complet de DICTÉE. By same. M. A.
 LE PREMIER Livre de l'Enfance. By the same. E.

LA GRAMMAIRE du Premier Age. By SIME, E.
 LA GRAMMAIRE élémentaire. By the same, E.
 COURS GRADUÉ. By the same.
 MANUEL D'ANGLAIS. Sixième partie: Leçons de Littérature anglaise. Par P. Sadler. Paris, 1841.
 MANUEL D'ANGLAIS. Cinquième partie: Leçons de Littérature anglaise. Par P. Sadler. Paris, 1841.
 MANUEL D'ANGLAIS. Deuxième partie: Versions et Dialogues. Par P. Sadler. Nouvelle édition. Paris, 1857.
 Exercices anglais, ou Cours de Thèmes gradués. Par P. Sadler. Douzième édition. Paris, 1857.

Thirtieth Meeting of the Teachers' Association in Connection with Laval Normal School.

(Held 25th and 26th January, 1867.)

FIRST SITTING.

PRESENT: Rev. Principal J. Langevin; Mr. F. X. Toussaint, President; Mr. L. T. Dion, Secretary; Messrs. N. Lacasse, Norbert Thibault, J. B. Cloutier, D. McSweeney, A. Esnouf, T. Morisset, S. Fortin, Ls. Blanchard, E. St. Hilaire, Eug. Boulet, P. Paradis and pupils of Laval Normal School.

The minutes of the last meeting were read and adopted.

Two of the members who were expected to lecture being absent, the Principal opened the proceeding with a very interesting paper on Ornithology, in which the peculiarities of the *Rapacious*, *Passerine*, and *Gallinaceous* birds were more particularly dwelt upon.

The Principal having concluded amidst general applause, the thanks of the assembly were tendered to him.

Mr. Lacasse proposed to introduce the two following questions for discussion at the next sitting:

1st. *Should a merchant charge his private expenses as a loss in his accounts?*

2d. *What is the method followed by English and French authors, with regard to entering these expenses in the books?*

On motion of Mr. Norbert Thibault, seconded by Mr. Joseph Letourneau, the meeting adjourned to the following day at 9 A. M.

SECOND DAY.

PRESENT: Rev. Principal J. Langevin; Abbé Langlois; Mr. F. X. Toussaint, President; Inspectors Juneau and Bardy; Mr. L. T. Dion, Secretary; Messrs. N. Lacasse, Norbert Thibault, J. B. Cloutier, D. McSweeney, A. Esnouf, J. B. Dugal, J. Gagné, C. Dion, Frs. Fortin, Frs. Turgeon, Jos. Letourneau, F. Morisset, P. Paradis, H. Rousseau, M. Ryan, Thomas Deschênes and pupils of the Normal School.

After the minutes of the last meeting had been read and adopted, the President submitted the following subject for discussion:

"Of what utility is the teaching of algebra in the Normal schools and academies, and how far should this branch be taught in these schools?"

He remarked that algebra was generally too much neglected in model schools and academies, and even in our higher educational institutions, where the teaching of this science should be more insisted upon, since it was an auxiliary and supplement to arithmetic.

Several members joined in the discussion, among whom were Messrs. Thibault, Cloutier, Lacasse and Letourneau.

In the course of the debate Inspector Bardy read an essay on *Algebra*.

The Principal then gave his opinion on the subject. The teaching of algebra, he said, was attended with direct and indirect advantages; it exercised the judgment, and contributed to the perfect understanding of difficult operations. It should not be taught in elementary schools; and in model schools and academies, it should be taught to those pupils only who have a sufficient knowledge of arithmetic—say as for as arithmetical progression. Still algebra might be very advantageously introduced in cases of much difficulty, and to shorten the solution of problems in commercial operations; but care should be taken to

avoid confounding the subject with arithmetic in the minds of the children. As the education of our young men should be practical, it would not be advisable to teach the elements of this science in the common schools.

Proposed by Mr. Charles Dion, seconded by Mr. François Fortin, and unanimously.

Resolved: That this association accepts the conclusions which Principal Langevin lays down in his excellent course of Pedagogy, viz.: Algebra by operating on the quantities which have an undetermined value, abridges calculations, generalises the results and furnishes useful formulas. It should, however, be reserved for model schools and academies, and for such pupils as shall have acquired a sufficient knowledge of arithmetic.

The subject suggested by Mr. Lacasse was then taken up:

1st. *Should a merchant charge his private expenses as a loss in his accounts?*

2d. *What is the method followed by English and French authors with regard to entering these expenses in the books?*

Mr. N. Lacasse, in reply to these questions, spoke at some length. He said, as in commerce net profit is the difference existing between the price of selling over that of buying, warehouse or ship expenses deducted, it follows that private expenses must not be considered as a part of the loss. Therefore the merchant who has made \$200 in trade, has not the less realized the profit, though his private expenses should have absorbed the whole amount; it is not his profits, but his capital alone that is affected by private expenses.

After some further discussion on the subject, in which a comparison was made between the English, American and French systems, the members expressed themselves unanimously in favor of the English system.

Mr. Norbert Thibault then moved, seconded by Mr. Jos. Letourneau, and it was

Resolved: That the members of this association celebrate in the month of May next, the tenth anniversary of the foundation of their conventions, and that a committee composed of the Principal, the President, Mr. C. Dion, and the mover and seconder of the resolution, be appointed to organize the meeting.

The convention then adjourned.

Extracts from the School Inspectors' Reports.

Extracts from Mr. TREMBLAY'S Report for 1863.

According to Mr. Tremblay's report for 1863, the number of schools in the District of Gaspé had increased considerably, the majority of the teachers, male and female, held diplomas, the commissioners displayed more zeal than formerly, and the accounts were generally well kept; but on the other hand, the necessary material was wanting in several schools, and the pupils were not punctual in attending.

Newport.—Mr. Manseau had charge of a good school in this municipality.

Pabos.—Two schools were in existence here; that in District No. Two was good; the other left much to be desired.

Grand River.—This place possessed four good schools; and the organization of the municipal body was perfect.

Cup Desespoir.—There were three schools under the control of the commissioners and one dissentient school in this municipality. The school conducted by Miss Belliveau had made great progress. Mr. Lacroix proved himself a competent teacher, and Miss Neville was very successful. The school in charge of Mrs. P. Savage was making rapid progress.

Percé.—There were five schools under control, and one independent school, in Percé. Several of these schools were on a good footing, but the dissensions which had taken place among the commissioners had retarded their advancement.

Île Bonaventure.—Miss Enright conducted her school to the satisfaction of the rate-payers.

St. George of Malbay.—The commissioners discharged their duties satisfactorily, and the teachers showed much capacity and zeal.

Douglas.—This municipality had as yet but one school, under the management of an able teacher, Mr. Anderson.

York and Haldimand.—This municipality also had only one school, which was well kept.

Gaspé Bay South.—Three schools were established in this place, and the rate-payers manifested much zeal in the cause of education. The commissioners visited the schools regularly, and the accounts were well kept.

Gaspé Bay North.—The only school of this municipality had been closed during the winter for want of a teacher.

Grande Grève.—Notwithstanding the efforts of the commissioners the two schools of this municipality had remained closed a part of the winter.

Cap des Rosiers.—One school, well managed by Mr. Didier Coure. The commissioners were well disposed.

Anse à Grisfonds.—Only one school in operation in this place; it was well conducted.

Rivière au Renards.—In this municipality there were two schools, under the able management of Messrs. Robitaille and Provençal. The municipal council was well organized.

Mont Louis.—This municipality possessed a good school.

Ste. Anne des Monts.—Here, two good schools were in operation. This was due to the efforts of Rev. Mr. Vallée and P. Perrée, Esq.

Cap-Chatte.—The female teacher who had charge of the only school in this municipality, was obliged to leave it for want of a diploma. She intended to present herself, however, before the Board of Examiners as soon as practicable.

In all this district of inspection there were only three municipalities in which the system of school taxation was not established.

Extracts from Mr. TREMBLAY'S Report for 1864.

I have the honor to submit for your consideration the following remarks on the condition of the schools in this county:

Newport.—This municipality possesses a good schoolhouse and a good teacher. The pupils are well disciplined, and the financial affairs are in good condition.

Pabos.—In this municipality we meet with many poor, and but little zeal. The commissioners do not discharge the duties of their office with sufficient strictness. The result of their excessive indulgence is a large amount of arrears. The two schools in operation are well kept, but the teachers complain of the negligence exhibited in the payment of their salaries. The system which obtains in this municipality, as also in many others, of paying the masters by orders on the shopkeepers and even in produce, is far from commendable.

Grande Rivière.—The schools in this municipality, which last year were four in number, are this year reduced to three—sections Nos. 1 and 2 constitute but one. The Model School, at present in operation, has produced this result. The teacher of that school, Mr. C. Desforges, continues to the highly deserving of the praise of which he was so worthy in preceding years. Few teachers convey instruction with so much success. A large number of pupils attend the school regularly and with pleasure and diligence.

The teacher of the school in section No. 2 is also highly deserving of commendation, and devotes himself in a very marked manner to the performance of his duties.

The female teacher of section No. 3, although she does all that can be expected from her, does not, however, supply in a satisfactory manner the requirements of a mixed population, as she is not acquainted with the English language. She is to discontinue her duties at the commencement of the ensuing school-year.

The marked zeal of the commissioners, together with that displayed by J. O. Sirois, Esquire, the Secretary, has brought the affairs of the municipality into the best possible condition. This municipality, which might be taken as a model by many others, is well worthy the attention of the department. Should any money remain at your disposal in the month of July next, I should be happy to see conferred upon the model school a special grant out of the sum reserved for institutions of this description.

Cap Désespoir.—Besides the dissentient school, which is very well kept, this municipality contains three schools under control, which I visited with satisfaction. I must except the school in section No. 3, in which I found few pupils and fewer books. There is too little regularity on the part of the children, and too little strictness on the part of the teacher. She is to resign at the termination of her engagement. The commissioners also having failed in their duty. The secretary keeps the financial affairs in good order.

Percé.—There are three schools and three female teachers in Percé. I have no hesitation in saying that these schools are very well kept. The Rev. Mr. E. Guilmet spares no efforts to obtain good schools. The commissioners apply themselves energetically to their duties. I must, however, state that this municipality still feels to a slight degree

the backward condition in which it was a few years ago. I have, however, a strong hope that the commissioners will clear themselves of all their debt in the course of the present year. The secretary-treasurer has succeeded in collecting a large amount of arrears, but his book not having been well kept, it has been decided to dismiss him.

Le Bonaventure.—This municipality has a good school, directed by a competent female teacher, and the affairs are managed with regularity by the secretary-treasurer. The firm of Boutillier Brothers has done much for this municipality.

Malbaie.—There is now a school in operation at this place, attended by a large number of pupils. The teacher instructs with success, and the commissioners, animated by a desire to put the law into more active operation, resolved, at my last visit, to prepare an assessment roll. This is a happy movement for this municipality, which showed itself at first most hostile to the school law, and in which, for several years, education languished under the voluntary system. This change is especially to be attributed to the energy and enlightened zeal of John Fauvel, Esq., the chairman of the corporation. Hitherto, the teacher has had no fixed salary, and by the terms of his engagement, agreed to, accept the sum paid by the rate-payers together with the grant, let the amount be what it might.

St. George de la Malbaie.—Although this municipality is but a very small one, yet it pays a suitable salary to its teacher. Up to the present time also, the commissioners have received, by way of assistance, the share of the grant falling to Malbaie; that municipality now having a school in operation will, in future, receive the whole of its grant. This diminution of its grant will prove greatly injurious to this municipality. I do not see how it will be even possible for it to maintain its school, unless the department grants it assistance in a special manner. The commissioners and the secretary discharge their duties with regularity.

Douglas.—Three schools are necessary in this parish and it has but one. The system of voluntary contributions which prevails in it does not allow of its having more. The commissioners, however, have now a correct appreciation of the system in question, and propose to have an assessment roll next summer. The school at present in operation, which is attended by more than 60 pupils, is very well kept. The secretary performs his duty well.

York and Haldimand (Banc de Sable.)—There has been no progress in this municipality since last year. I am of opinion that the commissioners would do well to select another teacher. The secretary performs the duties of his office with integrity and is highly deserving of praise.

Gaspé Basin.—In this municipality there is a good male teacher and two good female teachers, and consequently three well-conducted schools, in which the pupils make constant progress. The school affairs are well managed.

Gaspé Bay North (Peninsula.)—The commissioners of this municipality did not succeed in obtaining a female teacher until several months after the vacation. The examination at this school was very satisfactory. At the time of my last visit the commissioners took steps to establish a second school in the municipality. The secretary does his duty well.

Grande Grève.—Notwithstanding all the endeavors and appeals of the commissioners of this municipality, they found it impossible to obtain masters. The taxes have been paid as usual in the hope that in the spring they may be more successful in obtaining applications in reply to their calls.

Cap des Rosiers.—This municipality, which for several years shewed itself to be decidedly opposed to the school law, is now distinguished for an amount of zeal which does great honor to the inhabitants. Besides the salary which the commissioners pay to their teacher, they have incurred considerable expense for the erection of two schoolhouses. The secretary has displayed great energy and perseverance in the effecting of these works.

Anse à Grisfonds.—There is a good school in operation in this little municipality. The teacher, the commissioners and the secretary are all favorably disposed towards the promotion of education, and labor accordingly.

Rivière-aux-Renards.—This parish has two schools, which have been kept by the same teachers for three years. I have no remarks to make respecting these teachers except what is to their credit; their schools are well kept. The commissioners know how to appreciate education. They take part in the examinations with diligence. It is proposed to establish a third school next year.

Mont Louis.—Notwithstanding the isolated position of this small place, the school which is there situated has been continually kept up for several years. The result of the examination on the occasion of my last visit was very satisfactory. The commissioners and the secretary perform their duties well.

Ste. Anne des Monts.—This municipality has two schools conducted by two female teachers who teach zealously and successfully. The commissioners and the secretary animated by the best spirit, are sincerely devoted to the interests of education.

Cup Chulte.—Since the retirement of Madame Lespérance, who had to discontinue teaching for want of a diploma, the school at this place has been vacant. The commissioners have made several appeals which have produced no result.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

The Normal School.—A great improvement has recently been made in that part of Laguchetière Street Westward of Beaver Hall Hill, by widening the roadway. This has been done in part by the cutting away the bank upon which the High School stands, which is to be faced next the street by a stone wall, erected at the expense of the Corporation. It would, however, be a great improvement on this plan if the wall, instead of being carried up to the level of the bank, were made about six feet high, and a neat slope made thence to the top of the bank, which might be turfed and otherwise ornamented, the stone work being surmounted by an iron railing. The dead wall will be very ugly; whereas a turfed slope, with a few parterres of flowers, would be highly ornamental.—*Exchange.*

—A Paris letter in the *Nord* says it is contemplated to give greater importance to gymnastic exercises in all the colleges in France. Each of these establishments is provided with a gymnasium, and the pupils are furnished with special dress, but the exercises, which at present only take place once a week for an hour or more are to be renewed more frequently. This modification, which cannot fail to be advantageous to the health of the children, will also prepare them for marching and military manoeuvres, and render more easy the training as soldiers and the management of arms, which henceforth they will have to learn when they have reached the age for the conscription. The *enfant de troupe* in the line, and especially in the Guard and the Engineers, early habituated to render their bodies supple, are remarkable for their agility and physical address.

—At the Calcutta University, an annual average of two thousand young men are examined in English, and a large proportion in Latin, Sanscrit and Arabic. Miss Carpenter, who has been visiting the three presidencies to extend native female education, and to show her sympathy with the advanced Brahmists or Hindoo Socinians of Bengal, visited the Calcutta examinations, expresses astonishment at the crowds of candidates presented.

State of Education of Toronto, Police Prisoners, 1866.—Neither read nor write, 153 males, 274 females. Read only, 48 males, 134 females. Read and write imperfectly, 470 males, 231 females. Read and write well, 44 males. Superior education, 2 males.

LITERARY INTELLIGENCE.

Monday Popular Readings.—The fifth reading of this series was given last evening in the Room of the Natural History Society, and was a grand success. The room was crowded with a brilliant audience, and the happy success that attended the efforts of the readers and performers was as great as the most sanguine could desire. The selections were very superior, and the programme, although a long one, was rendered without the interest flagging in a single instance. The humorous selections, "A sketch of the great dinner of the Bellows menders," by Thackeray, read by Mr J C Johnston, R A; "Nothing to Wear," read by Dr Woodfall, R A; "Table of Errata," from Hood, Rev J H M Bartlett, M A; were inimitable, and elicited enthusiastic applause. One of the world-renowned Mrs. Caudle's Lectures, and Tim Maloney's Lament, were also read with humorous effect. Captain Akens, R E., read a selection from *Morte d'Arthur*, Tennyson with good taste, and very distinctly, while the Rev Mr Norman, M A, is evidently a favorite in his Shakespearean selections. The musical part of the programme was very superior to any heretofore attempted, and the melody of the flute was beautifully brought out in a Solo from "Lucia di Lammermoor," played by Mr H Mackenzie. A violin solo, "Elegia," Ernst, by Captain Stephens, P C O R B, was performed by that gentleman in a very masterly manner, and exhibited a skill and proficiency that would have been creditable to any professional. Both performances were a great treat, and were rapturously encored. A reading from Shakespeare concluded the programme, and after the playing of God Save the Queen, the audience dispersed, highly gratified and delighted in having spent so profitable an evening. The sixth reading will be given on Easter Monday, in aid of the funds of the General Hospital.—*Montreal Gazette, 6th April.*

—The late Mr. Faribault left a noble legacy to the Laval University, which has been unusually fortunate in this respect of late. It comprises, first, about 400 MSS., nearly half of which are originals or collated copies

of ancient documents from 1626-36 and following years. Among these, the most precious and important is, undoubtedly, *Le Journal des Jésuites* (1645-68), the only portion recovered to this day; and secondly, about 1000 printed works, some of which are very scarce and important—as, for instance, Lescarbot, 1609; Champlain, 1613; *Les Voyages aventureux de Jean Alphonse*, and *Relation des Jésuites* (the ancient editions, in 17 volumes). A large number of pamphlets, some of them very scarce, is also comprised in this portion of the legacy, which, in the third place, consists of an album containing about 100 plans, maps, portraits, etc., relating to the early history of the country, several of which are of great importance. Among them may be found an oil painting which Mr. Faribault had painted for himself, and which represented Jacques Cartier's winter quarters on the St. Charles river.—*Montreal Gazette.*

The Queen's Literary Labours.—The *Scotsman* believes that it can give some facts in relation to the literary work on which her Majesty is said to be engaged, and states that the work referred to by a literary journal "is probably one entitled 'Leaves from my journal in the Highlands, written by her Majesty, and which has been circulated privately, but very sparingly, for half a year or more. Another work, on the sayings and doings of the Prince Consort, principally written by General Grey, but prefaced by her Majesty, has been printed, but not yet circulated.

The Byron Tablet.—The continental custom of marking localities and buildings interesting from their connection with notable events and persons, is, we are glad to see, beginning to obtain in England, having been taken up by the Society of Arts, which has lately attached a tablet to the house in which Byron was born. It is No. 24 Holles street, Cavendish square. The present occupants of the Building are Messrs. Boosey & Co., a well known musical firm. The Society of Arts intend, we learn, to continue the practice in other neighbourhoods, when the requisite permission shall have been obtained from the owners of famous houses. The Byron tablet is of terra cotta, the inscription being in white letters on a deep blue ground.—*Exchange.*

ARTS INTELLIGENCE.

Queen Victoria's Present to Mr. Peabody.—The *London Times* gives the following description of this interesting work of art:

"The enamel portrait of the Queen, presented by Her Majesty to Mr. Peabody, is now on view at Messrs. Dickinson's, New Bond Street. The foundation is a drawing by Mr. Tilt, from a photograph by Messrs. Dickinson. It is enamelled on a plate of gold, and it is said to be one of the largest—if not the very largest—enamel portrait ever executed in this country. The Queen is represented in a dress she wore at the opening of Parliament—a black robe, with the blue riband of the Garter, and a Mary Stuart cap, with a long white veil, surmounted by a light tiara of diamonds. Her Majesty, in selecting enamel as the medium of execution, had regard, no doubt, mainly to the durability of this kind of work. To durability enamel work unites the merit of brilliancy, and the likeness is faithful enough to deserve a method of execution at once vivid and enduring. Mr. Tilt has been the enameller as well as the draftsman of the portrait, which is an oval, of about 14 inches by 10, set in a magnificent frame of gold and blue, upon a raised cushion of maroon velvet, which rests on a flat of a lighter shade of the same color, and is decorated at the sides with devices in gold, combining the rose, shamrock, and thistle, while below the picture are the royal monogram 'V. R.', and an inscription, 'Presented by the Queen to G. Peabody, Esq., the benefactor of the poor of London.'"

—We learn that our talented Montreal artist, Mr. Vogt, whose masterly paintings of animal life we noticed at the time of the Exhibition of the Art Association, is become a member of the Academy, Paris, and is rapidly gaining distinction amongst his confreres.—*Daily News.*

NECROLOGICAL INTELLIGENCE.

—The warlike deeds of Col. Charles-Michel DeSalaberry, C. B., the hero of Chateauguay, are the fireside traditions of our Canadian homes, and the news of the death, a few days ago, of his much respected son, Col. A. M. DeSalaberry, has only served to recall some pleasing incident perhaps forgotten, and to heighten our admiration of that man who has been justly designated the hero of Lower Canada.

On the death of Col. DeSalaberry, in 1829, Lord Aylmer, who was at that time Governor-General of Lower Canada, offered the subject of this notice, Alphonse Melchior DeSalaberry, a commission in the army, but through the persuasions of his mother he refused it, and turned his attention to the legal profession. At the end of his studies he passed his final examination, and forthwith commenced to practice, entering into partnership with Mr. R. S. M. Bouchette, the present Commissioner of Customs; but he never was distinguished as a profound legal adviser, nor as an accomplished pleader. Although by profession a lawyer, the spark of hereditary military fire still burned in his breast, and the uprising in 1837, in this country, only served to fan it. He had previously, during his studies, qualified himself as a Militia officer and so was all the more able to exercise a command if his services were needed. Hearing that the rebels intended to take possession of Fort Chambly, he hastily collected some twenty or thirty men and threw himself between

the fort and the advancing insurgents, numbering about 500 men, and at once proceeded to put that stronghold in a defensible state. The insurgents hearing that they were likely to meet with a stubborn resistance, abandoned their intended attack. Next day he established a communication with Sir John Colborne, who was advancing to punish the rebels. Having obtained an interview with Sir John, DeSalaberry prevailed on him to try moral persuasion with them before resorting to extreme measures, and he had the satisfaction of being not only the medium through whom a pardon was offered to his disaffected countrymen, but had the pleasure of seeing them lay down their arms and quietly proceed to their homes, without the effusion of blood.

On the suspension of the Constitution, several of his friends earnestly pressed him to take a seat in the Legislature; and it was only at the urgent solicitation of his friend Lord Sydenham that he reluctantly consented to contest the county of Chambly. Of course he was returned by an overwhelming majority; and while in the House he displayed that sagacity and foresight in the consolidation of the Union of the Provinces, and dignified and courteous manner which procured him in later years the respect and esteem of all classes.

For some years he held the office of Coroner for Montreal, and on the 26th of June, 1848, he was appointed Deputy Adjutant-General of Militia. This appointment he held up to the time of his death; and in him the Government and the citizen soldiery of Canada lose a zealous and efficient officer—one who had the interests of the entire force, Volunteer and Militia, at heart. Although he inherited a strong constitution, he some years ago contracted disease of the heart, which, after a long continued illness, ultimately carried him off, some two weeks ago, at the age of fifty-four years.

On Saturday, 30th ult., his mortal remains were conveyed from his residence to the old family burial ground at Beauport, amidst a large concourse of friends and Volunteers, all anxious to testify their respect and esteem for him.

The Rifle (P.C.O.) band and firing party proceeded with the cortege to Beauport, and as the corpse was deposited in the grave, the troops formed around the church, and fired three volleys in the air.—*Volunteer Review*

Death of a Well Known Citizen.—The great bell of Notre-Dame tolled on Saturday for the death of Dr. Luc Eusèbe Larocque, brother of Bishop Larocque, who died on Saturday after a short illness. He was pre-eminently the friend of the struggling settler,—recognizing in this that the first duty of a good citizen is to act on the patriotic motto of the St. Jean Baptiste Society,—*Rendre le Peuple Meilleur*, and in so doing personally assisted in erecting and establishing the flourishing Parish of St. Agathe and several other settlements. He was also distinguished for his munificence to the poor, and for his kindness in attending them without fee or remuneration.—*Montreal Gazette*, 12th March, 1867.

Death of a Judge of the Superior Court.—On Saturday morning at five o'clock, the Hon. Joseph André Taschereau, resident Judge at Kamouraska, and one of the Justices of the Superior Court expired after a lengthened illness. The deceased in the course of his career, filled the office of Police magistrate of Quebec, and afterwards held the post for a time of Solicitor General for Lower Canada. He enjoyed general respect and confidence in Quebec as well as at Kamouraska, for his fine qualities and legal abilities. Judge Taschereau had attained the age of 61 years and had never married.—*Daily News*.

—We regret to have to record the sudden demise of Mr. Wm. Spink, for the last twenty years Clerk of Routine and Records in the Legislative Assembly. He had been in feeble health since last summer, yet had crossed over from his residence at Levis to visit a few Quebec friends as late as a few days back. The intelligence of his death will take most of his friends by surprise. He was an able, intelligent, and active chief in his own particular department; and was greatly esteemed by the members of the House, as well as by the large circle of friends he had gathered around him in the principal cities of Canada.—*Ib.*

MISCELLANEOUS INTELLIGENCE.

—**The Delegates at Court.** The Queen held a court at Buckingham Palace on Wednesday, the 28th ult.

Her Majesty wore a rich black silk dress with a train trimmed with grebe and crape, and a Mary Queen of Scots cap with a long veil of white crape lise, the cape ornamented with large diamonds and surmounted by a small coronet of diamonds and sapphires.

Her Majesty also wore a diamond necklace and earrings, a brooch composed of a large sapphire set in diamonds, the Riband and the Star of the Order of the Garter, and the Victoria and Albert Order.

Her Royal Highness the Princess Louise wore a train and dress of white satin; a head-dress of coral and water-lilies, with veil and feathers, diamond ornaments, the Victoria and Albert Order, and the Order of St. Isabel.

The *Times* says "the following persons of distinction had the honour of receiving notifications to attend" among others:—The Hon. Mr J. A. Macdonald and Mrs. Macdonald, Hon. Mr. Cartier, Hon. Mr. Tupper and Mrs. Tupper, Hon. Mr. Galt, and Hon. Mr. Tilley. Mrs. Macdonald and Mrs. Tupper were presented by the Countess of Carnarvon; and Viscount

Monck, by the Earl of Carnarvon, "on being created a British Peer." The Delegates had the honour of a special presentation. The Court Circular further says:—

"The Earl of Derby arrived at Buckingham Palace, and had an audience of the Queen.

"At half-past 12 o'clock the Earl of Carnarvon (Secretary of State for the Colonies) also arrived and had an audience of Her Majesty.

"The Queen, accompanied by her Royal Highness Princess Louise, entered the Drawing-room, when the following gentlemen (delegates from the British North American Provinces) were severally introduced to Her Majesty by the Earl of Carnarvon, and kissed hands:—The Hon. John A. Macdonald (Canada), the Hon. George E. Cartier (Canada), the Hon. Charles Tupper (Nova Scotia), the Hon. Samuel P. Tilley (New Brunswick) and the Hon. Alexander T. Galt (Canada).

—A warrant under Her Majesty's sign manual orders that the Victoria Cross may be conferred on persons who may hereafter be employed in the local forces raised, or which may be raised, in the colonies and their dependencies generally.

—The last number of the *Canada Gazette* contains the following Departmental Post Office order respecting "Book-Manuscript and Printers' Proofs":—9. In department order No. 65, dated 24th Nov., 1863, permission was given for book-manuscript, and printers' proofs, whether corrected or not, to pass at the printed-matter rate of one cent an ounce, and it now appears to be necessary to explain to Postmasters, that by book-manuscript was meant the written sheets of any book, and the intention was to encourage literary productions, by affording facilities for authors to send and receive such matter to and from their publishers by post. Printers' proofs are the printed impressions taken by a printer, for correction or examination, of any matter passing through his press. Under former regulations the written marks correcting such proofs rendered them liable to letter postage when sent by mail, and the intention of the department order referred to was, to relax the rule in favor of such proofs, and allow them, when corrected, to retain their character as printed matter, and pass at printed matter rates of charge."

—The Paris correspondent of *La Minerve* states that M. S. Abbé Bolduc, of Quebec, is having a telescope constructed in that city which will exceed anything of the kind in size and power in America. It is intended, we believe, for Laval University.—*Exchange*.

—Professor Houghton, of Trinity College, Dublin, has published some curious chemical computations respecting the relative amounts of physical exhaustion produced by mental and manual labour. According to these chemical estimates, two hours of severe mental study abstract from the human system as much vital strength as is taken from it by an entire day of mere hand-work. This fact, which seems to rest upon strictly scientific laws, shows that the men who do brain-work should be careful, first, not to overtask themselves by too continuous exertion, and, secondly, that they should not omit to take physical exercise on a portion of each day, sufficient to restore the equilibrium between the nervous and muscular system.—*Exchange*.

OFFICIAL DOCUMENTS.

TABLE of the Apportionment of the Superior Education Grant for the year 1866, under the Act 18 Vic., cap. 54.

LIST No. 1.—UNIVERSITIES.

NAME OF INSTITUTIONS.	Number of pupils.	Grant for 1866.	Grant for 1866.
McGill College.....	308	2336 00	2290 00
Contingent expenses.....	.....	.....	271 00
Bishop's College.....	21	1670 00	1637 00
Total.....			4198 00

LIST No. 2.—CLASSICAL COLLEGES.

NAME OF INSTITUTIONS.	Number of pupils.	Grant for 1865.	Grant for 1866.
Nicolet.....	153	1670 00	1637 00
St. Hyacinthe.....	240	1670 00	1637 00
Ste. Thérèse.....	204	1337 00	1311 00
Ste. Anne Lapocatière.....	245	1670 00	1637 00
L'Assomption.....	170	1337 00	1311 00
Ste. Marie, (Montreal).....	313	1337 00	1311 00
High School of McGill College, for the instruction of 30 pupils named by the Government.....	254	1128 00	1106 00
High School of Quebec.....	126	1128 00	1106 00
St. Francis, Richmond.....	123	1002 00	982 00
Three Rivers.....	120	582 00	900 00
Morrin.....	14	388 00	382 00
Total			13320 00

LIST No. 4.—ACADEMIES FOR BOYS, OR MIXED.

NAME OF INSTITUTIONS.	Number of pupils.	Grant for 1865.	Grant for 1866.
Aylmer, (Catholic).....	43	220 00	216 00
Aylmer, (Protestant).....	40	220 00	216 00
Baie du Febvre.....	103	147 00	144 00
Baie St. Paul.....	90	162 00	159 00
Barnston.....	72	147 00	144 00
Beauharnais.....	234	220 00	216 00
Bedford.....	131	100 00	98 00
Belœil.....	71	327 00	321 00
Berthior.....	115	327 00	321 00
Bonin, at St. Andrews, Argenteuil.....	77	220 00	216 00
Buckingham.....	25	147 00	144 00
Cap Santé.....	21	147 00	144 00
Cassville.....	50	147 00	144 00
Chambly.....	110	171 00	168 00
Charleston.....	85	297 00	291 00
Clarenceville.....	50	292 00	286 00
Clarendon.....	65	147 00	144 00
Coaticook.....	60	129 00	127 00
St. Columban de Sillery.....	146	147 00	144 00
Compton.....	95	147 00	144 00
Cookshire.....	36	147 00	144 00
St. Cyprien.....	130	147 00	144 00
Danville.....	60	220 00	216 00
Dudswell.....	40	147 00	144 00
Dufresne, St. Thomas, Montmagny.....	56	200 00	196 00
Dunham.....	60	292 00	286 00
Durham.....	50	130 00	128 00
St. Eustache.....	140	220 00	216 00
Farnham, (Catholic).....	254	195 00	191 00
Farnham, (Protestant).....	81	220 00	216 00
Ste. Foye.....	47	147 00	144 00
Freleighsburg.....	59	195 00	191 00
Gentilly.....	119	147 00	144 00
Girouard, St. Hyacinthe.....	297	149 00	146 00
Granby.....	160	292 00	286 00
St. Grégoire.....	130	147 00	144 00
Huntingdon.....	40	325 00	319 00
Iberville.....	35	150 00	147 00
L'Islet.....	16	220 00	216 00
St. Jean Dorchester, (Catholic).....	80	391 00	388 00
St. Jean Dorchester, (Protestant).....	98	292 00	343 00
St. Jean, Ile d'Orléans.....	90	147 00	144 00
Kamouraska.....	78	325 00	319 00
Knowlton.....	55	292 00	286 00
Laprairie.....	200	195 00	191 00
Loitbinière.....	22	130 00	128 00
Ste. Marthe.....	90	147 00	144 00
Missisquoi.....	90	224 00	220 00
Montmagny, St. Thomas.....	205	241 00	239 00
Montreal, Académie Commerciale Cath.....	103	299 00	293 00
Pointe-aux-Trembles, Hochelaga.....	70	292 00	286 00
Quebec, Académie Com. et Litt., St. Roch.....	90	147 00	144 00
Roxton.....	50	128 00	126 00
Shefford.....	143	337 00	331 00
Sorel, (Catholic).....	359	347 00	376 00
Sorel, (Protestant).....	12	130 00	128 00
Stanbridge.....	83	220 00	216 00
Stanstead.....	150	521 00	511 00
Sutton.....	55	185 00	181 00
St. Timothée.....	130	131 00	129 00
Vaudreuil.....	99	147 00	144 00
Yamachiche.....	105	220 00	216 00
Total			12883 00

LIST No. 3.—INDUSTRIAL COLLEGES.

NAME OF INSTITUTIONS.	Number of pupils.	Grant for 1865.	Grant for 1866.
Joliette.....	120	821 00	805 00
Masson.....	223	891 00	873 00
Notre-Dame de Lévis.....	180	821 00	805 00
St. Michel de Bellechasse.....	103	621 00	609 00
Laval.....	90	329 00	323 00
Rigaud.....	32	821 00	805 00
Ste. Marie de Monnoir.....	160	574 00	561 00
Ste. Marie de Beauce.....	128	329 00	323 00
Rimouski.....	103	485 00	476 00
Lachute.....	136	223 00	219 00
Verchères.....	124	329 00	323 00
Varenes.....	102	246 00	241 00
Sherbrooke.....	41	246 00	241 00
Longueuil.....	283	333 00	327 00
St. Laurent.....	250	485 00	476 00
Total			7407 00

LIST No. 5.—ACADEMIES FOR GIRLS.

NAME OF INSTITUTIONS.	Number of pupils.	Grant for 1865.	Grant for 1866.
St. Aimé.....	180	111 00	109 00
St. Ambroise de Kildare.....	100	93 00	91 00
St. Anne de la Pérade.....	185	132 00	130 00
L'Assomption.....	197	132 00	130 00
Baie St. Paul.....	128	111 00	109 00
Belleil.....	100	93 00	91 00
Berthier.....	107	100 00	98 00
Boucherville.....	117	93 00	91 00
Chambly.....	139	148 00	145 00
St. Charles, Industry.....	321	197 00	193 00
Châteauguay.....	115	93 00	91 00
Les Cèdres.....	66	93 00	91 00
St. Césaire.....	188	124 00	122 00
St. Clément.....	298	148 00	145 00
Covansville.....	37	148 00	145 00
Sto. Croix.....	70	148 00	145 00
St. Cyprien.....	108	93 00	91 00
St. Denis.....	140	93 00	91 00
Sto. Elizabeth.....	107	197 00	193 00
St. Eustache.....	130	96 00	94 00
Sto. Famille.....	74	189 00	185 00
Sto. Geneviève.....	90	93 00	91 00
St. Grégoire.....	230	222 00	218 00
St. Henri de Mascoucho.....	117	93 00	91 00
St. Hilaire.....	82	93 00	91 00
St. Ingues.....	100	295 00	289 00
St. Hyacinthe, (Sœurs de la Charité).....	165	132 00	130 00
St. Hyacinthe, (Sœurs de la Présentation).....	230	132 00	130 00
L'Islet.....	72	152 00	130 00
Ile Verte.....	102	130 00	128 00
St. Jacques de l'Achigan.....	187	197 00	193 00
St. Jean, Dorchester.....	450	222 00	218 00
St. Joseph de Lévis.....	310	295 00	289 00
Kakouana.....	110	164 00	161 00
Kamouraska.....	95	148 00	145 00
Laprairie.....	140	93 00	91 00
St. Laurent, Jacques-Cartier.....	161	197 00	193 00
St. Lin.....	133	93 00	91 00
Longueuil.....	339	295 00	289 00
Longue-Point.....	57	148 00	145 00
Sto. Marie de Beauce.....	127	164 00	161 00
Sto. Marie de Monnoir.....	129	148 00	145 00
St. Martin.....	96	93 00	91 00
St. Michel.....	93	222 00	218 00
Montreal, Sœurs de la Prov., (deaf and dumb).....	75	440 00	431 00
Montreal, Sœurs de la Congrégation de Notre-Dame, Académie St. Denis.....	150	184 00	180 00
St. Nicolas.....	81	93 00	91 00
St. Paul de l'Industrie.....	53	93 00	91 00
Point Claire.....	71	93 00	91 00
Pointe-aux-Trembles, Hochelaga.....	90	197 00	193 00
Pointe-aux-Trembles, Portneuf.....	100	197 00	193 00
Rimouski.....	143	222 00	218 00
Rivière-Ouelle.....	93	169 00	166 00
Sto. Scholastique.....	154	99 00	97 00
Sherbrooke.....	175	295 00	289 00
Sorel.....	456	340 00	333 00
Torreboune.....	125	93 00	91 00
Sto. Thérèse.....	156	93 00	91 00
St. Timothée.....	113	131 00	129 00
St. Thomas de Pierreville.....	73	148 00	145 00
St. Thomas de Montmagny.....	180	222 00	218 00
Trois-Pistoles.....	68	130 00	128 00
Three Rivers.....	376	222 00	218 00
Vaudrouil.....	105	93 00	91 00
Vorchères.....	100	164 00	161 00
Yamachiche.....	106	148 00	145 00
Yourville and St. Benoit.....	89	148 00	145 00
Lachine.....	272	.....	200 00
Total.....			10443 00

LIST No. 6.—MODEL SCHOOLS.

NAME OF INSTITUTIONS.	Number of pupils.	Grant for 1865.	Grant for 1866.
St. Andrew's School, Quebec.....	63	496 00	486 00
British and Canadian School Society, Montreal.....	469	650 00	643 00
Col. Church and School Society, Sherbrooke.....	106	164 00	161 00
British and Canadian School Society, Quebec.....	170	719 00	705 00
National School, Quebec.....	230	364 00	357 00
Point St. Charles, Montreal.....	164	243 00	238 00
Société d'Éducation, Quebec.....	540	918 00	900 00
" " Three Rivers.....	307	494 00	486 00
Presbyterian School Society, Montreal.....	.....	329 00	323 00
Colonial Church and School Society, Montreal.....	1160	656 00	643 00
Lorette, Boys' School.....	.....	133 00	131 00
" " Girls' School.....	50	133 00	131 00
St. François, Indian School.....	30	164 00	161 00
Quebec, Lower Town, Infant School.....	.....	164 00	161 00
Quebec, Upper Town, Infant School.....	.....	164 00	161 00
St. Jacques, Montreal.....	623	820 00	804 00
Catholic Commissioners of Quebec.....	992	322 00	323 00
Acton Vale, (Convent).....	228	74 00	74 00
Arthabaskaville.....	74	56 00	56 00
Bagotville.....	61	56 00	56 00
Beaumont.....	85	74 00	74 00
Beauport.....	78	74 00	74 00
Bécancour.....	165	56 00	56 00
Berthier, Dissentients.....	51	56 00	56 00
Boucherville.....	127	74 00	74 00
Bury.....	58	74 00	74 00
Cap St. Ignace.....	36	74 00	74 00
Cap Rouge.....	94	56 00	56 00
Carleton.....	76	108 00	106 00
Châteauguay.....	85	74 00	74 00
Château-Richer, (boys).....	70	74 00	74 00
Château-Richer, (girls).....	74	56 00	56 00
Chicoutimi.....	68	137 00	134 00
Côte des Neiges.....	78	74 00	74 00
Côteau du Lac, (boys).....	62	74 00	74 00
Côteau du Lac, (Convent).....	103	56 00	56 00
Côteau Landing, Dissentients.....	69	56 00	56 00
Côteau St. Louis.....	107	74 00	74 00
Deschambault, (boys).....	56	148 00	145 00
Deschambault, (Convent).....	90	74 00	74 00
Eboulements.....	78	74 00	74 00
Écureuils.....	122	56 00	56 00
Escoumains.....	25	74 00	74 00
Farnham, West.....	81	56 00	56 00
Grande-Baie.....	36	74 00	74 00
Grande-Rivière.....	112	74 00	74 00
Grondines.....	85	56 00	56 00
Honrville, (boys).....	109	56 00	56 00
Henrville, (Convent).....	196	56 00	56 00
Huntingdon, (Convent).....	66	74 00	74 00
Iberville.....	120	74 00	74 00
L'Acadie.....	110	74 00	74 00
Lacolle, Dissentients.....	138	74 00	74 00
Lachine.....	267	74 00	74 00
Lachine, Dissentients.....	67	74 00	74 00
Leeds.....	60	74 00	74 00
Lotbinière.....	24	74 00	74 00
Magog.....	35	74 00	74 00
Malbaie.....	75	74 00	74 00
Matane.....	75	56 00	56 00
Montreal, Panet Street Protestant School.....	110	74 00	74 00
" " German Protestant School.....	59	56 00	56 00
" " Visitation Street School.....	850	74 00	74 00
" " St. Patrick School, Point St. Charles.....	90	74 00	74 00
" " St. Matthews School, Pt. St. Charles.....	155	56 00	56 00
" " St. Ann Street Protestant School.....	150	74 00	74 00
" " Académie Ste. Marie.....	120	74 00	74 00
" " Trinity Church School.....	127	56 00	56 00
Nicolet.....	92	56 00	56 00
Percé.....	48	56 00	56 00
Point Claire.....	45	148 00	145 00
Pointe-aux-Trembles, Portneuf.....	68	74 00	74 00

LIST No. 6.—MODEL SCHOOLS.—(Continued.)

NAME OF INSTITUTIONS.	Number of pupils.	Grant for 1865.	Grant for 1866.
Pointe du Lac.....	104	74 00	74 00
Portucuf.....	74	56 00	56 00
Quebec, St. Roch, South.....	83	74 00	74 00
“ “ “ (Convent).....	967	74 00	74 00
“ St. John's Suburb.....	90	74 00	74 00
Rawdon.....	43	74 90	74 00
Rigaud, (Convent).....	109	74 00	74 00
Rivière-Ouelle.....	55	74 00	74 00
Rivière-des-Prairies.....	35	56 00	56 00
Rivière-du-Loup, Maskinongé.....	48	74 00	74 00
Rivière-du-Loup, Témiscouata, (boys).....	72	74 00	74 00
“ “ (girls).....	90	74 00	74 00
Sault-au-Récollet.....	75	74 00	74 00
Shofford, West.....	34	75 00	74 00
Shorington.....	116	93 00	91 00
Sommerset.....	40	148 00	145 00
St. Aimé.....	130	74 00	74 00
St. Alexandre, Iberville.....	41	74 00	74 00
St. Alexandre, Kamouraska.....	72	74 00	74 00
St. Anicet.....	79	56 00	56 00
St. André, Kamouraska.....	70	74 00	74 00
St. Anne de la Pérade.....	104	74 00	74 00
St. Anne des Plaines.....	104	74 00	74 00
St. Anne No. 2, Kamouraska.....	105	74 00	74 00
St. Anselme, (Convent).....	105	74 00	74 00
St. Antoine de Tilly.....	25	74 00	74 00
St. Brigitte, Iberville.....	51	56 00	56 00
St. Calixte de Somersot, (Convent).....	122	74 00	74 00
St. Cécile.....	146	74 00	74 00
St. Césaire.....	140	74 00	74 00
St. Charles, Bellechasse, (girls).....	63	74 00	74 00
“ “ (boys).....	62	74 00	74 00
St. Charles, St. Hyacinthe.....	90	74 00	74 00
St. Claire.....	90	74 00	74 00
St. Constant.....	112	111 00	109 00
St. Denis, Kamouraska.....	86	74 00	74 00
St. Denis No. 1, Richelieu.....	53	74 00	74 00
St. Edouard, Napierville.....	130	74 00	74 00
St. Famille.....	50	74 00	74 00
St. Foye.....	88	74 00	74 00
St. François du Lac.....	119	74 00	74 00
St. Frédéric, Drummond.....	43	74 00	74 00
St. Geneviève de Batiscan.....	113	74 00	74 00
St. George de Cacouna.....	55	56 00	56 00
St. Gertrude.....	33	74 00	74 00
St. Gervais, (Convent).....	70	74 00	74 00
St. Gervais, (boys).....	34	74 00	74 00
St. Grégoire, Iberville.....	49	74 00	74 00
St. Henri de Mascoucho.....	61	74 00	74 00
St. Henri, Dissentiens, Hochelaga.....	109	74 00	74 00
St. Henri, Commissioners, Hochelaga.....	270	74 00	74 00
St. Henri, Hochelaga, (Convent).....	334	56 00	56 00
St. Henri de Lauzon.....	74	74 00	74 00
St. Hermas, Two Mountains.....	110	74 00	74 00
St. Hilaire.....	86	74 00	74 00
St. Hubert.....	61	56 00	56 00
St. Irénée.....	79	74 00	74 00
St. Isidore.....	79	74 00	74 00
St. Jacques de l'Achigan.....	152	74 00	74 00
St. Jacques le Mineur.....	124	111 00	109 00
St. Janvier.....	70	56 00	56 00
St. Jean-Baptiste, village.....	215	74 00	74 00
St. Jean Chrysostôme, Chateauguay.....	174	56 00	56 00
St. Jean Chrysostôme, Lévis.....	51	56 00	56 00
St. Jean Deschailions.....	51	74 00	74 00
St. Jean Port-Joli, (girls).....	42	74 00	74 00
St. Jérôme.....	111	56 00	56 00
St. Jérôme, (Convent).....	179	74 00	74 00
St. Joachim, Two Mountains.....	74	74 00	74 00
St. Joseph, Chicoutimi.....	62	56 00	56 00
St. Joseph de Lévis.....	168	74 00	74 00

LIST No. 6.—MODEL SCHOOLS.—(Continued.)

NAME OF INSTITUTIONS.	Number of pupils.	Grant for 1865.	Grant for 1866.
Sto. Julie de Somersot.....	50	56 00	56 00
St. Lambert, Lévis.....	72	56 00	100 00
St. Laurent, Montmorency.....	100	74 00	74 00
St. Léon.....	86	56 00	56 00
St. Lin.....	112	74 00	74 00
St. Louis de Gonzague.....	180	56 00	56 00
St. Martin.....	126	74 00	74 00
Ste. Martine, (boys).....	128	56 00	56 00
Ste. Martine, (girls).....	120	56 00	56 00
St. Michel Archange.....	75	74 00	74 00
Ste. Monique.....	92	56 00	56 00
St. Narcisse.....	92	74 00	74 00
St. Nicolas, Lévis.....	45	74 00	74 00
St. Pascal.....	133	74 00	74 00
Ste. Philomène.....	76	74 00	74 00
St. Philippe.....	62	74 00	74 00
St. Pierre les Becquets.....	62	56 00	56 00
St. Plucide.....	58	74 00	74 00
St. Roch de l'Achigan.....	100	74 00	74 00
St. Romuald de Lévis.....	124	74 00	74 00
St. Romuald de Lévis.....	206	74 00	74 00
Ste. Rose.....	89	74 00	74 00
St. Sève.....	70	74 00	74 00
Ste. Scholastique.....	92	74 00	74 00
St. Stanislas, Champlain.....	133	74 00	74 00
St. Stanislas, Beauharnais.....	113	56 00	56 00
St. Sulpice.....	96	56 00	56 00
St. Ursule.....	93	56 00	56 00
St. Valentin.....	128	56 00	56 00
St. Vincent de Paul.....	50	56 00	56 00
St. Vincent de Paul, (Convent).....	137	74 00	74 00
St. Zéphirin.....	60	74 00	74 00
Rawdon, (Convent).....	24	.....	74 00
Trois-Pistoles.....	60	.....	74 00
St. Michel Archange, (Convent).....	140	.....	74 00
St. André-Avelin.....	79	.....	74 00
St. Polycarpe.....	74	.....	74 00
Baie du Febvre, (Convent).....	177	.....	74 00
Berthier, Montmagny.....	100	.....	74 00
Inverness.....	43	.....	74 00
St. Jean Port-Joli, (boys).....	43	.....	74 00
Total.....			18816 00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES, FOR 1866.

COUNTIES.	MUNICIPALITIES.	Reasons for granting aid to certain municipalities.	Amount of usual grant.		Amount of assessment levied.		Amount applied for.		Amount granted.	
			\$	c.	\$	c.	\$	c.	\$	c.
Argenteuil	Gore		128	42	224	00	40	00	27	00
"	Morin Township		51	32	120	00	50	00	20	00
"	Mille-Isles No. 1, 2, 3.		31	76	194	00	40	00	27	00
Arthabaska	Chénier		160	05	684	45	26	00	27	00
"	Victoriaville		110	96	361	00	30	00	27	00
"	Arthabaskaville	Has doubled the number of its schools...	68	74	290	00	30	00	27	00
"	St. Christophe		167	26	250	00	30	00	27	00
"	Tingwick		121	54	147	44	30	00	27	00
"	Chester West		84	90	330	00	80	00	27	00
"	Blanford		57	42	106	00	40	00	27	00
"	St. Norbert		139	30	208	00	30	00	20	00
"	Warwick	Supports six schools.	150	46	599	00	160	00	27	00
"	Chester East		88	98	280	00	60	00	27	00
Bonaventure	Carleton		108	80	276	00	40	00	27	00
"	Maria	Supports five schools, one of which is a model school.	206	10	344	00	50	00	27	00
"	Hope		98	68	256	00	40	00	27	00
"	Bonaventure, (Diss.)		71	00	100	00	40	00	27	00
"	Cox		126	46	278	00	80	00	27	00
"	New Richmond.				185	00	50	00	16	00
"	" (Dissentients)				280	00	40	00	16	00
"	Matapediac		35	04	77	20	50	00	27	00
"	Ristigouche.		58	90	108	92	50	00	27	00
"	" (Indians)				00	00	00	00	40	00
"	Miguasha		84	18			80	00	16	00
"	Nouvelle				206	20	80	00	16	00
"	Shoobred	Supports six schools	92	30	218	81	40	00	27	00
Beauce	Aylmer		97	78	136	00	50	00	27	00
"	St. Frédéric	Supports six schools	169	58	284	00	60	00	27	00
"	Lambton	Possesses but two schools	99	48	188	00	80	00	20	00
"	Forsyth	Only one school in this municipality	75	54	84	00	40	00	16	00
"	St. Victor	But three schools in operation	130	78	240	00	40	00	20	00
"	St. Ephrem	Supports five schools.	104	00	404	00	40	00	27	00
"	St. Côme	This municipality supports but one school.	62	51	65	00	40	00	16	00
Bellechasse	St. Lazarre	A portion of this extensive municipality is very poor	235	48	392	00	40	00	27	00
Bagot	St. André		47	19	124	00	40	00	27	00
"	Acton Vale		138	04	1892	00	40	00	30	00
Brome	Bolton, (Dissentients)		46	34	175	00	40	00	27	00
Champlain	St. Luc		67	80	160	00	80	00	27	00
"	St. Tite	Building a schoolhouse.	107	72	146	00	30	00	27	00
"	St. Narcisse		110	66	180	00	60	00	27	00
"	Mont Carmel		55	62	229	61	80	00	27	00
"	Forges de Radnor		46	02	60	00	40	00	20	00
Compton	Hereford	Supports six schools	41	38	384	82	60	00	27	00
"	Whitton		57	88	85	00	30	00	27	00
"	Clifton	Supports five schools.	61	50	230	00	50	00	27	00
"	North Winslow		80	62	256	00	40	00	27	00
"	Newport & Auckland		45	56	226	47	40	00	27	00
"	Wesbury		33	58	143	78	40	00	27	00
"	South Winslow		102	18	208	00	40	00	27	00
Charlevoix	Isles-aux-Coudres	Isolated, possesses four schools.	79	14	158	00	40	00	27	00
"	Settrington	One school only.	61	04	160	00	50	00	16	00
"	St. Fidèle		94	52	204	00	40	00	27	00
"	St. Irénée		112	82	248	00	40	00	16	00
"	St. Agnès		149	48	262	00	40	00	20	00
"	Salles		45	00	40	00	40	00	27	00
"	St. Placide		50	74	100	00	40	00	27	00
"	Petite Rivière		82	30	92	00	80	00	27	00
"	St. Urbain		86	02	140	00	40	00	27	00
Chicoutimi	Harvey		43	40	200	00	36	00	27	00
"	St. Jean		39	34	60	40	40	00	27	00
"	Grande-Baie		147	86	408	00	40	00	27	00
"	Chicoutimi (village).		90	66	288	00	40	00	27	00
"	St. Joseph		69	04	310	00	60	00	27	00
"	Laterrière		92	26	400	00	26	00	27	00
"	Ouatchouan		45	58	275	00	40	00	27	00
"	Hébertville		109	64	294	00	40	00	27	00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES, FOR 1866.—(Continued)

COUNTIES.	MUNICIPALITIES.	Reasons for granting aid to certain municipalities.	Amount of usual grant.		Amount of assessment levied.		Amount applied for.		Amount granted.	
			\$	c.	\$	c.	\$	c.	\$	c.
Chateauguay...	St. Malachie, (Diss.)	The inhabitants are poor and much dispersed.....	25	00	160	00	80	00	31	00
Two Mountains	St. Colomban		101	30	283	00	80	00	27	00
Drummond...	Wendover & Simpson	Supports five schools.....	65	36	600	00	30	00	27	00
"	Wickham		71	04	365	00	30	00	27	00
"	St. Pierre	Possesses twelve schools.....	198	40	881	00	40	00	27	00
"	Grantham		85	90	279	00	80	00	27	00
"	St. Germain		177	84	746	00	45	00	27	00
"	St. Bonaventure		105	24	147	16	80	00	27	00
Gaspé.....	Cap Désespoir, (Dis.)		23	60	166	00	60	00	16	00
"	Percé		146	46	376	00	40	00	27	00
"	Cloridorme	A school-house is being built.....	25	20	120	00	40	00	27	00
"	Newport		46	96	172	00	40	00	27	00
"	Grande-Rivière		149	00	400	00	30	00	27	00
"	Pabos	Two schools.....	42	72	288	00	60	00	27	00
"	Ste. Anne des Monts		98	24	182	00	74	00	27	00
"	Rivière-au-Renard	Three schools.....	69	46	320	00	40	00	27	00
"	St. George, Mulbaie		14	56	70	50	40	00	20	00
"	Mont-Louis		22	62	100	00	32	00	27	00
"	Cap-de-Rosier		39	94	102	00	40	00	27	00
Huntingdon...	Huntingdon, (Diss.)	Supports a superior school for girls.....	24	12	150	00	40	00	27	00
"	Hemmingford	Supports five schools.....	97	08	184	77	40	00	27	00
"	Godmanchester		66	80	66	80	40	00	27	00
Hochelega	Côteau St. Louis	Few inhabitants.....	30	94	192	00	40	00	16	00
L'Islet.....	St. Aubert	Building a school-house.....	149	86	200	00	50	00	27	00
"	St. Cyrille		73	60	128	50	100	00	27	00
Joliette.....	St. Ambroise, (Diss.)		24	06	100	00	40	00	16	00
"	St. Félix de Valois		29	06	70	00	40	00	16	00
"	Ste. Mélanie	Supports six schools.....	158	60	495	50	40	00	27	00
Kamouraska	Ste. Hélène		143	58	150	00	40	00	27	00
"	Mont Carmel		67	60	94	50	40	00	27	00
"	St. Alexandre	Supports six schools.....	196	14	288	00	80	00	27	00
"	St. Onésime	Four schools.....	88	60	88	60	40	00	27	00
Lévis.....	Etchemins Village	Supports two superior schools, and one house is being built.....	90	66	138	00	40	00	27	00
"	St. Lambert	Supports six schools on a superior footing.....	196	08	264	40	60	00	50	00
Lothbière.....	St. Flavien	Five schools in operation.....	105	88	240	00	40	00	27	00
"	St. Agapit	One school only.....	38	70	84	00	25	00	20	00
Mégantic.....	Ste. Julie		158	04	613	37	40	00	27	00
"	St. Pierre Broughton		108	14	400	00	40	00	27	00
"	St. Ferdinand, (Diss.)		43	80	96	32	20	00	20	00
Maskinongé	St. Didace		159	62	438	85	40	00	27	00
"	St. Paulin		120	40	200	00	40	00	27	00
Montcalm	Kilkenny		171	84	209	87	100	00	27	00
"	Chertsey		103	90	160	00	60	00	27	00
Montmorency	Ile Laval		26	78	81	00	40	00	20	00
Montmagny	Ile-aux-Grues		68	28	74	24	40	00	20	00
"	Grosse-Ile	Very poor municipality.....	25	00	00	00	40	00	27	00
Missisquoi.....	Stanbridge, (Diss.)	On account of difficulties arising from their position amidst a population of another origin.....	316	00	360	00	40	00	20	00
Nicolet	Ste. Gertrude		160	64	262	34	60	00	27	00
Ottawa	Ripon		64	84	106	00	40	00	27	00
"	Hartwell		32	78	46	00	40	00	27	00
"	Eardly		100	74	477	00	40	00	27	00
Pontiac	Bristol	Supports seven schools.....	228	48	658	43	40	00	27	00
"	Onslow, (Diss.)		29	86	91	75	40	00	27	00
"	Clarendon	Eight schools in operation.....	263	40	300	00	40	00	27	00
Portneuf	Cap-Rouge		67	50	80	00	50	00	27	00
Quebec	Stoneham		44	50	74	40	30	00	16	00
"	" (Dissentients)		33	38	80	00	50	00	16	00
"	St. Dunstan		18	48	30	00	40	00	20	00
Richelieu	St. Ours, (Parish)	To aid in paying heavy costs of lawsuit.....	162	78	779	00	40	00	37	00
Rimouski	Métis		57	08	142	00	40	00	27	00
"	St. Fabien		137	46	253	24	40	00	27	00
"	McNider		139	62	200	00	40	00	27	00
"	St. Mathieu de Rioux		84	10	121	00	32	00	27	00
"	Ste. Félicité		128	44	196	00	60	00	27	00
Richmond	Cleveland, (Diss.)		34	48	46	00	40	00	16	00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES, FOR 1866.—(Continued.)

COUNTIES.	MUNICIPALITIES.	Reasons for granting aid to certain municipalities.	Amount of usual grant.	Amount of assessment levied.	Amount applied for	Amount granted.
Saguenay	Escoumins		116 34	96 00	40 00	27 00
"	Tadoussac		51 78	28 00	40 00	27 00
"	Bergeronnes		40 00	80 00	60 00	27 00
"	Saguenay		22 60	52 00	40 00	27 00
Shefford	Granby, (Vil.) (Diss.)		46 78	62 97	40 00	27 00
"	Granby		132 68	418 00	40 00	27 00
"	St. Valérien		107 40	305 81	40 00	27 00
"	South Ely		84 88	650 00	40 00	27 00
St. Maurice	Shawinigan		114 18	268 00	80 00	27 00
"	St. Sévère		105 82	138 40	80 00	27 00
Stanstead	Barford		79 15	300 00	50 00	27 00
"	Hatley		28 86	130 00	40 00	27 00
Temiscouata	St. Moïste		70 10	120 00	40 00	27 00
"	St. Antonin		100 72	100 00	50 00	27 00
"	St. Epiphane		125 04	128 00	40 00	27 00
Terrebonne	Abercrombie		55 96	64 00	30 00	27 00
Wolfe	North Ham		68 96	192 00	40 00	27 00
"	St. Camille		54 24	99 00	40 00	27 00
"	Weedon, (Diss.)		9 88	40 00	30 00	16 00
"	Wotton	Supports eight schools.	173 32	376 96	50 00	27 00
"	Stratford		46 70	115 00	40 00	27 00
"	Weedon		81 58	800 00	40 00	27 00
Yamaska	Ste. Brigitte		60 52	80 00	40 00	27 00
						3947 00

ADVERTISEMENT.

PUBLICATIONS OF
W. & R. CHAMBERS,
LONDON AND EDINBURGH.

CHAMBERS'S EDUCATIONAL COURSE,

comprising about TWO HUNDRED AND FIFTY SEPARATE PUBLICATIONS, is the largest, the cheapest and the best Series of Educational Works ever offered to the public of British North America.

CHAMBERS'S

NARRATIVE SERIES OF STANDARD READING BOOKS,

adapted to the SIX STANDARDS of the New Code of Education in England; embracing Reading, Spelling, Writing, and Dictation Exercises, with the Elements of Arithmetic: neatly and strongly bound in cloth.

THE OBJECTS OF THE SERIES.

1. To furnish the means of teaching reading *easily* and *rapidly*.
2. To *interest* the Pupil in Reading, by the attractiveness of their contents.
3. To be *easy* yet thoroughly consistent with *progress*.
4. To cultivate the Imagination and the Moral and Religious Nature of Children, through Narrative and Poetry of the highest class, in which *sentiment* and *entertainment* are judiciously blended.

THE CHIEF FEATURES OF THE SERIES.

1. Each book is carefully *graduated*, and comprises one year's work.
2. The books are all *graduated into each other*.
3. The books embrace the Privy Council requirements in Reading, Writing, Writing from Dictation, and Spelling; besides Arithmetic, Etymology, &c.
4. Each book is more or less Illustrated by Wood Engravings, and the whole are issued at *prices calculated to bring them within the means of every school*.
5. Though specially prepared to meet the requirements of the Revised Code of Education, the books in the above series are equally suitable to

SCHOOLS OF EVERY DESCRIPTION.

The Infant-School Primer, 36 pages, 6 Wood-cuts: sewed, 3 cents; cloth limp, 5 cents.

The Infant-School Reading Sheets,—in 14 sheets corresponding with pages 3 to 11 of the Infant-School Primer.—2 cents each.

- Standard I, 80 pages, 13 Wood-cuts, 8 cents.
Standard II, 112 pages, 10 Wood-cuts, 12½ cents.
Standard III, 160 pages, 15 Wood-cuts, 17 cents.
Standard IV, 208 pages, 18 Wood-cuts, 25 cents.
Standard V, 272 pages, 17 Wood-cuts, 30 cents.
Standard VI, 320 pages, 20 Wood-cuts, 38 cents.

READINGS IN ENGLISH LITERATURE, chronologically arranged, with Biographical and Explanatory Notes and Introduction.

Printed on fine toned paper; 474 pages.—30 cents.

Priced Catalogues of all W. & R. Chambers's Publications may be had on application to

REID, MACFARLANE & Co.,

Publishers' and Paper-Makers' Agents,

153, GREAT ST. JAMES STREET, MONTREAL.

EUSÈBE SÉNÉCAL, Coloric Printing Presses, 10, St. Vincent Street, Montreal