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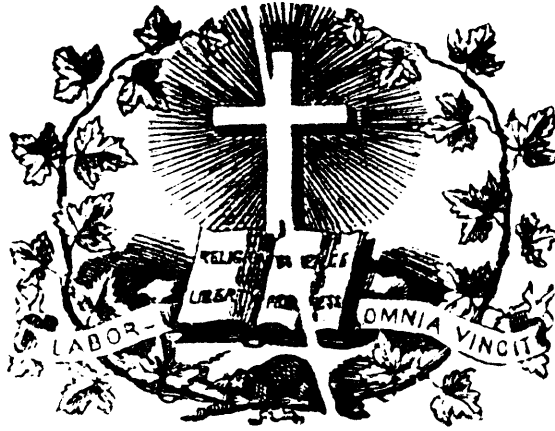
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worthy consideration of the prestige or possible profit that their sons may derive from daily contact with the sons of the titled and the opulent, it will require some very strong impulse to decide what may be called the upper stratum of the middle class to accept for their families any education which almost appears a descent in the social scale. And yet it is precisely this class which is the most palpable sufferer under the present system. If indeed these chief laboratories of national instruction combined with their social prominence a large and systematic instruction in the requirements of active and industrial life, their tutelage would be the most effective apprenticeship to which a sensible father in that rank of life could entrust his son. Now, however, when the young manufacturer or banker begins what is to be the real business of his existence, he leaves irrevocably behind him every object to which his ten (or more) early years have been devoted, retaining little beyond some tastes in which only the idle or the independent can indulge with impunity, and a certain dim conceit of his own superiority over his fellows, who have only received a "commercial" training.

There are too many flagrant examples in the history of the human mind of the persistent adherence, not only of public opinion and private judgment, but of the religious conscience and the moral sense, to forms and ceremonies, after the beliefs on which they were founded have faded into shadows, to permit the hope that any amount of negative experience will bring about a reformation in the matter we are now considering. It is solely to a growing conviction of the necessity of larger and wiser instruction of our governing classes, if they are to remain our governors, that we must look as the source of any beneficial change. The first, and indeed the chief impediment to this result, is the extreme self-satisfaction with which not only our national pride, but the authority of our public institutions, regards the character of the present English gentleman. He is exhibited to us as an ideal of humanity which it is almost sinful to desire to improve or transcend; and it is, if not asserted, continually implied that if he in his youth were taught more or otherwise than he learns at present, some mysterious degradation would inevitably ensue. Now, without detracting from any single merit which is attributed to this high personality, never was there a greater confusion of *post hoc* with *propter hoc* than the theory that his actual excellent characteristics have anything whatever to do with the method of instruction which has been

On the Present Social Results of Classical Education,

By LORD HOUGHTON, M. A., TRINITY COLL. CAMBRIDGE.

(Concluded).

Among future statesmen we may have serious scholars like Mr. Gladstone, but we shall not again have Sir Robert Peel discussing with Lord John Russell what was Mr. Fox's favourite among the Odes of Horace, or sprightly men-of-the-world exchanging their Virgil and translating Homer.

Yet, however imperceptible may be the effects of classical training in after-life, either in manners or in mind, as long as the fashion of the education endures, our higher classes will continue to subject their children to it, and the large portion of society which desires, at any cost, to give their progeny what seems to them the best start in life, will follow the example. Whilst a boy is placed, on his arrival at school, according to his classical attainments, the preliminary classical teaching becomes necessary, whatever be the sacrifice of other natural, opportune, or more available instruction, because no superiority of childly knowledge, either of words or things, would compensate for the disadvantage of an inferior position to others of his own age and ability in the new world of which he is to form a part. Our great historical schools derive such a distinct moral benefit from their association with the tone of feeling and habits of demeanour that prevail in our best British homes, that, apart from the less

imparted to him. It is not pretended that he pursues, or ever resumes, the study that has occupied a fourth of his probable existence: it is not claimed that he has acquired a general taste in literature or arts, which will either serve as the basis of professional knowledge or dignify his hours of relaxation; it is admitted that he may become a landed proprietor without a notion of agriculture—a coal-owner without an inkling of geology—a sportsman without curiosity in natural history—a legislator without the elements of law: it is assumed that he may frequent foreign countries, without having acquired even a convenient intimacy with their language, and continually incur that ridicule which is especially disagreeable to his nature; and yet, in the face of all these admissions, every attempt to supply these deficiencies is regarded as little less than revolutionary. When a distinguished foreigner comes to London, it is almost impossible to collect a dinner-party in the highest circles who can speak with comfort and precision what he has a right to consider the present vernacular tongue of good society throughout Europe, and yet the study and exercise of the French language in our public schools are still little more than a caprice and superfluity, instead of being, as they ought, the substitute for that spoken Latin, which was the bond of intercommunication among civilised nations and the common dialect of gentility. But if an equality with the rest of the world in this respect is not required of the English gentleman, it might, at least, be expected that he should be furnished with all that constitutes the elementary education of the people, in the most perfect form that pedagogic skill and science can supply; that his reading should be that of a clear and intelligent utterance; that his writing should be neither "clerkly" nor illegible; and that his mechanical command of arithmetic should be secured by some comprehension of its mathematical principles; so that if, as far as he is concerned, the classical learning has been a fiction, he shall at any rate not be in a worse condition than if he had been born in an inferior station, and with only the ordinary opportunities of instruction. But unfortunately it is this humble standard which the gentlemanlike education overleaps, or rather does not condescend to obtain, and the children of the nobleman grow up, in all these respects, often inferior to those of the butler who stands behind his chair.

It has been a skilful calumny to attribute to the promoters of scientific knowledge in our schools the desire to fill the minds of boys with a quantity of unconnected facts, or to give the character of serious mental exertion to what is at best the exercise of puerile observation. That it is in itself an immense profit for a youth to learn how to observe, and that this habit may mould and direct all his future life, is undeniable; but it is precisely not the conglomeration of the facts, but the scientific method which is above measure valuable as a training of the adolescent mind. To lay early the foundations of certainty is to build up the man of principle and conviction, and has a moral purpose beyond any intellectual gain to be derived from the distinctions and functions of language. But there is no reason why the two should not go on together, and why grammar should not be considered in connexion with its sister-sciences.

"But there is not time for all these various subjects of instruction, and in trying to teach all you will teach none," say the opponents. Not time! Not time in thirteen or fourteen years of life—of that life when the faculties are most active, the memory most retentive, the will most ductile? Not time for the wealthy and the leisurely, for those who are destined to advise, direct, and lead the affairs of their country and the destinies of other men, to be taught aptly and completely the use of those instruments of intelligence which their less fortunate fellows have to acquire, as best they may, in some five or six years of boyhood, before they enter on the earnest strife of social existence?

And this is probably the form in which the decision of the question of the continuance of the classical education in this country will take place. If our public schools and universities can, as seems practicable, combine the ancient and honoured mode of instruction with the peremptory requirements of the

present age, the presumption of classical superiority may not only be sustained but may become an admitted fact. Let a youth come forth from his academic career familiar with the phenomena of the world about him, apprehensive of scientific principles, comprehending the facts and deductions of the history of mankind, sufficiently at home in the great societies of Europe to enjoy their intercourse and profit by observation, and, in addition to these qualifications, a good classical scholar, he will not only permit it to be disused and forgotten, but his possession of it will elevate him in general esteem and assist him in many special objects of life.

For it is as the complement of European culture that these literatures can alone retain their hold over the minds of men. The East has now revealed the higher reservoirs of the stream of human speech, and the eye of the historian reaches to far more distant ranges of the civilization of mankind. But, though ceasing to be the only scholarly learning, they may well retain their parental relation to the ethical and political life, to the taste and intelligence of the modern world, if they are only raised from the degradation to which they are now subjected in the profitless drudgery of elemental instruction. They may become the exceptions and ennobling study of numerous persons who will find them interesting and useful realities, instead of being, as they now are, receptacles of dead names and phantasms, and impediments to practical knowledge and scientific truth.

There is a negative effect of the assumed universality of classical culture which it is worth while to consider, and, if possible, to remedy. No one is averse to showing his familiarity with Don Quixote, though he is ignorant of Spanish, nor does an absence of the knowledge of Italian or German prevent the enjoyment of Cary's "Dante" or Anstey's "Faust." Still less is an acquaintance with Oriental languages thought necessary for an interest in, and appreciation of, the history, literature, manners, and thought of Eastern peoples, from the "Arabian Nights" of our childhood, to Professor Wilson's Sanskrit Philosophy. Indeed, it is notorious that works of the value of Baron de Bunsen's "Bibelwerke" and Barthelemy St. Hilaire's researches on Boodha and Mohammed, have been produced without any assumption of Oriental scholarship. But there has come to seem something incongruous and offensive in any man's assuming to know or care about classic letters, without having been taught to construe Greek and Latin. Thus a large field of converse and discussion is practically closed to numbers of educated persons perfectly capable of comprehending and criticising its meaning and spirit, and a serious intellectual barrier is raised, not only between man and woman, both in general society and in domestic intercourse.

Some relief to this defect would no doubt be afforded by the more frank recognition of the worth and use of translations into modern languages, which represent, as truly as may be, the graces of form and the essential merits of the original writers: versions, not merely accurate, but sympathetic with the matter and the style they are handling—of poetry by poets, of oratory by orators, of history and philosophy by affectionate students of the emotions and reflections of mankind. These should, by right, be the most effective material of school training, instead of being prohibited and regarded as substitutes for severe study and inducements to juvenile indolence. But the true encouragement to a more general and unpedantic cultivation of what is universal and enduring in classical literature and life, beyond the mechanism of language, would result from such an alteration of the habitual methods of instruction as would strive, first and foremost, to fill the mind of each pupil with the realities of the past, and to make the thoughts and deeds of those old existences as intelligible to him as the events of his own time or the workings of his own observation. Then, as he grew to manhood, they would be no longer a fairy or rather demon-world, which the activities or pleasures of the present and the aspirations or interests of the future equally authorise him to quit for ever, but an order of things in which he would feel a life-long

concern, and which would mingle with all the conclusions of his increasing knowledge and the intellectual relations of his advancing years.

To conclude, it can be no abstract advantage, with the present political prospects of this country, and indeed of Europe, that any education should retain an exclusive or class character. The free and intimate association of men of different birth in professional occupations is accepted by our aristocracy with that good sense which enables them to maintain a social influence almost extinguished in European communities, and which is one of our best safeguards in the perplexities of the future. Any training which tends to keep up distinctions, whether real or fictitious, must injure that community of views and objects, which is so essential not only to personal comfort, but to advancement in any special avocation. We already hear the young ambitious Engineer or adventurous Colonist lamenting over his lost time and unemployed abilities, and speaking in no measured terms of reproach of what has been to him an inappropriate discipline, of which he so little appreciates the indirect and secondary advantages, that he regards the toils of his boyhood with unmitigated disgust. Is it impossible to make a satisfactory compromise between the just exigencies of our age and the honourable traditions of past generations—one more compromise in a country and among a people who wisely have made so many?

The Duty of Parents to Teachers.

To secure results in carrying on reforms and improvements in society, co-operation is essential to success. The humblest can effect in concert what the highest could not singly. In the education of youth, parents and guardians can greatly facilitate the arduous labour of the teachers. Good government in schools is more the result of careful training at home than of any efforts of the teacher. Children who behave well at home will generally deport themselves well abroad. Children should be taught at home respect for their teachers. They should be instructed that it is their duty to be orderly, well-behaved and prompt to obey what they are commanded to perform. If this be understood, the task of the teacher becomes materially lightened. If the pupil be taught that the rules of school must be implicitly complied with, and if the parents insist upon it that the child shall obey all reasonable demands made upon him by the teacher, then the pupil will be properly trained, and will be fitted to receive instruction. Parents are too apt to encourage their children in tale-bearing and criticism on the conduct and ability of their instructors. They are apt to take the views of their children rather than their own.

Parents should also make it a point to become acquainted with their teachers. By being intimate with each other, they can discuss the topics of educational interests in their own districts, and devise such measures as may be best calculated to succeed. The spirit of friendship begets that of frankness and confidence, and the teacher feeling that his efforts are appreciated, will labor not only more industriously, but much more effectively. We say to parents, therefore, you must sympathise with, and encourage your teachers. Cheer them on in their arduous work. Visit the school frequently, and let your children feel that you are interested in their improvement. Labor to create a good feeling between your children and their teacher, to build up a confidence in each other and to encourage all to do their best. By this means you will promote your own happiness and interest, and render efficient service in the cause of education and improvement.—*The York True Democrat.*

Examination Tests.

These tests largely determine the character of school instruction. If they are narrow and technical, the instruction will be narrow and technical; if they run in a groove, the instruction is grooved—and especially is this true where the results of exami-

nations are used to compare schools and teachers. Indeed, it may be stated as a general truth, that the instruction of a corps of pupils is not much wider or deeper than the tests by which it is measured. Teachers very soon see that their standing depends on their meeting these tests, and the result is that they work for the examination, giving their chief attention to those things which will be included in the tests. When I visited the schools of Philadelphia in 1866, I learned that one of the ward schools, having a lady principal (paid half wages, of course) had the highest standing of any other in the city. I visited the school, and was surprised at the text-bookish, technical character of the instruction. Mensuration was taught for several weeks; the events and dates of United States History were laboriously memorized. I was struck with the importance attached to these things, and asked for the reason. The teacher replied, "I understand your question. The standing of my school depends upon the per centage of correct answers my pupils give to the questions used in the annual examinations. These tests call for certain results, and I am preparing *my wares for the market*. I know I am not doing the work I ought to do, but my standing as a teacher depends upon my success in meeting these examinations." How many teachers are teaching not so well as they know how, but to meet the Superintendent's tests or the tests of the School Board?

Let me again ask whether examination tests are not too much adapted to the instruction? In some schools the questions are made to fit the known character of the teaching. When I taught in Cleveland, years ago, one of the grammar school principals and myself frequently subjected our classes to the same examinations. Instead forming our own questions, we took those used in the schools of Boston, and other cities, though many of the questions were not applicable to our instruction or books. If our classes reached from fifty to sixty per cent on such questions, we thought it better than an average of ninety per cent on questions specially adapted to our teaching. Our pupils were not flattered by high percentages, and the School Board and the people were not deceived. Mr. President, I have not taught for several years, but I believe there are no schools in Ohio in which the classes can stand ninety per cent and above, on any fair test. These high percentages are only reached by narrow tests and special cramming, and this, too, at the sacrifice of a broad and thorough culture.—*E. E. White at the Meeting of Ohio Superintendents.*

Teachers' Salaries.

The nineteenth century has not learned to spend liberally upon its teachers. Its view seems rather to be that of the shrewd town-clerk, of whom Carlyle relates, that when he was assisting in founding a seminary, and the question was asked, "How shall the teacher be maintained?" delivered this brief counsel: "—them, keep them poor." You remember, perhaps, the great Wolfe's advice to teachers: "Be always in good health and *know how to fast courageously.*"

The public, perhaps, thinks that a low diet is essential to clearness and activity of brain, and that teachers must be secured by poverty against temptations to self-indulgence by luxurious surroundings. Or, its idea may be akin to that which seems to prevail in my own native state of Connecticut, with reference to clergymen, where the salaries, I think, average about five hundred dollars per annum. The theory seems to be, that as the minister is working for the Lord he must look to the Lord for his pay. I am not speaking at random. To convince you of this it will be sufficient for me to mention one fact. The president of Harvard College receives \$3,000 a year (about one-half the salary of a sub-master at Eton), and the chief cook at the Parker House \$4,000.

I admit that the wretchedly insufficient salaries of teachers is a discouragement, but if any gentleman is disposed to make this an excuse for a superficial performance of his work, and for the

absence of all effort for self-culture, let him, by all means, abandon the profession, and qualify himself for a cook.

It rests with teachers to determine whether their vocation shall be paid and respected as it should be, or not. It rests with teachers to exalt and dignify their profession by increased knowledge, enthusiasm, and devotion. — *Massachusetts Teacher.*

Education of Business Men.

Business men constitute the vast majority of mankind. All who have to work for their living, whether as laborers, craftsmen, clerks, managers of factories or stores, professionals, sailors, soldiers, statesmen, are in reality business men, although in the more limited sense of the word it includes only merchants and persons engaged in buying or selling, or in conducting large establishments. The number of men who are placed beyond the necessity of earning their daily bread by the use of their brains forms a very small minority of the human race; and this is a consideration of primary importance when the subject of the education of boys — those boys who are to be the world's future business men — comes up. Could a parent at the outset of his son's career foresee with certainty what it would lead to, there would be comparatively little difficulty in providing him with that kind of education best adapted to his success. But as this foresight is denied to human beings, the next best thing is to devise such a system as shall, on the average, be set for the larger number of boys.

If manufacturing branches of industry, a better educated workman is required now to do the intelligent work demanded of him than was the case fifty years ago, and in commerce generally there is a greater demand for educated men, and the directions which it now takes call forth more and more of a man's abilities. What, then, ought to be the preliminary training which will enable the business man to grasp with readiness the merits and demerits of the theories, ideas, and experiments which are constantly being suggested to him in the course of his business? Ought he to have been previously thoroughly drilled in the classics? to be a master of the intricacies of Greek grammar, and able to compose faultless Latin verses? to be able to calculate an eclipse, or to investigate the properties of a curve? or should he be content with a moderate knowledge of Greek, Latin, and mathematics, and devote a portion of his time to the "onomies" and "ologies?" or should he abstain from classics altogether, and be content with mastering his own language, and such a moderate amount of mathematics as will suffice for book-keeping, land-surveying, engineering, or navigation? Each of these plans has its advocate. In the Old World, particularly in England and Germany, a classical education is deemed of prime importance, and those youths who are not versed in ancient literature, geography, and mythology are to be looked down upon. It is not so here, however, and it is well known that many of our most successful business men and influential citizens began life with little knowledge beyond what their native sagacity enabled them to acquire for themselves. This fact is sufficient to prove that a classical education is not essential to success in business. It has pleasures and advantages which enure to the benefit of the man of leisure, or of those who devote their abilities to literature, theology, medicine, and law, but these are not properly "business men." It can not well be said that a classical education is useless, or an obstruction to a business man. It will enable him to improve his leisure hours, and it unquestionably will assist him in understanding and appreciating much of the world's art and literature, which would otherwise be imperfectly understood by him, and this is a means of refining his tastes and his pleasures.

So the study of the sciences in youth may not lead to any practical results, but it renders easy the subsequent application to them, should it be needed. A course of chemistry, for instance, undergone by a young man of twenty, may prove utterly useless to him in a business sense, because he may enter on pursuits

which require no knowledge of that science, and after years the science itself will have undergone considerable transformation; yet, should he then have to turn his attention to it, his previous knowledge will make his path smooth in the future. And so with the other sciences. The elementary principles, once acquired, will always be useful in aiding the future man to understand much that he will meet with in literature, newspapers, and conversation. For these reasons the mastery of the elements of physical science ought to form a portion of every boy's education. But there is one other consideration which ought not to be overlooked, and that is, that the boy of to-day will be the citizen of to-morrow, and perhaps the legislator of the next day; therefore, it is important that he should be taught the rudiments of law and of political economy, together with a clear and sufficient explanation of the principles of the constitution and the history of this country, and of so much of that of England as will enable him to better comprehend our own. Add to this a moderate training in elocution, and the youth starts in business life with reasonable prospects of success, always providing, however, that he steers clear of vice and frivolity, and is strictly honorable; otherwise all the knowledge in the world will be but of limited benefit to him. On the other hand, a purely learned education will be of comparatively small benefit to the youth who, brought up in affluence, is through his own or his parents' misfortune compelled to seek his living in business. It will be to him like going to school a second time, and he will wish he knew less about Greek verbs, and more about practical affairs. — *Philadelphia Ledger.*

In Memoriam.

On the death of Mrs. Glendonwyn, third daughter of the Honorable Pierre J. O. Chauveau, who was married, in Quebec, on 25th of October last and died, at the Bermudas, on the 17th of December following.

The bridal robes were scarcely laid aside
Before she had to bid the sad adieu,
To loved ones, and a home of which she was the pride. —
(—She, as in years, in love and wisdom new.)

Alas! they were the last words, on their ears that fell
From those sweet lips, which always charmed and cheered. —
How she was missed then, they alone can tell
By whom she was beloved, to whom so much endeared.

The loving husband little thought how soon
The darling of his heart would fall a prey
To fell disease, e'er life reached half its noon,
Or love's sweet morn had blossomed into day. —

That in a few short weeks, he would return
With her dear ashes to her native shore;
And sore weep with her kindred o'er the sacred urn,
Placed o'er the form he would behold no more.

Yes she has left us, but has left behind
A bright example, by a life unstained:
She loved her Saviour and on Him reclined: —
Through life He led her, and in death sustained.

J. R.

Eastern Townships, February, 1871.

Wake, England, Wake!

And thought we that His reign could cease?
And thought we that His day was done?
For that the gentle hand of Peace
Had loosed the War-God's fiery zone?

Wake, England, wake! let heart and hand be steady!
Still for thy motto take: Ready—Aye ready!

A touch!—a flash!—He breaks his chain,
And starts to new and awful birth,
To loose Hell's husbandmen amain,
And sow in blood the fallow earth.

This is no time for pride or pelf;
This is no time to sleep or save:
Britain arise and arm thyself!
Peace has no home this side the grave.

Wake, England, wake! let heart and hand be steady!
Still for thy motto take: Ready—Aye ready!

Men tell us that our arm is weak;
Men tell us that our blood is cold;
And that our hearts no longer speak
With the rich trumpet note of old.

With threat and taunt, with scoff and sneer,
They gather round the lion's den,
And deem him all too deaf to hear
The growing tread of armed men.

Wake, England, Wake! let heart and hand be steady!
Still for thy motto take: Ready—Aye ready!

Above, around, and east and west,
The storm-clouds muster swift and dark;
Think ~~we~~ the flood of fire to breast,
Safe in our isle as in the ark?

The Prussian is at Paris' gates—
The Prussian dons the iron crown,
And marshals all the vassal states
That at his mailed foot bow down.

The Russian crouches for his spring—
Columbia rails in England's tongue,
And waits to pierce, with mortal sting,
The mighty loins from which she sprung.

Wake, England, wake! let heart and hand be steady!
Still for thy motto take: Ready—Aye ready!

Faint not nor fail, ye sons of those
Who were the bravest born of men:
Our nearest friends may be our foes
Ere Christmas-tide come round again.

Though praying yet for peace on earth,
Keep dry your powder while you can,
Forearmed to meet for home and hearth
Man's message of good-will to man.

Pray we that soon, on every hand,
The reign of all the saints may come;
But *til* its dawning, sword-in-hand
Await we that millennium.

Wake, England Wake! let heart and hand be steady!
Still for thy motto take: Ready—Aye]ready.

Scraps from Blair.

THE BEAUTY AND WISDOM OF THE CREATION.

Malignant must be the mind of that person, with a distorted eye he must have contemplated creation, who can suspect, that it is not the production of infinite benignity and goodness. How many clear marks of benevolent intention appear every where around us! What a profusion of beauty and ornament is poured forth on the face of nature! What a magnificent spectacle presented to the view of man! What supply contrived for his wants! What a variety of objects set before him, to gratify his senses, to employ his understanding, to entertain his imagination, to cheer and gladden his heart! Indeed, the very existence of the universe is a standing memorial of the goodness of the Creator. For nothing except goodness could originally prompt creation. The Supreme Being, self-existent and all-sufficient, had no wants which he could seek to supply. No new accession of felicity or glory was to result to him from creatures whom he made. It was goodness communicating and pouring itself forth, goodness delighting to impart happiness in all its forms, which in the beginning created the heaven and the earth. Hence those innumerable orders of living creatures with which the earth is peopled; from the lowest class of sensitive being to the highest rank of reason and intelligence. Wherever there is life, there is some degree of happiness; there are enjoyments suited to the different powers of feeling; and earth, and air, and water, are with magnificent liberality made to teem with life.

In the most inconsiderable, as well as in the most illustrious works of the Creator, consummate art and design appear. There is not a creature that moves, nor a vegetable that grows, but, when minutely examined, furnishes materials of the highest admiration. The same wisdom that placed the sun in the centre of the system, and arranged the several planets around him in their order, has no less shown itself in the provision made for the food and dwelling of every bird that roams the air, and every beast that wanders in the desert; equally great, in the smallest, and in the most magnificent objects; in the star, and in the insect; in the elephant, and in the fly; in the beam that shines from heaven, and in the grass that clothes the ground. Nothing is overlooked. Nothing is carelessly performed. Every thing that exists is adapted, with perfect symmetry, to the end for which it was designed. All this infinite variety of particulars must have been present to the mind of the Creator; all beheld with one glance of his eye; all fixed and arranged, from the beginning, in his great design, when he formed the heavens and the earth.

In the midst of your solitary musings, lift your eyes, and behold all nature full of God. Look up to the firmament, and admire his glory. Look round on the earth, and observe his presence every where displayed. If the gay landscape, or the fruitful field, present themselves to your eye, behold him smiling upon his works. If the mountain raise its lofty head, or the expanse of waters roll its tide before you, contemplate, in those great and solemn objects, his power and majesty. Nature, in all its diversities, is a varied manifestation of the Deity. If you were to "take the wings of the morning, and dwell in the uttermost parts of the sea," even there you would find him. For "in him you live and move." He fills and animates all space. In the barren wilderness, as in the peopled region, you can trace his footsteps; and in the deepest solitude, you may hear a voice which testifies of him.

CURIOSITY AND MEDDLING.

Though persons of this description should be prompted by nothing but vain curiosity, they are, nevertheless, dangerous troublers of the world. While they conceive themselves to be inoffensive, they are sowing dissensions and feuds. Crossing the lines in which others move, they create confusion and awaken resentment. For every man conceives himself to be injured, when he finds another intruding into his affairs, and without any title, taking upon him to examine his conduct. Being improperly and unnecessarily disturbed, he claims the right of disturbing, in his turn, those who wantonly have troubled him. Hence, many a friendship has been broken; the peace of many a family has been overthrown; and much bitter and lasting discord has been propagated through society.

While the spirit of meddling curiosity injures so considerably the peace and good order of the world, it also nourishes, among individuals who are addicted to it, a multitude of bad passions. Its most frequent source is mere idleness, which, in itself a vice, never fails to engender many vices more. The mind of man cannot be long without some food to nourish the activity of its thoughts. The idle, who have no nourishment of this sort within themselves, feed thoughts with inquiries into the conduct of their neighbours. The inquisitive and curious are always talkative. What they learn, or fancy themselves to have learned, concerning others, they are generally in haste to divulge. A tale which the malicious have invented, and the credulous have propagated; a rumour which, arising among the multitude, and transmitted by one to another, has, in every step of its progress, gained fresh additions, becomes in the end the foundation of confident assertion, and of rash and severe judgment.

It is often by a spirit of jealousy and rivalry, that the researches of such persons are prompted. They wish to discover something that will bring down their neighbour's character, circumstances, or reputation, to the level of their own, or that will flatter them with an opinion of their own superiority. A secret malignity lies at the bottom of their inquiries. It may be concealed by an affected show of candour and impartiality. It may even be veiled with the appearance of a friendly concern for the interest of others, and with affected apologies for their failings. But the hidden rancour is easily discovered.—While, therefore, persons of this description trouble the peace of society, they at the same time poison their own minds with malignant passions. Their disposition is entirely the reverse of that amiable spirit of charity, on which religion lays so great a stress. Charity "covereth a multitude of sins;" but this prying and meddling spirit seeks to discover and divulge them. Charity, thinketh no evil;" but this temper inclines us always to suspect the worst. Charity "rejoiceth not in iniquity;" this temper triumphs in the discovery of errors and failings. Charity, like the sun, brightens every object on which it shines; a

ensorious disposition casts every character into the darkest shade it will bear.

It is to be further observed, that all impertinent curiosity about the affairs of others tends greatly to obstruct personal reformation; as it draws men's thoughts aside from what ought to be the chief object of attention, the improvement of their own heart and life. They who are so officiously occupied about their neighbours, have little leisure, and less inclination, to observe their own defects, or to mind their own duty. From their inquisitive researches, they find, or imagine they find, in the behaviour of others, an apology for their own failings: and the favourite results of their inquiries generally is, to rest satisfied with themselves. They are at least as good, they think, as others around them. The condemnation which they pass on the vices of their neighbour, they interpret to be a sentiment of virtue in themselves. They become those hypocrites described by our Lord, who see clearly "the mote that is in their neighbour's eye, while they discern not the beam that is in their own."

Illustrious Old Men of 1871.

Foremost among the European old men of mark who have turned the corner of 1870 into the new year, is FRANÇOIS PIERRE GUILLAUME GUIZOT, last October eighty-three years old. Professor of History in the Sorbonne, Councillor of State of Louis XVIII. and Louis Philippe, ambassador to the court of St. James, and holder of the portfolio of Foreign Affairs during the last six years of the king of the French; renowned as a scholar, successful as an advocate, persuasive beyond all his contemporaries as a speaker, and upright as a judge—a politician above low trickery, unsurpassed in sagacity as a statesman, shrewd among *diplomates*, and, as a leader of party in place or opposition, unrivalled—M. Guizot has witnessed all and taken part in most of the political changes of his country during the century. It is twenty-two years since he withdrew from the stage of public affairs, and yet in these two decades he has won distinction as a philosophic writer, and reputation as a scholar, more eminent, perhaps, than any *savant* in Europe. That he has kept still during these fateful days for his country, is due partly to his age, partly to its unpopularity, and, in a still greater degree, to his excessive caution.

Withdrawn from all contact with politics, Guizot has grown old gracefully during the second empire, shut out from the noisy world pursuing his studies within the retreat of his library, and winning new honors as an historian and philosopher.

Next to Guizot, older in years, if not in honors, advances EDWARD BURTON SUGDEN—Lord St. Leonards of the House of Peers—the great chancery lawyer of England. He has outlived all his contemporaries—Aberdeen and Palmerston, Brougham and Lyndhurst, Cranworth and Campbell and yet, at the age of ninety, holds his own with the youngest and wisest in the House of Lords. In that profusely-gilded chamber, a spectator from the gallery may have seen, at any time this present winter, a brisk old man, small, bent, and weakened, passing toward his seat, nodding recognitions, bowing profoundly to the occupant of the woolsack, dressed in black, with the profuse white neckcloth of the regent's days, scrupulously neat, his face clean shaven, and locks white as snow falling upon his shoulders, the observed of all observers among bishops and lords, royal dukes and princes of the blood. He has held a position as equity lawyer, unequalled in the United Kingdom. Wellington made him Solicitor-General, and Peel Lord-Chancellor of Ireland. Under two prime-ministers he was Keeper of the great seal. Since the days of the Conqueror, no other barrister has thrice declined the highest gift the sovereign can offer a member of the bar. For thirty years he was the leading counsel in the great Court of Chancery. More than all other men of the century, he has contributed to simplifying law, reducing costs in courts, remedying vexatious delays, securing titles, abolishing useless forms, and making the House of Lords efficient as a judicial tribunal.

Lord St. Leonards retains his mental powers apparently undimmed. In his "Review of Lord Campbell's Lives of Brougham and Lyndhurst," published two years ago, there, is without prolixity or prosiness, narrative, anecdote, analysis of character, chatty and undidactic description, and genial, good-tempered talk in the best of clear, pithy, and pungent English.

Very unlike the great equity lawyer, and even more unlike his old opponent, the statesman and scholar first described, is the third old man upon our list, LOUIS ADOLPHE THIERS. Sixteen years the junior of Lord St. Leonards, and ten years of Guizot, the public life of the great Orleans minister extends, nevertheless, over almost as broad a space of time. He was a power in the opposition that drove Charles X. into exile. Talleyrand recognized him as the *parvenu* Brutus of young France. From the day of Louis Philippe's acceptance of the

crown in 1830, until his inglorious flight, Thiers was leader of the Orleans party. During the last seven years of the second empire, he was the strongest man in the Chambers. There is scarcely a public work of the last forty years in all France—roads, canals, railways telegraphic lines—the statue of the first Napoleon on the Place Vendôme column, the completion of the Church of the Madeleine, the erection of the Arc de Triomphe, the organization of the navy, and the promotion of public industries—in which he has not had a hand. The judicious friend of popular freedom when the minister of the crown, he with the forty members of the extreme Left who have monopolized the brains of the Chambers for the last half decade, has always been a champion of the liberties of the people.

Thiers is nevertheless, while perhaps the greatest orator France has ever produced, one of the most uncertain of statesmen. The essence of mind to the tip of his lips, he is the very vapor of character. To the wisdom of a philosopher in argument he adds the frivolity of a child in action. His whole political life has been a continued series of feverish fits and nervous attacks. He has the reputation of constant insincerity. Honest convictions no one believes him to entertain. Opinions seem to pass through his mind like water through a sieve. And yet, in spite of all this cloud of doubt through which all men view him, in spite of his constant mockery, in spite of his half-deformed person, frail organization, feeble presence, nasal twang slovenly dress, and repulsive manner, his intellect, elastic as the finest steel, his power of persuasion, that spreads the way he leads with flowers and pearls of thought, his transparency of language, vividness of description, sententiousness of statement, liveliness of narration, and cogency of argument, carry with him, almost irresistibly both friends and foes. Cormenin, his bitterest satirist, said of him: "He thinks without effort, produces without exhaustion, advances without fatigue, and arrays his ideas before you with a rapidity which is inconceivable; former times pass before his memory in their order and proper costumes; and Nature, which others court, comes to him uninvited in all the pomp of her majesty, and all the grace of her smiles."

Age has not improved the personal appearance of M. Thiers. A little old man, erect in carriage, looking his listener full in the eye, and at the same time nervously active while addressing him; his clothes too large, his cravat awry, his boots unpolished, awkward in manner and ungainly in figure, constantly in motion, neither deferential nor rude in address, listening with patience, but taking the thought in his reply with such volubility of sense that no rejoinder is possible, he impresses you as a man so wholly *sui generis*, that you are compelled to yield to his opinions. Once started in conversation he never stops. "If the Almighty had foreseen," said one of his opponents, "that the day would come on which He would create a Thiers, He would undoubtedly have made the earth turn on its axis in forty eight hours instead of twenty-four."

Almost any winter morning of the last twenty years, between the hours of six and eight, there might have been seen striding at rapid pace along the streets of Chelsea, making way toward the suburban villas that there introduce town to country, a man of large head, large body, and large limbs, a heavy man in gait, who, old as he is, with very slight attention to the choice of his dress, would be universally regarded as handsome. It is THOMAS CARLYLE. Rubens would have gloried in him as a model. With grizzled beard, long locks of white hair, shaggy brown overhanging eyes of extraordinary brilliancy, a seamed and scarred face ploughed deep with wrinkles, and stooping a little as he walks, you might think, but for his *outré* dress, you had before you some magnificent old feudal baron. His coat, large and loose, might fit a giant; and his trousers are two sacks joined at the upper end. At each long stride he disposes of nearly a yard of ground, and he bears in his hand, wherewith he strikes the ground as if with a paving-rammer, something between a stick and the trunk of a tree, a sort of gigantic club. He looks like Fee-fi-fo-fum come out for his morning walk, or an ogre seeking his breakfast.

Without good reason, one would not care to address him as he strides along, but when he does talk, as talk he can in Saxon idioms and Saxon words when occasion requires, his voice is gruff and toneless, coming from the recesses of his beard like the growl of a bear from the bush. But his language is simple, his sentence short, and he always speaks his convictions. Like every man who has thoroughly made up his mind, he declares it without circumlocution; but, unlike most men, he rarely reasons with those from whom he differs. He is not affable—certainly not of late years. His talk is short, continuous, and emphatic, and, toward strangers, likely at any moment to suddenly stop. It has been compared not inaptly to the spring of a clock running down.

To analyze or even sketch the character of Carlyle, will not be attempted here. The *sticket* minister who came to London from Craignputtock, "the loneliest nook in Britain, fifteen miles north-

west of Dumfries, among the hills and black morasses, which stretch westward almost to the Irish sea," nearly forty years ago, and, in his "Sartor Resartus," upon the homely topic of clothes, brought together much of the deepest speculation, finest poetry, noblest morals, and wildest humor, that this or any other age has produced, and has followed it by other numerous works equally strange and brilliant, has not yet found the undisputed place he is to occupy in the literature of England. That his genius will never want ample recognition is certain; but his writings derive so much of their interest from time and manner that it is impossible to predict how they will be relished in the future.

Mr. Carlyle shows his age in mind as much as in body. The strength in both remains unimpaired. But some of the parts are indurated. Incrustations have grown upon the surface. He is opinionated and irascible. The heaviest blow of his life—the sudden death of his wife during his absence from home some years ago—upset his temper beyond recovery. He has grown old more rapidly since he reached seventy, in 1866, than during a decade previous. But for his firm step and active movements, he might well be taken to be past four-score.

The little old man, precise, exquisitely dressed, and nervous, who is never absent from his seat, and who, as you look at him from the gallery of the lords, is always busy writing, if not speaking, is Earl Russell, better known as Lord JOHN RUSSELL, the octogenarian, who has been fifty-eight years in Parliament, thirty-three years in place, six years prime-minister, and is the illustrious younger son of the great house of Bedford. He was Home Secretary under Melbourne, and Minister of Foreign Affairs under Aberdeen; Lord President of the Council in 1854, and Colonial Secretary under Palmerston; leader of the Reform of 1832, and ambassador to the Vienna Conference in 1854; measuring swords in debate with Grenville and Canning Earl Grey and Sir Robert Peel, Huskisson and O'Connell, Wellington and Lord Derby; the personal friend of Lord Byron and Sir Walter Scott, Shelley and Coleridge, Tom Moore and Sir Humphrey Davy; and the literary author of lives, memoirs, essays, and tragedies innumerable. Without extraordinary talents, wanting the advantage of person and presence; possessing in no degree the suavity of Lyndhurst nor the force of Brougham, nor the logic of St. Leonards, nor the readiness of Palmerston, nor the oratory of Peel, nor the silver voice of Melbourne, with each one of whom he contested for the highest honor within the Queen's gift; lacking by Nature the force, enthusiasm, brilliancy, and forecast, that made his contemporaries famous—he has succeeded, by simple industry, added to the advantage of family, in keeping his name familiar as a household word, for nearly half a century, in Europe and America. There was never a more drowsy speaker. His state-papers consist of the dreariest platitudes. He possesses learning without knowledge, argument without logic, politics without statesmanship, and power of debate without appreciation of the merits of the question discussed. England, the foster-mother of aristocracy, does not show, in her millennial annals, one such other notable example of the advantage of noble birth.—N. S. Dodge in *Appletons' Journal*.

Isle du Calumet, County of Pontiac: Messrs. François Ricard, Louis Bérard, Simon McNally, George Cahill and James Shea;
 Stoneham, County of Quebec: Messrs. Patrick Cavanagh and John Payne in the room and stead of Messrs. Michael Murphy and John Wilson;
 Melbourne Village, County of Richmond: Mr. Peter McLeod in the room and stead of Mr. John Cairnie;
 St. Hilaire, County of Rouville: MM. Félix Martin, Hubert Brouillet, junior; Moise Bessette, Louis Plamondon and Clément Talon;
 St. Charles, County of St. Hyacinthe: The Revd. Mr. Augustin Lemay in the room and stead of the Hon. Alexandre Kierkowski;
 Ste. Adèle, County of Terrebonne: MM. Damase Dumouchel, Jean Locas, Joseph Quevillon, Benjamin Auger, and Louis Gagnon;
 Ste. Thérèse Village, County of Terrebonne: M. Wilfrid Lapointe in the room and stead of Major Ouimet;

SCHOOL TRUSTEE.

Côte des Neiges, County of Hochelâga: Mr. John McKay in the room and stead of Mr. James Snowdon.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

STANSTEAD.

Session of February 7th, 1871.

ELEMENTARY SCHOOL DIPLOMA, 2nd Class, (E):—Messrs. Charles W. Wheeler, Eldridge Smith, Charles J. Cushing, William J. Flanders, Josiah B. Barker, J. Newbern Brown, Oscar A. Cate, John S. Randall, Nelson C. Rickard, William H. Wheeler, Misses Ada J. Webster, Lucy Bryan, Dorcas A. McMurray, Susan Henry, Anna P. Towle, Lizzie N. Towle, Lucy Hovey, Alma J. Brainard, Lora B. Hurd, Victoria E. Bodwell, Lizzie Bodwell, and Eliza Clark.

C. A. RICHARDSON,
 Secretary.

WATERLOO AND SWEETSBURG (PROTESTANT).

Session of February 7th, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):—Messrs. Abner Kneeland and George Longley.
 2nd Class, (E):—Misses Mary J. Billings, Miriam Coburn, Charlotte Greenlief, Almarena Hoskins, and Mary A. Pell.

WILLIAM GIBSON,
 Secretary.

SHERBROOKE.

Session of February 7th, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):—Misses Anna Bompas, Georgie Cardell, Annie M. H. Cameron, Julia A. Dyer, and Mr. Donald Mathewson.

S. A. HURD,
 Secretary.

MONTREAL (PROTESTANT).

Session of February 7th, 1871.

ACADEMY DIPLOMA, 2nd Class, (E):—Mr. Duncan B. McTavish.
 ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):—Mr. William Smith.
 2nd Class, (E):—Misses Agnes Adams, Sarah Lewis, Annie McLeod, Adelaide Pease, Kate Williamson, and Mr. Lucius H. Bissell.

T. A. GIBSON,
 Secretary.

MONTREAL (CATHOLIC).

Session of February 7th, 1871.

MODEL SCHOOL DIPLOMA, 1st Class, (F):—Messrs. Joachim Jouvent and Alfred Maucotel.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):—Misses Méline Bourgeois, Elizabeth Dumoulin, Jérusa Duquette, Marie Laure Fontaine, Marie Palmyre Girard, Mathilde Larocque, Exilda Leduc, Marie Marsolais Lemire, Céline Maucotel, Philomène Neveu, Philomène Perrault, Julie Robichaud, Zéphrine St. Denis, Cordélia Jetté; Exilda Lefebvre (F & E.), and Mary Fitzgerald (E).
 2nd Class, (F):—Misses Elizabeth Ducharme, Eugénie Grégoire, and Mathilde Lafontaine.

F. X. VALADE,
 Secretary.

CHARLEVOIX AND SAGUENAY.

Session of February 7th, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):—Miss Julie Lachance.

CHARLES BOIVIN,
 Secretary.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

The Lieutenant Governor, by an Order in Council, dated the 20th January last, was pleased to appoint the following:

SCHOOL COMMISSIONERS.

St. Pierre de Broughton, County of Beauce: MM. Joachim Delille and Achilles Gravel, in the room and stead of MM. Auguste Lamontagne and Pierre Delège;
 Ile Bonaventure, County of Gaspé: Messrs. William Carcaud, Philippe Abraham Manger, Laurent Hennessey, and Thomas George Butlin;
 Ste. Anne du Bout-de-l'Île, County of Jacques Cartier: MM. Alexandre Sauvé, Olivier Gareault, Charles St. Denis, Benjamin Dubois and Narcisse Cousineault;
 Aylwin, County of Ottawa: Messrs. John Charles Chamberlain, James Reid, Michael Flannery, John Cram, and Luke Keeney;
 Notre-Dame de Bonsecours, County of Ottawa: M. Louis Ménard in the room and stead of M. Louis Rassicot;

CHICOUTIMI.

Session of February, 1868.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Marie Vitaline Girard and Marie Délima Forcade.

THS. Z. CLOUTIER,
Secretary.

Session of May, 1863.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Miss Marie Adelaïde Grenon.

THS. Z. CLOUTIER,
Secretary.

Session of August, 1868.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Miss Victoria Tremblay.

THS. Z. CLOUTIER,
Secretary.

Session of February, 1869.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Miss Louise Tremblay.

THS. Z. CLOUTIER,
Secretary.

Session of August, 1869.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Miss Rosalie Hermine Morin.

THS. Z. CLOUTIER,
Secretary.

Session of November, 1869.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Marie Berthilde Lazarine Lévêque and Aurore Barrette.
2nd Class, (F) :—Miss Marie Zélie Guy.THS. Z. CLOUTIER,
Secretary.

Session of February, 1870.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Marie Rose Délima Côté and Mary Louise Dufourd.

THS. Z. CLOUTIER,
Secretary.

Session of May, 1870.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Claire Virginie Desbiens, Marie Elide Georgianne Desgagné, Marie Victorine Lavoie, and Marie Demerise Tremblay.

2nd Class :—Miss Emilie Boulianne.

THS. Z. CLOUTIER,
Secretary.

Session of August 1870.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Miss Honora Marie Grenon.

THS. Z. CLOUTIER,
Secretary.

KAMOURASKA.

Session of November, 1870.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Miss Clementine Charrest.

P. DUMAIS,
Secretary.

THREE RIVERS.

Session of May 3rd, 1870.

MODEL SCHOOL DIPLOMA, 1st Class, (F) :—Misses Marie Brassard, Marie Anne Champoux, Rose Anna Cormier, M. Lumina Décoteau, M. Alma Lemire, Marie Trudel, J. Célanire Trudel, M. Caroline Vigneau.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Edile Bourque, M. Victorine Boudriault, M. Eléonore Béliveau, M. Elmire Brunelle, M.

Emma Connolly, M. Philomène Doucet, Josephine Gulbrandson, M. Caroline Gélinas, M. Odile Lamothe, Céline Lambert, Marie Georgina Martel, Léocadie Métivier, M. Clorinde Perrin, M. Sophie Tourigny, M. Louise Carrier, M. Anne Cloutier, M. L. Hermance Godin, M. Mélanie Lussier, M. Elizabeth Marchildon, M. Claire Poisson, M. A. Alphonsine Rivard, and Sara Rancour.

J. M. DESILETS,
Secretary.

Session of August 2nd, 1870.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses M. Anastasie Bergeron, M. Célanire Désilets, M. Honorine Parent, M. Lumina Vincent.
2nd Class, (F) :—Misses Victorine Foucault, Marie Olive Lefebvre, Julie Sévigny, Marie de Lima Vigneau, and Mr. Calixte Bellecourt.J. M. DESILETS,
Secretary.

Session of November 2nd, 1870.

ELEMENTARY SCHOOL DIPLOMA, 2nd Class, (F) :—Miss Marie Emma Provancher.

J. M. DESILETS,
Secretary.

Session of February 7th, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) :—Misses Delima Hébert, Joséphine Lefebvre, Marie Flore Lafond, Eutychie Marcotte, Amaryllis Toupin, and Marie Tousignan.

2nd Class, (F) :—Misses Olive Caya and Virginie Tousignan.

J. M. DESILETS,
Secretary.

BONAVENTURE.

Session of February 2nd, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F & E) :—Misses Marguerite Poirier and Marie G. Lacroix.

J. A. LE BEL,
Secretary.

AYLMER.

Session of February 7th, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) :—Misses Edith Hunter, Janet McCallum, Christianna McCallum, and Mr. George Johnston.

2nd Class, (E) :—Misses Eliza Jane Lockwoode ; (F) :—Alexandrine Amyotte and Louise Aubry.

JOHN R. WOODS,
Secretary.

TEXT-BOOKS SANCTIONED BY THE COUNCIL OF PUBLIC INSTRUCTION.

The Lieutenant-Governor, by an Order in Council dated the 28th ult., was pleased to approve of the following Text-Books, sanctioned by the Council of Public Instruction, at its meeting on the 14th of October last :

" Resolved that on the recommendation of the Catholic Committee, the following books be approved for Catholic Schools :

" *Géographie de feu M. l'abbé Holmes, revue et corrigée*, for Academies and Model Schools ;" *Le livre des Enfants*, for Elementary Schools ;" *Introduction à l'Arithmétique des Frères de la Doctrine Chrétienne*, for Elementary Schools ;" *Arithmétique Commerciale de Mensuration et de Comptabilité des Frères de la Doctrine Chrétienne*, for Academies and Model Schools.

" Resolved that on the recommendation of the Protestant Committee, the following books be approved for Protestant Schools :

" *Andrew's Dramatic Reader*, for Academies and Model Schools ;" *Juneau's Compendium of Mental Arithmetic*, for Model and Elementary Schools ;" *Richardson's Arithmetic with Metrical Tables*, for Model and Elementary Schools ;" *Abrégé de Géographie Moderne*, par Montpetit et Devisme, for Academies, Model and Elementary Schools ;" *Dawson's Hand-Book on Zoology*, for Model and Elementary Schools.

" Resolved that on the recommendation of the two Committees, the following book be approved for Protestant Schools and for Catholic Schools :

" *Petit Manuel d'Agriculture*, par le Dr. Hubert Larue. "

THE JOURNAL OF EDUCATION.

QUÉBEC, (PROVINCE OF QUÉBEC) MARCH, 1871.

The Death of Miss Chauveau.

Our last number contained a short obituary notice of Madame Glendonwyn, third daughter of the Hon. Mr. Chauveau, Minister of Public Instruction for this Province, and now in the present issue, only one short month after, it becomes our painful duty to announce the death of Miss Chauveau, eldest daughter of the Premier of Quebec.

In view of the relation the Minister holds to this journal, we prefer allowing our morning and evening contemporaries to speak for us on the occasion.

From *Quebec Chronicle*.—Death is always unexpected; we are seldom prepared for it; nor can we realise it, save in having to pass the heavy years alone. Yet the King of Terrors makes himself sensibly felt even by the most thoughtless, and when we see the young and innocent suddenly called away, while the aged, the wicked and the weary are left, we cannot but wonder at the inscrutable decrees of Him with whom we all have to do. At the commencement of the year, we joined the public in expressing sympathy for Mr. Chauveau, in the great, sudden and unexpected bereavement he had sustained in the loss of his young daughter, Mrs. Glendonwyn: it is equally unexpected for us to condole with him now, on the second cruel loss which he has sustained, by the death of his eldest daughter. So far as we have learned, this affliction has come on the family as unexpectedly as the first, and coming so soon after it, all can judge how crushing the blow must be. Mr. Chauveau has been a successful man in life, and as Premier of this Province, he has latterly been brought prominently before the public, and some may have envied the gifts that fortune was apparently showering upon him, but now, while all will sympathise with him in his sorrow, the most heedless must have recalled to them how vain and fleeting are all earthly hopes and pleasures. We will not venture to say anything further, as we know, however well meant all attempts at condolence may be, that they are generally fruitless. Mr. Chauveau and his afflicted partner know well where alone relief can be found, and know how to seek it. Here are the beautiful words of Milman, applied by parents similarly afflicted:—

“Forgive! forgive! even should our full hearts break,
The broken heart Thou wilt not, Lord, despise;
Oh! Thou art still too gracious to forsake,
Though Thy strong hand sh^d heavily chastise.
Hear all our prayers, hear not our murmurs, Lord,
And though our lips rebel, still make Thyself adored.”

From *Quebec Mercury*.—The funeral of Miss Chauveau took place on Friday (morning 17th inst.) about ten o'clock, and was attended to the French Cathedral by a great number of citizens, including members of the Bench, Senators, members of the Legislative Council and of the Legislative Assembly, of the Bar, Government officials, officers of the garrison, etc. The “levée du corps” was made by the Rev. O. Brunet, and Mass was celebrated by the Rev. J. Auclair, with the Rev. Messrs. Verreau and Lagacé, as deacon and sub-deacon. At the Libera, Mgr. Langevin officiated, and at the Ursuline Chapel the Very Rev. C. F. Cazeau, Vicar General, performed the last rites. A great number of clergymen were present, including the Rev. Messrs. Bonneau, Methot, Tremblay, Patry, Racine, Lemieux, Laliberté, Laverdiere, Audet, B. Paquet, Godbout, Coté, Simard, etc., etc. The pall-bearers were Messrs. L. J. C. Fiset, Arthur Taschereau, George Duval, E. Panet-LaRue, Ulric Tessier and E. Clement.

New Map of the Province of Quebec.

The Ministry of Public Instruction has procured eleven hundred copies of the Map of the Province of Quebec,—recently published by the Department of Crown Lands, and executed by Eugène Taché, Esq., Deputy-Head of the same Department,—in order to supply School Municipalities, desirous of purchasing them.

They will cost two dollars each, mounted on cotton and rollers, and may be procured at the Jacques Cartier and McGill Normal Schools, Montreal, and from the Inspectors of Schools.

It is hoped that School Commissioners will see the necessity of furnishing the Schools under their charge with a copy,—for if the study of Geography in general be important, how much more is that of our own country.

Amendment to School Law.

We would draw the attention of those in any way connected with the administration of the school laws of this Province to the following Act, passed during the last Session of the Legislature, and now published for the first time. The greater number of its provisions apply to the Schools and School Commissioners of the Cities of Montreal and Quebec, but sections six, seven, and eight apply to all. The sixth sets forth the manner in which the Secretary-Treasurer of School Commissioners and Trustees of Dissident Schools shall carry out the provisions of Section 34, Chapter 15 of the Consolidated Statutes for Lower Canada, relating to the annual meeting for the election of Commissioners or Trustees, and the consequences of neglecting to convene the same. The seventh points out the penalty that Fathers, Heads of families or Tutors, subject themselves to by refusing to give the required information for the taking of the Census of the children of school age. And the eighth provides for a Chairman or President at the annual meeting for elections of School Commissioners and Trustees.

An Act to Amend and Extend the Law Respecting Education in this Province.

[Assented to December 24th, 1870.]

CHAPTER XII. 34 VICTORIA.

HER MAJESTY, by and with the advice and consent of the Legislature of Quebec, enacts as follows:

1. The twenty-third Section of the Act of this Province, thirty-second Victoria, Chapter sixteen, intituled: “An Act to amend the law respecting Education in this Province,” is amended in so far only as regards the amount to be paid by the Corporation of the city of Montreal, for the support of schools in the said city; and hereafter the Corporation of the city of Montreal shall pay for the support of schools in the said city, in lieu of a sum equal to three times the amount of the share of the Government grant to the said schools of the said city, as provided in and by the said Section, a sum equivalent to one-tenth of a cent in the dollar, on the total value of the real estate taxable for the purposes of the said schools in the said city.

2. Sections five, six, seven and eight of the Act twenty-fourth Victoria, Chapter sixty-seven, which regulate the manner in which the Council of the said city of Montreal, shall make each year the appropriations for the Municipal expenditure of the said city, shall not apply to the special tax which the said Corporation is authorized to levy for the support of the said schools.

3. The said Roman Catholic and Protestant School Commissioners of the said city of Montreal, notwithstanding any provision to the contrary contained in the thirty-fifth Section of the Act, thirty-second Victoria, Chapter sixteen, may respectively set aside a portion of their revenues, not exceeding eight thousand dollars per annum, (including therein any proportion which they may have already set aside for such object,) for the purpose of acquiring real estate and constructing school houses in the said city; and all debentures which the said Commissioners may hereafter issue to borrow any sum of money for the purchase of real estate and the construction of school houses in the said city may be made redeemable in the twenty years next after the date of their issue, and not afterwards; and the said thirty-fifth Section of the said Chapter sixteen of the said Statutes is hereby in consequence amended.

4. It shall be lawful for the said Commissioners to declare in and by said *bons* or debentures which they shall hereafter issue, that the same are secured by privilege and hypotec on all the real estate then their property, and in the case in which such declaration shall have been made, the said *bons* or debentures shall be secured both as respects principal and interest on all the real estate then the property of the said Commissioners, without the formality of registration in the registration office, articles 2084 and 2130 of the Civil Code to the contrary notwithstanding.

5. The following words: "A percentage not exceeding three per cent on the same sums received by them shall be allowed, not to exceed in all the annual sum of six hundred dollars," contained in the thirty-sixth Section of the said Chapter sixteen of the thirty-second Victoria herein-above cited, are hereby repealed in so far as respects the said city of Montreal, and the following are substituted in their place and stead: "A salary not exceeding twelve hundred dollars per annum shall be allowed."

6. The Secretary-Treasurer of the School Commissioners or Trustees of Dissident Schools, as the case may be, shall be bound to convene the annual meeting for the election of Commissioners or Trustees by public notice read and posted up, in the manner prescribed in and by the thirty-fourth Section of Chapter fifteen of the Consolidated Statutes for Lower Canada, and in the event of his neglecting to convene the same, he shall incur a penalty of not less than ten or more than fifty dollars, and all the provisions of the one hundred and twenty-first Section of the said Act shall apply to the said penalty; if there is no Secretary-Treasurer, or if he is absent from the Municipality or incapable of acting, such Section shall apply to the Chairman of the School Commissioners or Trustees, and also in his absence to the Senior Commissioner or Trustee.

7. Every father, head of a family, or tutor, who refuses to give to the Secretary-Treasurer, the information required for the census of the children prescribed by the seventy-first Section of Chapter fifteen of the said Consolidated Statutes, or who makes a false declaration, shall incur a penalty of not less than five or more than twenty-five dollars, and the provisions of the one hundred and twenty-sixth Section of the said Statute, shall apply to the said penalty.

8. Sub-Section two, of Section thirty-four, of Chapter fifteen of the Consolidated Statutes for Lower Canada, is amended, by striking out all the words after the word "Commissioners," in the fourth line thereof, and by substituting the following words therefor: "the Chairman of the School Commissioners, or, in his absence, any one of the Commissioners present who can read and write, chosen by the meeting, and, in their absence, any other person present who can read and write, chosen by the meeting, shall preside."

9. Notwithstanding anything to the contrary contained in Section twenty-nine of the Act thirty-second Victoria Chapter sixteen, any person belonging to the Jewish persuasion, and owning real estate in either of the cities of Quebec or Montreal, shall be entitled, upon his delivering to the City Treasurer a request in writing to that effect to have his real property inscribed,

at his option, upon either of the panels, number one or number two, mentioned in the said Section.

And it is further declared and enacted as follows:

10. The Roman Catholic and Protestant Boards of School Commissioners of the Cities of Quebec and Montreal have always been and now are bodies politic and corporate, and as such have always enjoyed and now enjoy all the rights and privileges of Corporations, under the respective names of "The Roman Catholic Board of School Commissioners of the City of Quebec" or *Montreal*, as the case may be, and The Protestant Board of "School Commissioners of the City of Quebec or *Montreal*, as the case may be."

11. The statement made by the Assessment Board of the City of Quebec, and deposited in the office of the City Treasurer of the said city, since the coming into force of the said Act, thirty-second Victoria, Chapter sixteen, shall be held to have been drawn up under the said Act and within the time therein prescribed, and to have been and to be legal and valid to all intents and purposes whatsoever, and the said statement, anything contained in the said Act to the contrary notwithstanding, shall be deemed to have applied and to apply unto the whole period of time from the coming into force of the said Act until a new statement shall have been made, completed, placed in the office of the said City Treasurer and due notice thereof given according to law, and every statement so hereafter to be made shall continue in force until a new statement has been made and completed according to law.

12. From the time of the coming into force of the said Act thirty-second Victoria, Chapter sixteen, the sum payable by the Corporation of the City of Quebec, for the support of the schools in the said cities, under the said Act, has been and continues to be payable by the said Corporation, to the said Roman Catholic Board of School Commissioners of the City of Quebec and to the said Protestant Board of School Commissioners of the City of Quebec, wholly irrespective of the imposition or collection of any tax whatsoever by the said Corporation.

Education in the Colony of Victoria.

We have received the Eight Report of the Commissioners of the Board of Education for the Colony of Victoria for the year 1869.

It is a document replete with information and suggestions of a valuable kind, embracing such particulars as would be required in arriving at a knowledge of the present state and prospects of education in our sister Colony.

As many of the readers of the journal may not have an opportunity of studying the Report, we have prepared a synopsis of the more interesting portions of it,—a part of which we can only give in this issue, but will continue it in our next.

The following Gentlemen constitute the Board:—The Hon. Sir James Frederick Palmer, President of the Legislative Council, Chairman; The Hon. George Harker; James Corrigan, Esq., LL.D.; The Hon. Michael O'Grady, and the Hon. Angus MacKay, M. P.

During the year 1869, fifty-one meetings were held by the Board, and two lapsed for want of a quorum.

STATISTICS OF ATTENDANCE.

In 1851, when Victoria was proclaimed a separate Colony, the number of school establishments in operation was:—Denominational 74, National 6; number of children in average attendance 3,016. In September 1862, the Common Schools Act went into operation, since which period the schools are styled Common. In 1869 there were 828 school establishments in operation, comprising 863 distinct departments, distributed as follows:—774 mixed; 29 boys; 31 girls; and 24 infants, each under a separate Head-Teacher, with 105,424 distinct scholars on the rolls, with an average attendance of 59,748, showing an increase over 1868

of 28 schools, 3,499 scholars on the rolls, and 936 in average attendance.

PROPORTION OF CHILDREN ATTENDING SCHOOLS TO THE TOTAL POPULATION.

The total number of scholars on the rolls of schools for the year 1869, uncorrected for attendance at more than one school, was 120,962. From returns from all schools, it was found that 61,597 were present on the 9th of March, of which 6,363 attended one other school during the year ending with this date, 518 two other schools, and 151 three other schools, and in 469 cases it could not be ascertained whether or not the child had attended any other school. It is found by calculation that 12.845 per cent of the children at schools attend more than one during the year.

We shall digress here to state a few of the principal causes assigned for these changes from school to school: (1) The caprice of parents and children—the former being much influenced by the latter, and the simple love of change. (2) The alterations which take place from time to time in the staffs of Teachers. (3) The removal of parents from one district to another. The greatest changes take place in the centres of population.

In consequence of the vote for 1869 not being taken till the December of that year, no aid was given to any new schools; but since the commencement of 1870 aid was granted to 52 schools, adding about 1,500 to the rolls and 800 to the average attendance.

From a return furnished by the Registrar-General, it was found that 23,081 was the probable number of scholars in other than Common Schools at the end of 1869. The Inspector of Industrial Schools stated that 2,905 children passed through the Industrial Schools and Reformatories during the year. At the end of 1869, the total Common Schools in operation were 908, having on their rolls 107,524 and in average attendance 60,888; Other than Common Schools 20,117 children; Industrial Schools and Reformatories 2,531,—a total, (out of a population of 699,950) of 130,172 are attending schools, being 18 per cent, or one out of 5.58.

According to a return furnished by the Registrar-General, it appears the total number of children in the Colony at the end of 1869, between 5 and 15 years of age, was: boys 88,506; girls 87,211; total 175,717, a percentage of 24.74 on the total population.

Taking the ages of children attending 568 of the Schools visited by Inspectors in the past year, being the whole number in which complete statements of all the ages were given, it was found that, of 43,827 scholars present, 3,291 were under 5 years of age, and 409 above 15, leaving 40,127 between those ages,—which gives a percentage of 8.44 under 5 and above 15, leaving 91.56 per cent between those ages—equal to 98,449, or 56.03 per cent of the total number in the Colony. Assuming the same proportion for other than Common Schools, the number between those ages attending such Schools is 20,736, or 11.80 of the whole population between 5 and 15 years of age. It would thus appear that 119,185 children between these ages were attending Schools, or 67.82 per cent, being 1 out of 1.47, or 2 out of 3 children between 5 and 15.

If only 2 out of 3 children attend Schools, the question arises whether the third child is receiving any, and if so what, instruction? In answer to this it is stated that a large number of children who do not attend either public or private schools are taught at home by tutors and governesses, and by their parents. It is believed also that the number of children returned as attending private schools is considerably under-estimated.

COST OF INSTRUCTION.

The cost to the State for each child is £1 10s. 7d. or 66.40 per cent of the whole,—and to the parents or guardians 15s. 5½d. or 33.60 per cent of the whole. The sum of £2268 17s. 4d. was subscribed towards teachers' salaries, &c., by voluntary contributions. The percentage of results to salaries increased during the year

1868 from 26.48 to 29.27, nearly 3 per cent—the accounts for 1869 not being closed when the Report was published.

The Board paid fees for orphans and deserted and destitute children in 1867, £13 959 16s. 2d., and in 1868, £11,304 6s. 10d.; the amount voted for 1869, was £7,000, and the estimate for 1870, is £6,200,—the rates being 3d. per week for children under 8, and 4½ for those above that age.

RURAL AND HALF-TIME SCHOOLS.

The Commissioners say that in former Reports, they urged the Government to amend the 20th Section, which provides that no school shall receive aid unless it has an average attendance of 20 children, or provide by a special vote for cases where that average cannot be maintained. The Government have taken action in the matter and the House voted \$10,000 for aiding schools in sparsely scattered Districts. The following are the Regulations for the Distribution of this special vote—to take effect from Jan. 1870:—

1. In thinly populated districts the Board of Education may grant aid by way of salary to a teacher, who shall give instruction in one or two schools as the requirements of the locality may necessitate. No aid will be granted towards building or furniture.

2. Where instruction is only given in one school, there must not be less than four hours' instruction during each day, Saturdays excepted, in the subjects contained in the programme, Appendix B of the General Regulations of the Board.

3. In the case of half-time schools the teacher will be expected to divide his time between the schools under his charge, with the view of effecting the greatest amount of good. It is recommended that he devote two and a half hours each day to the teaching of each school; but should any other arrangement be found more suitable, such may be adopted, the sanction of the Board having been previously obtained.

4. Where there is one school the average must not be less than fifteen, and where there are two the average at each must not be less than ten.

5. The attendance will be recorded in the ordinary roll and fee sheets, which will be supplied. No other records need be kept, except the Inspector's Register, in which the Inspector alone shall make entries. The Inspector will, when he visits the school, forward to the office the roll sheets for the previous half-year or half-years. Salaries will be paid monthly, when returns of the attendance will be furnished on abstracts to be provided.

6. The fees to be paid by the parents or guardians of scholars will be at the rates allowed in ordinary Common Schools.

7 Salaries may be granted at the following rates:—	Males	Females
If classified under the Board.....	£55	£50
If unclassified.....	45	40

and at the Inspector's annual visit for examination under programme a bonus, varying from £2 to £10, may be awarded, according to the nature of the Inspector's report.

8. As to age, moral character, and agreements with teachers, Nos. 83 and 84 of the General Regulations must be complied with.

9. A correspondent must be appointed to certify the returns, visit the schools, and correspond with the Board. Where there are two schools under one teacher the same correspondent must act for both.

10. The Board expect that the residents in localities where aid to these schools may be granted will treat the teachers liberally, in providing them with house accommodation free or at a nominal cost, in furnishing them with rations in bush districts, or in other ways as may be in their power. Where the teacher has charge of two schools means of locomotion should be provided.

It will be perceived that two classes of schools are provided for; rural schools, where an average daily attendance of 15 children is required; and half-time schools, where the teacher will attend two places, where an average of 10 children must be shown at each. The salaries have been fixed at such rates as to cause the expense per child in each rural district not to exceed that of ordinary schools, while it is believed to be sufficient to secure the services of fairly competent teachers.

Since the Common Schools Act went into operation (1862) aid has been granted to 330 new schools, of which 34 have, for various reasons been struck off the rolls, leaving 296 of them in operation.

From an analysis of a table showing the particulars of these schools, we find 54.4 per cent are vested; 28.7 per cent are

quasi-vested; and 10.9 per cent are non-vested; the two first constituting 83.1 per cent of the whole. Of the 60 non-vested, which comprise 16.9 per cent of the whole, 29 are Catholic, 7 Church of England, 7 Wesleyan, 4 Presbyterian, and 3 Primitive Methodist. To none of these non-vested schools has any aid been granted beyond salary, and by the Common Schools Act the Board has power to withdraw such aid at any time; while to the vested schools referred to above, and to those established under the late National Board, £45,474 11s. 11d. has been granted, under the Act for buildings, enlargements, repair, and furniture of school houses. A condition is attached to all aid given to non-vested schools, that should the Educational requirements of the localities in which such schools are situated demand at any future time the establishment or substitution of vested schools, the aid granted to the former will be withdrawn.

No sites for schools are granted by the Crown unless they are vested in the Board. Non-vested (i. e., denominational) schools are conducted in every respect as vested schools, so far as the requirements of the Common Schools Act are concerned. In both classes of schools alike, there is at least two hours' consecutive secular instruction in the forenoon, and the same in the afternoon, and no interference whatever with the religious tenets of the children: no child is permitted to be present at any religious instruction to which his parents or guardians object. Many of the non-vested schools are doing excellent work, and some of them are amongst the best under the Board.

From an Appendix to the Royal Commission Report, the information for which was furnished by the Board, it is found, from Returns showing the denominations of 50,162 of the children attending non-vested schools, that out of 15,512 children belonging to the Church of England, only 5,996 were attending Church of England schools; of the remaining 9,516, 6,549 were attending vested and quasi-vested schools; 1,130 Presbyterian; 730 Wesleyan; and 376 Catholic schools, and the rest other non-vested schools; while of 11,503 children attending Church of England Schools, 5,567 belonged to other denominations. Of 11,892 Catholic children, 6,592 were attending Catholic schools, while 692 non-Catholics were attending their schools. Of 9,746 Presbyterians, 2,009 were attending Presbyterian schools; while of 4,668 children attending Presbyterian schools, 2,659 were not Presbyterians. Of 8,220 Wesleyans only 2,755 were attending Wesleyan schools; while of 4,907 children attending such schools, 2,152 were non-Wesleyans. On the whole the figures show that, of 45,370 children belonging to these four principal denominations, only 17,552 attend the schools of their own denominations; while of 28,422 children attending schools connected with these four denominations, 11,470 were not of the denominations with which the schools are connected.

The Return from vested schools showed that, of 13,925 children attending those schools, 5,037 belonged to the Church of England; 2,449 were Catholics; 3,346 Presbyterians; 1,894 Wesleyans, 1,199 to other denominations. The Commissioners say they would deprecate any interference with non-vested schools which are satisfactorily conducted and actually required.

Annual Meeting of the Teachers' Association for the District of St. Francis.

The Annual Meeting of this Association was held at Beebe Plain, Stanstead County, on January 26 and 27, Mr. Shonyo, the President in the chair.

The discussion of the following questions occupied the attention of the Association during the principal part of its session:—

1. Should teachers encourage the use of histories as reading-books?
2. What is the best method of conducting examinations?
3. What is the best method of teaching English Composition, and what place should it occupy in our schools?
4. Ought text-books to be prepared with question and answer.
5. What is the best method of teaching spelling?

It was felt that the small number of teachers present showed a lack of interest in the proceedings of the Association, and hence the following resolution was passed:—

Resolved, That it is desirable that the Meetings of the Association should be more practical, and that exercises be arranged for the next meeting.

The President and Secretary were appointed a committee to carry out the above resolution.

The following officers were elected to serve during the ensuing year:—

President, S. H. Shonyo, M. A., Hatley; Vice-Presidents, Mr. H. Lee, Stanstead, and Mr. E. Jordan, Danville; Secretary-Treasurer, W. A. Smith, M. A., Sherbrooke.

An able and instructive paper upon "School Government," was read by the President, and a characteristic address upon the "Practical Work of the Schoolroom," delivered by Dr. Graham.

W. A. SMITH,
Secretary.

Exchanges and Books.

Owing to press of matter, we cannot afford the space usually allotted to acknowledgement of Exchanges and Books received during the current month.

MISCELLANY.

Education.

— *University of Edinburgh.*—On January 9th last the annual meeting of the Association for the Better Endowment of this University was held in the hall of the Royal College of Physicians, Edinburgh. The Lord Justice-General stated that Dr. Neil Arnot had announced his intention to give £1,000 to each of the four Scottish Universities in the course of the present year. Mr. McLaren, M. P., moved,—"That the cordial thanks of all interested in the University of Edinburgh are due to Sir Roderick Murchison for his munificent gift of £6,000 towards the endowment of a Chair of Geology in the University, and also to Her Majesty's Government for the promised annual grant in augmentation of Sir Roderick Murchison's endowment."

— *Danbury Public Library.*—The late W. A. White, of Brooklyn, L. I., left \$10,000 to be paid five years after his decease, for the establishment of a public library in Danbury. Within two years after his death, his brother and executor applied for and obtained a charter, authorizing such a library, upon which he, A. M. White, paid to the Trustees, in the Spring of 1870, the sum left by his brother, and also gave a lot and house thereon standing worth \$10,000, for the use of the library, and \$500 cash for the repairs of the house. The original grant of \$10,000 is securely invested at 10 per cent. To enable the Trustees to open the library as soon as possible, and not encroach upon the original, Mr. A. M. White and Mr. Charles Merrit have each given \$500, which has been invested in books, now accessible to the public. Mr. A. M. White and his brother, G. G. White, have also proposed to give \$5,000 each, for the erection of a new and suitable building for said library, whenever the town may see fit to give additional aid in the matter.

— *Salaries of some of the Superintendents and Teachers in the United States:*—

New York.—Abraham B. Weaver, State Superintendent, \$5,000; one Deputy, at \$3,000; four Clerks, two at \$2,200 each, and two at \$1,600 each.

Massachusetts.—Joseph White, Secretary of Board of Education, \$3,000.

Connecticut.—Birdsey E. Northrop, Secretary of State Board of Education, \$3,000 and \$500 travelling expenses; one clerk at \$1,600.

Pennsylvania.—J. P. Wickersham, \$3,500, one Deputy, \$3,200, and Clerks, \$2,500.

Illinois.—Albert G. Lane, Superintendent of County, \$3,000.

New York City.—Henry Kiddle, Superintendent, \$4,750, four Assistants, at \$4,200, \$4,200, \$3,600, and \$3,500, respectively.

Brooklyn.—J. W. Bulkley, \$3,000; one Assistant at \$2,500; Secretary, \$2,500; two Clerks each \$1,500, and one messenger \$500.

Cleveland, Ohio.—Andrew J. Rickoff, \$4,000.

Cincinnati.—John Hancock, \$3,500.

Boston.—John D. Philbrick, \$4,500; horse and carriage furnished in addition.

In Boston, four Head-Masters are employed at a salary of \$4,000 each; one Do, at \$3,500; forty-one Masters, at \$3,000 each; thirty-nine Sub-Masters, at \$2,400 each; nine Ushers, at \$1,700 each; one Female Principal, at \$1,700; four High School Head-Assistants, at \$1,500 each; nineteen High School Assistants, at \$1,000 each; thirty-three Masters' Assistants, at \$900 each; sixty Head-Assistants, at \$800 each; four hundred and twenty Grammar School Assistants, at \$700 each; and three hundred and twenty-five Primary Teachers, at \$700; also special teachers in Music, Modern Languages, Sewing, Drawing, &c. The average yearly paid is \$920.—*Connecticut School Journal.*

—*Dean Academy, Franklin, Mass.*—Oliver Dean, M. D., who, a few years ago gave \$200,000 for the endowment of Dean Academy, on the 17 ult., the 28th anniversary of his birth, announced his purpose to endow also a College for women.—*Ibid.*

—*German Language in Schools.*—The Board of Education of Jersey City have appointed Mr. Schmidt teacher of German in schools Nos. 7 and 8, at a salary of \$1,200 a year.—*Ibid.*

—*Collegiate Education.*—A Liverpool journal avers that some of the graduates of Oxford and Cambridge, with all their knowledge of Latin and Greek, have never sufficiently mastered the mysteries of the English tongue to spell words of three and four syllables correctly.

—*Is a School a Nuisance?*—Vice Chancellor Bacon had before him on January 20th a case which raised the question whether a school is a nuisance. Certain owners of house property in Abbey Place, St. John's Wood, held under covenants securing them from anything which might be deemed a nuisance, and they sought for an injunction restraining St. Mark's School Committee from giving a site for a new school close by, on the ground that it would be an infraction of the covenant. Professor Huxley was one of the residents in Abbey Place who made an affidavit to the effect that the anticipated annoyances would be intolerable. His Honour, in giving judgment, said that if he were to substitute the popular word "annoyance" for the legal term "nuisance" he did not know where he could stop, nor what other schemes he might not be expected to interfere with on like grounds. It being no nuisance to build a school, the nuisance complained of must be the annoyance occasioned by the misconduct of children in, or on their way to and from the school, which misconduct, if it existed, properly fell under the ordinary police regulations of the metropolis, and not under the jurisdiction of the Court. The bill was therefore dismissed.

—*Marlboro' College.*—The Rev. Frederick William Farrar, M. A., has been elected to the head mastership of Marlborough College, in succession to the Rev. C. G. Bradley, master of University College, Oxford:—He was educated at Trinity College, Cambridge, where he was Chancellor's English medallist in 1852, when he was third junior optime in the mathematical tripos, and fourth in the classical tripos. In 1856 he gained the Le Bas prize for subjects occasionally chosen with reference to the history, institutions, and probable destinies and prospects of the Anglo-Indian Empire. In 1857 he gained the Norrisian prize. Shortly after taking his degree he was elected a fellow of Trinity College, and has been for many years past an Assistant Master in Harrow School.

—*London School Board.*—At a recent meeting of the London School Board, Lord Lawrence in the chair, the Board formed themselves into a committee for the purpose of electing a clerk at a salary of 800*l.* a year. A discussion ensued, when it was determined that the election should be private, the press and the public were therefore requested to withdraw. In about an hour the doors were re-opened, when the Chairman announced that the choice of the Board had fallen on Mr. G. H. Croad, late secretary to the Bishop of London's Fund, by one vote above the number recorded for Mr. Lichfield. A report was read from the Officer's Committee submitting the names of the following six candidates for the situation of statistical clerk at a salary of 300*l.* a year. Mr. T. Bond Bishop, Mr. William Francis Dewey, Mr. Charles William Isitt, Mr. George Rogers, Mr. Arthur Smither, and Mr. Augustus W. Watson. There were 107 applications.

Literature.

—*Quebec Literary and Historical Society.*—At the monthly meeting on the 8th inst., the following twenty-one gentlemen were elected associate members: Rev. G. V. Housman, Rev. Christopher Rawson, Col. Hamilton, R. E., Commandant of the garrison, James

Crawford, Charles Temple, F. Billingsley, Willis Russell, Jas. Geggie, James Walker, Crawford Lindsay, Lucien Turcotte, W. H. Brown, Miville Dechene, Wm. Clint, Thos. J. Poston, Robert Grant, J. Roach, E. D. d'Orsonnais, F. Turcot, D. Geggie, and Buteau Turcotte, Esqrs. There was also presented by Mrs. James Gibb, a magnificent donation from the collection of her late husband, consisting of thirty stuffed birds, a very valuable collection of coins and medallions, Turkish beads and charms, Audubon's plates, a wreath of flowers, shells, sponges, sea-fans, &c., &c. A fine collection of medals and coins was presented by Mr. Montizambert, The following additions have been made to the library: A valuable set of maps and reports from the Commissioner of Crown Lands, presented through Eugène Taché, Esq.; Reports of Departments, by Dr. Anderson; Hanley's "Operations of War"; Across America and Asia, by Pumpelly; The Magyars; Brevia, by Arthur Helps; and Iona, by the Duke of Argyll.

—*The Tomb of Columbus.*—History tells us that Columbus died in Valladolid, Spain, on Ascension Day, the 20 of May, 1506; that his body was deposited in the Convent of San Francisco, and his obsequies celebrated with funeral pomp in that city. His remains were afterward transported, in 1513, to the Carthusian Monastery of Seville, known as "Las Cuevas," where they erected a handsome monument to him, by command of Ferdinand and Isabella, with the simple inscription, borne upon his shield, of

"A CASTILE Y LEON.
Nuevo Mundo dio Colon."

In the year 1536 his body and that of his son Diego were removed to the City of St. Domingo, in the Island of Hayti, and interred in the principal chapel. But they were not permitted to rest even there, for on the 15th of January, 1796, they were brought to Havana and interred in their present tomb, amid grand and imposing ceremonies, participated in by the army, navy, and Church officials and an immense concourse of spectators. To use the words of a Spanish author: "Havana wept with joy, admiration and gratitude at seeing enter within its precincts in order to guard them forever, the ashes of Cristobal Colon."

The ashes, it is understood were deposited in an urn, which was placed in a niche in the wall, at the entrance and to the left of the chancel of the cathedral. Over this has been placed a slab of stone, elaborately carved, in a stone frame, and representing the dress of Columbus in the costume of the time, a wreath of laurel around his head, and symbolical emblems at the foot of the medallion, upon which is inscribed, in Castilian:

"Oh, rest thou, image of the great Colon.
Thousands centuries remain guarded in the urn,
And in the remembrance of our nation."

The Family Extinct.—It is a singular fact that there are no known descendants of Christopher Columbus. He had two sons, one of whom, Don Diego, rose to the distinction of an Admiral, and the other, Fernando, was a great traveller. He not only thrice visited America, but subsequently traversed the whole of Europe and every accessible portion of Asia and Africa. He appears to have been a profound scholar and a thoroughly good man. In his will he stipulated that his library, containing twenty thousand volumes, which he gave to the Cathedral of Seville, should be free to the people, and it is free to this day. From books in this collection the late Washington Irving obtained a considerable portion of the information on which his "Life of Columbus" was founded. The following quaint epitaph, almost obliterated by time, appears on the tablet which marks the site of his tomb: "What doth it profit to have sprinkled the whole world with my sweat; to have three times crossed to the New World discovered by my father; to have embellished the shores of tranquil Gaudalquiver, and preferred simple tastes rather than riches, or that I have assembled around the divinities from the source of Castalia, and offer to thee the riches gathered by Ptolemy, if passing in silence over this stone thou should'st fail to address a single salutation to my father's memory."

—*Proof Reading.*—If the readers of newspapers understood one-half of the difficulties in procuring accuracy, instead of wondering and scolding at mistakes, they would be surprised that there are not more. How few readers appreciate the services of the individual who examines the "proofs" of a paper before it is printed. He is one of the most important agents to the production of a correct literature, and one of whom no reader seems to think. His is the most thankless of all the employments among men. Let him bring out a paper without a fault for weeks and weeks in succession, and nobody thinks of him. But let him allow an error to go uncorrected—as we happened to do in a five-line church item a few weeks since—and imme-

diately he is known to be censured and his paper subjected to ill-natured criticisms. He has no thanks for his labored patience, but blame if he is not faultless. He is certain of one of two things—forgetfulness or censure.—*Exchange.*

—*T. W. Robertson.*—Thomas William Robertson, the distinguished dramatist, and author of "Society," "Ours," "Caste," and other comedies, died in London, on February 3rd, at the age of forty-two. His plays are ten in number, and are among the best and least objectionable which the dramatic art of England has produced in this century. The London *Examiner* said of them, in a notice just before his death:

"Mr. Robertson has done more than any living writer to improve the condition of our drama. Cynical critics are fond of telling us that his plays are not of the highest order, and draw comparisons between him and such men as Sheridan and Goldsmith, greatly to his disparagement. We freely admit all the faults that can be found with Mr. Robertson's pieces, and the fact that he is not equal to our great comedy-writers of past times; but he has manfully waged war against the conventionality and vulgarity of our stage; he has given us dramas which, if they are slight in plot and treatment, are at least works of art, carefully composed, and full of refined feeling and imagination. The theatre which is especially associated with these pieces has become in its way quite a school of acting, and actors and actresses from other theatres unconsciously drop stagey tricks and mannerisms when they appear on that stage. In addition to this, Mr. Robertson has tempted to the theatre many persons who seldom or never went, and has taught a large portion of the play-going public to look for and enjoy naturalness and refinement. Signs of this improvement in public taste have been clearly shown on many occasions during the last two or three years. Old conventional business, which was wont to set the house in roar, has been met by an ominous silence or even hisses, and the indifferent reception which some of Mr. Robertson's pieces have met with was, in great measure, owing to the lessons he himself had taught."

—*The German Cæsar.*—William I. is Emperor of Germany; Sovereign and Supreme Duke of Silesia and of the county of Glatz; Duke of Saxony, of Engern and of Westphalia, of Gueldre, Magdeburg, Cleves, Juliers, Berg, Stettin, Pomerania, of the Calubes and Wender, of Mecklenburg and Grossen; Prince of Rugen Paderborn, Halberstadt, Munster, Minden, Cammin, Wenden, Schwerin, Ratzeburg, Moers, Eichsfeldt, and Erfurt; Lord of the countries of Rostock, of Stargardt, Lauenburg, Butow, Hargerloch, and Werstein; King of Prussia; Grand-duke of the Lower Rhine and Posen; Burgrave of Nuremberg; Landgrave of Thuringia; Margrave of the Upper and Lower Lusace; Prince of Orange, of Neufchatel, and of Valengin; Count of Hohenzollern; Count-prince of Henneburg; Count of Ruppin and of the Marche of Ravensburg, Hohenstein, Mecklenburg-Schwerin, Lingen, Sigmaringen, Wehringen, and Pymont.

The Crown-prince, on ascending the throne, will add to the above titles that of Honorary Doctor of the University of Bonn.

—*Ex-Rulers in Europe.*—There is rather a long array of ex-rulers now living in Europe. Their names, including some who had never more than nominal tenure of their thrones with the time "when they went out of business," are as follows:—Prince Gustavus Vasa of Sweden (1809); Count de Chambord (August 12, 1830); Duke Charles of Brunswick (September 16, 1850); Count de Paris (February 24, 1848); Duke Robert of Parma (1859); Grand-Duke Ferdinand of Tuscany (1860); Duke Francis of Modena (1860); Francis II of Naples (February 13, 1861); the Widow of King Otho of Greece (October 24, 1862); Duke Adolphus of Nassau (1866); King George of Hanover (1866); The Elector of Hesse (1866); Princess Carlotta, Ex-Empress of Mexico (1867); Isabella, Queen of Spain (1869), and Napoleon III. (1870).

—*Literature in Italy.*—Italy publishes 723 newspapers. In Florence alone, 101 periodical publications find sale—there being a daily average of 35,000 copies. In the province of Milan, 93 appear either daily, weekly, or monthly; in Turin, 73; in Naples, 47; in Genoa, 37. The Florence *Opinione* circulates a daily edition of 10,000. The *Italie* (French) has 6,000 subscribers.

—*Parish Registers.*—Perhaps the best way to show that parish registers are worth some care will be to give an example or two of the curious scraps of interesting information which Mr. Waters obtains from them. Let us take the question of baptismal names. The Italians were the first to give more than one name in baptism. Out of Italy there are no examples found earlier than the sixteenth century. In Italy we have several examples of earlier date. Charles Robert, King of Hungary, was born in 1292; Æneas Silvius Picco-

lomini, Pope Pius II. was born in 1405. It was Catherine de' Medici who brought the fashion into France, christening her second son Edward Alexander. Mary Stuart followed her example, giving her son the names Charles James. Before the middle of the sixteenth century, Mr. Waters has found but one instance of an Englishman bearing two names—this was Henry Algernon, fifth Earl of Northumberland. But as at that time Christian names were always saints' names, it seems unlikely that the Earl was christened Algernon; probably he adopted the nickname of his famous ancestor, William Alvermons, or "Will with the moustach." The first certain examples of double names are those of Queen Mary's godsons—Anthony-Maria, Edward-Maria, &c. The rarity of the practice appears from the fact that of the 2,222 students admitted to the Inner Temple between 1571 and 1625 not one had two names; and Camden, the antiquary, says, that he could remember only two examples besides the King, Charles James, and his son, Henry Frederic—namely, Thomas Maria Wingfield and Sir Thomas Posthumus Hobby. However, the fashion increased and developed itself; binomials became plentiful, and by and-by came a trinomial—no less a person than the good old king, George III., who was baptized in 1738 by the names of George William Frederic. This multiplication of names was laughed at in Goldsmith's fiction and in Selwyn's correspondence; but it soon occurred to the ordinary folk that names were to be had; for nothing, and that a tailor's son might have more than a king's; and Mr. Waters has found a Wiltshire entry, in 1781, to his effect—"Charles Caractacus Ostorius Maximilian Gustavus Adolphus, son of Charles Stone, tailor." The custom has grown to infinite absurdity—you may find princes and princesses in the "Almanach de Gotha" with from a dozen to a score names each. The poor little rogues must surely have their names whipped into them in their babyhood, else would they never remember them. The question is, whether, with an equal expenditure of "the tree with the silver rind," they might not have learnt the multiplication table. The use of surnames as Christian names seems to have begun about the reign of Henry VIII.; we have Lord *Guldford* Dudley, *Poynings* Heron, *Besil* Fettiplace, *Peyton* Monins—the last a lady. This was a Protestant custom, however, unknown before the Reformation. In these days it is sadly abused: we have *Clinton* Smith, *Howard* Smith, though the paternal Smith is unconnected with any Clinton or Howard. Previously, baptismal names had always been taken from Scripture or the calendar of saints; and this is noticeable in contrast with the custom of our English ancestors before William of Normandy's advent, who never used biblical names. Their names—Alfred, Athelstan, Ethelred, and the like—were of the vernacular and had meaning. Godgift (Godiva), for example, meant simply "God's gift"—the Theodora or Dorothy of the Greek. Lovelier name for woman, or more divinely significant, never will be coined.—*London Globe.*

Science.

—*New Medical School.*—A special meeting of the Corporation of the University of Bishop's College was held in the Synod Hall, Montreal, on Thursday afternoon last, His Lordship the Bishop of Quebec in the chair. There was a large attendance of members. The proposal to establish a Medical Faculty, in connection with the University, was unanimously adopted, and the following appointments made, viz: Charles Smallwood, M.D., LL.D., D.C.L., Professor of Obstetrics; William H. Hingston, M.D., L.R.C.S.E., Professor of Surgery; A. H. David, M.D., L.R.C.S.E., Professor of the Theory and Practice of Medicine; Francis W. Campbell, M.D., L.R.C.P.L., Professor of the Institutes of Medicine; E. H. Trenholme, M.D., B.C.L., Professor of Materia Medica. The remaining chairs will be filled shortly, and the new Faculty will open their first course of lectures next fall.

—*On Catching Colds.*—Dr. Symes Thompson, professor of Medicine at Gresham College, London, recently delivered a "Gresham" Lecture on catching colds. The following extracts will be of interest to our readers.

The prevention of colds is to be accomplished by keeping the skin in a healthy and vigorous state, so that it may at once resume its proper and normal condition when chills have been suddenly applied to it: then the internal congestions are avoided or removed simultaneously with the external contraction and stagnation. The habitual use of cold bathing in the early morning is one very powerful means to this end; it trains the vessels of the skin to rise vigorously into renewed action after the application of a chill. The relaxing influence of over-heated apartments should be avoided, because that saps the power of vigorous reaction; but, in cold weather, the utmost care should be taken to have the entire skin efficiently protected by warm clothing. The powers of the system in periods prone to the production of colds, and most especially when the

temperature of the external air is between 32 and 40 degrees of Fahrenheit's heat scale, should be carefully maintained by the judicious use of sustaining food, and by the avoidance of every kind of injurious derangement or excess. When internal congestion has been set up, and the cold has been "caught," the thing to be done is immediately to bring back vigorous circulation and exhalation in the skin. The Turkish bath is one of the most convenient and certain of all contrivances for insuring this object; in its absence the vapor bath or hot bath may be employed. The action of the bath is to be reinforced by the administration of stimulants, first and foremost amongst which stands concentrated food. There is one expedient both for preventing and curing "colds," which was not alluded to upon this occasion (says a writer in nature) but which is nevertheless as powerful as any of the measures which were described, and it may sometimes be drawn upon in circumstances when those plans cannot be adopted, in consequence of the sufferer being compelled by the exigencies of life to continue to meet exposure to chilling influences. This is abstinence from drink, and liquid food of any kind, until the internal congestion is removed. The remedial action through the skin does its work by drawing away the superabundance of the circulating fluid from the overcharged part. But this desirable result is even more certainly insured if the general bulk of the circulating fluid or blood, is diminished by withholding supplies of the more liquid, or watery, ingredient; which may be done where the digestive power is unimpaired, without in any way diminishing the richer or more immediately nourishing portion. The instant the general bulk of the circulating blood is diminished, the excess contained in the congested and overcharged membranes is withdrawn, and the cold is relieved. Somewhat severe thirst sets in; but, curiously enough, simultaneously with the occurrence of this thirst, the congested internal membranes grow moist, and exhale gently and naturally in consequence of the relief of the overcharged vessels. All that is then necessary is to keep the supply of drink down to the point which enables some measure of thirst to be maintained, and during its maintenance there is not the slightest chance of the recurrence of the cold.

—*Anæsthesia.*—We find the following curious remarks by De Lacassagne on the effects of chloroform on the intellect, in the *Journal des Connaissances Médicales*. They may be reduced to four:—1. A complete preservation of the intellectual faculties. This case is impossible when the anæsthetic has been properly administered. Attention, however, plays a great part in neutralizing the action of the drug, especially when it is not active enough to manifest its action quickly on the brain. 2. The intellect preserved, but subsequently modified. The patient at first resists, then his attention gradually weakens, and from that moment the cerebral faculties disappear one by one. Thus, association of ideas, comparison, judgment, are withdrawn by degrees; memory remains the last, it being the most instinctive of our faculties. The first sleep is often accompanied by dreams, which are very frequent with ether, but rare with chloroform. They are of the same nature as those which occur in common sleep. Their nature naturally depends on the patient's avocations, habits, feelings, or passions. The last impressions received at the moment of the annihilation of consciousness influence the dream; it continues on the patient's waking up. The idea of time, of duration, has completely disappeared, so that the sick person cannot recollect that he either has been chloroformed, or even operated on. 3. The third state is that of the intellect perverted, and then annihilated. This occurs when the anæsthetic operates quickly; in this case the patient is talkative, and even turbulent. 4. The last is the case of complete annihilation. In this case the action of the anæsthetic is immediate, like lightning. This often happens to children and to those who absorb quickly. Sleeping persons may be chloroformed, and the transition from one state to another may be brought about so gradually as not to be remarked. On waking, the patient recollects nothing of what has happened, and his faculties return in the contrary order to which they had disappeared. Sometimes patients may experience a return of the intellectual powers, while their sensitiveness is still complete.

Art.

—*Sir G. Hayter.*—Sir George Hayter, K. S. L., died at his residence, in the Marylebone Road, on January 18, at the age of seventy-eight. He was the son of Mr. Charles Hayter, professor of perspective to Her Royal Highness the Princess Charlotte of Wales. During his early professional studies at the Royal Academy he gained two medals and other distinctions, and in 1815 was appointed painter of miniatures and portraits to the Princess Charlotte of Wales and her husband the Prince Leopold (the late King of the Belgians). He diligently studied at Rome for three years, and then took up his residence in London as historical and portrait painter, in which branch of art he obtained the highest rank, having gained the posi-

tion of principal painter in ordinary and portrait painter to the Queen. The late Sir George Hayter was a member of the Academy of St. Luke, in Rome, in 1818; member of the Imperial Academy of Parma, in 1826; member of the Academies of Bologna, Florence, and Venice, in 1823; Knight of the Lion and Sun of Persia, in 1829, &c. He was author of several works on art, among others of the appendix to the "*Hortus Ericæus Woburnensis*," on the classification of colours, with a nomenclature. Sir George Hayter married, first, in 1809, Sarah, daughter of Mr. John Milton, of Winkfield Plain, Berks, who died in 1844; secondly in 1846, Helena Celina, daughter of the late Mr. Robert Burke, of Prospect, county Cork, who died in 1860; and thirdly, in 1863, Martha Carey, daughter of Mr. William Muller, who died in 1867.

Statistical.

—*Men and Material taken by the Germans.*—Some statistical results of the German victories are thus recorded in the *Staatsanzeiger*:—

Up to the end of November, the number of unwounded prisoners in our towns and fortresses amounted to 10,067 officers, and 303,843 non-commissioned officers and privates. In addition to these, we have on our hands those taken in December and January, and a very large number of wounded. We have also seized 4,200 guns, 170 mitrailleuses, and 112 eagles. The day after the capitulation of Sedan the total of the French prisoners was 104,750, with 3,289 officers. To these were added, by the capture of Laon, Toul, and Strasbourg, 18,050 men and 288 officers; 150,000 men and 6,400 officers by the capture of Metz; 2,400 by the fall of Schelestadt; 5,000 by the fall of Neu Breisach; 4,000 by the conquest of Soissons; and as many more by the surrender of Verdun. 3,500 were taken in the different engagements near Paris, 1,500 by General Von Werder, near Dijon, and more than that in the north. 7,700 men and 500 officers were, in the course of October and November, sent to Germany from hospitals under our care. Of these prisoners, 61,260 men and 2,700 officers have been sent to the Rhine province, 47,150 and 1,800 officers to Saxony, 29,500 and 740 officers to Westphalia, 24,400 and 500 officers to Posen, 21,100 and 170 officers to Pomerania, 20,500 and 610 officers to Silesia, 16,360 and 200 officers to East Prussia, 7,200 and 250 officers to Brandenburg, and 4,000 with 1,450 officers to the new provinces of Prussia which have no fortresses. The rest of the prisoners are quartered in the other German States. 334 officers and 40,886 men are in Southern Germany, one half in Bavaria, and the remaining half in Wurtemberg, Baden, and Southern Hesse. The Northern States have each received an allotment corresponding to their size. The Hanse Towns, being very populous, but having a small territory, have had chiefly officers assigned to them.

By the beginning of October the captured artillery consisted of ninety-six mitrailleuses, and 2,120 other guns of every possible calibre. At Orleans we took three more guns; at Soissons 128; at Paris two; at Schelestadt 108; at Fort Mortier five; at Neu Breisach 100; at Metz 1,498; and seventy-two mitrailleuses. Of those found at Metz, 622 were rifled field artillery, 492 smoothbores, howitzers, and mortars, and seventy mitrailleuses. Those taken at Thionville, Phalsburg, Montmédy, Mézières, and Orleans are not included in this list, which was closed on November 28—that is, before the renewal of the fighting on the Loire.

Equally great is the amount of every variety of matériel captured by our troops. At Sedan alone we took 815 ammunition waggons, 160 gun-carriages, 355 baggage and commissariat waggons, sixty-one field smithies, 57,000 rifles, 2,800 cavalry sabres, 900,000 infantry cartridges, 60,000 cannon-balls, 50,000 grenades, &c. In Metz, 2,400 gun-carriages, 2,000 waggons, 100,000 rifles, 280,000 kilogrammes of powder, &c., fell into our hands. Schelestadt gave us 122 gun-carriages, 6,000 rifles, and 660 tons of powder. Similarly ample stores were appropriated in most of the minor places. It ought, however, to be observed that the gain to us from these spoils is considerably less than the loss to the French. A large quantity, for instance, of the artillery matériel we shall not be able to make any use of. It belongs to a different sort of equipment, and therefore is of no more worth to us than so much old wood and iron.

—*British Possessions.*—The issue of the colonial *Statistical Abstract* presented to Parliament by the Board of Trade, shows us, year by year, the vastness and the progress of our empire beyond the seas. This little annual Blue-book has now come down to 1868. Beginning with British India, we find the area under British administration returned as 910,853 square miles, with a population of 155,348,090 souls; there are also under British protection native States, governed by native chiefs, occupying an area estimated at 646,147 square miles, with a population (so far as can be ascertained) of 46,245,838 souls. The Straits Settlements, now transferred to the Colonial Office, have their 1,225 square miles, with a population (in 1862) of 282,831. Ceylon contributes 24,854 square miles, with 2,081,395 inhabitants; and we may enumerate here Labuan, with its 45 square miles and (in 1861), 2,373 people; Mauritius, with its 708 square miles and 324,402 of population; and Hong Kong, with its 32 square miles and (1861) 119,321 inhabitants. We pass next to young,

but vigorous Australia; and, including New Zealand, we have an area of 2,582,070 square miles, and 1,786,055 souls in 1868—a number now fast approaching two millions. Crossing the great Pacific, we reach British North America, Canada, Newfoundland, Prince Edward Island, and British Columbia, an area of 632,418 square miles, had in 1868 a population of 4,114,150; but that is only a fraction of the whole British territory in North America, cultivated and wild, settled and awaiting settlement. Coming to the Atlantic, we pass Bermuda, with its 24 square miles, and 11,881 of population; and then we come to our West India Islands, with their 12,683 square miles, and 934,197 of population in 1861, now more than a million. On the American continent there is Honduras, with its 13,500 square miles, and its 30,000 people; and British Guiana, with 76,000 square miles, and 148,026 of population in 1861. Passing the Falkland Islands, with their 7,600 square miles and 653 people, and St. Helena, with its 47 square miles and 6,860 inhabitants, we reach Africa. The colony at the Cape of Good Hope has 200,610 square miles, and (in 1865) 566,158 souls; Natal, 16,145 square miles, and 274,828 people; Sierra Leone and other African settlements, 6,489 square miles and 205,789 people. Gibraltar and Malta close the list. The area of the United Kingdom and its possessions abroad is therefore 4,600,000 square miles, without reckoning our great territory, yet unsurveyed, in North America; and the population over which Queen Victoria reigns is nearly 200,000,000, or at least one-seventh of the population of the world.

—Agriculture in the Colonies.—According to returns just published under official authority the land under wheat in 1868 amounted to 164,206 acres in New South Wales, 259,804 acres in Victoria, 533,035 acres in South Australia, 30,323 acres in Western Australia, 62,186 acres in Tasmania, 64,517 acres in New Zealand, and 3,425 acres in Queensland. In the same year New Zealand produced 1,619,169 bushels of wheat, New South Wales, 1,887,035 bushels, Victoria, 4,229,228 bushels, South Australia, 5,173,470 bushels, and Tasmania, 878,826 bushels. Horned cattle numbered 1,761,411 in New South Wales, 693,682 in Victoria, 123,213 in South Australia, 46,211 in Western Australia, 105,450 in Tasmania, and 968,277 in Queensland. The number of sheep in New South Wales has increased continuously since 1854, and the last return showed a total of 15,080,625 head. The numbers in South Australia and Tasmania vary considerably year by year: whereas those in Western Australia and Queensland have progressively increased in numbers. According to latest returns as to other colonies, Ceylon had, in 1867, 708,629 horned cattle, and 51,349 sheep; Mauritius, in 1868, 11,853 cattle, and 18,057 sheep; and Natal, in the same year, 435,010 cattle, and 281,486 sheep. No returns are given as to Ontario and Quebec, New Brunswick, or Nova Scotia, since 1861.

Meteorology.

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

Barometer, highest reading was on the 23rd.....	30.287 inches.
„ lowest „ „ 4th.....	28.897
„ range of pressure.....	1.390
„ mean for month (reduced to 32°).....	29.702
Thermometer, highest in shade was on 25th.....	48.6 degrees.
„ lowest „ „ 5th.....	8.0
„ range in month.....	56.6
„ mean of highest.....	30.5
„ mean of lowest.....	14.1
„ mean daily range.....	16.4
„ mean for month.....	22.3
„ maximum in sun's rays.....	111.8
„ minimum on grass.....	cov. with snow.
Hygrometer, mean of dry bulb.....	23.8
„ „ wet bulb.....	21.9
„ „ dew point.....	10.0
„ elastic force of vapour.....	0.68
„ weight of vapour in a cubic foot of air....	0.8 grains.
„ „ required to saturate do.....	0.7
„ the figure of humidity (Sat. 100).....	53
„ average weight of a cubic foot of air.....	571.2
Cloud, mean amount of, (0-10).....	6.8
Ozone, „ „ (0-10).....	3.1
Wind, mean direction of North.....	8.75 days.
„ „ „ East.....	6.00
„ „ „ South.....	6.00
„ „ „ West.....	7.25
„ daily horizontal movement.....	Anem. broken.
„ daily force.....	2.4
Rain. No. of days it fell.....	4
Snow.....	13
Amount of rain and melted snow collected.....	2.25 inches.

From the Records of the Montreal Observatory,—Lat. 45° 31 North; Long. 4h. 54m. 11 sec. West of Greenwich; height above the level of the sea, 182 feet,—for the month of February, 1871, By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

DAYS	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	29.851	29.914	30.074	30.0	31.2	29.1	s w	w	w	54.10
2	.950	.462	.801	30.0	42.2	17.1	w s w	s w	w	60.10
3	.725	.610	.346	2.0	12.1	7.0	w	s w	s w	116.15
4	.748	.971	.062	-13.1	5.2	-13.4	w	n n w	n n w	121.14
5	30.100	30.151	.101	-27.1	-2.1	-21.0	w	w	w	211.10
6	.150	.222	.249	-8.0	14.0	-1.4	s w	w	w	224.16
7	.352	.340	.325	1.9	16.2	8.2	w	w	w	197.14
8	.123	.112	.031	8.0	26.1	20.2	w	n e	s w	89.24
9	29.802	29.666	29.642	24.0	35.3	33.0	w	n e	w by n	67.11
01	.861	.997	30.187	19.7	29.0	9.6	w	w	w	192.21
11	30.351	30.356	.400	0.0	26.1	13.7	w	w	w	194.10
12	2.4	.112	.025	2.2	9.1	9.9	w by n	n	n e	181.12
13	.112	.201	.250	8.0	31.2	4.1	n w	w	w	204.00
14	.177	.105	.050	-2.2	16.1	15.0	n e	n e	n e	154.10
15	.175	.024	29.912	11.6	36.1	23.0	w	w	w	101.00
16	29.647	29.721	.950	25.0	30.2	26.0	w	s w	w	59.24
17	39.099	.989	30.015	19.0	35.4	27.8	w	s w	s w	174.20
18	29.250	.052	29.551	33.2	38.0	18.2	s w	s w	w	91.12
19	.851	.842	.800	9.6	26.4	23.0	w	w	s w	212.00
20	.949	30.046	30.214	16.2	23.2	15.0	s w	s w	w	81.14
21	20.276	.344	.401	1.0	22.3	7.0	n e	n e	n e	48.69
22	.550	.552	.549	0.0	2.6	10.2	w	w	w	67.10
23	.426	.374	.249	-0.5	31.7	17.9	n by e	w by n	w by n	80.21
24	29.973	29.621	29.570	29.7	42.4	40.1	s w	s w	s w	71.14
25	.551	.663	.749	34.3	46.2	33.0	w	w	w	271.12
26	.862	.610	.482	31.1	46.7	33.2	w	w	w	261.41
27	.248	.521	.611	35.0	31.1	25.1	w	w	w	197.24
28	30.074	30.121	30.001	11.0	31.7	28.0	w by n	w	w	100.20

The highest reading of the Barometer was at 2.00 p.m. on the 22nd day, and attained 30.549 inches; the lowest was on the 18th day, and was 29.050 inches. The mean of the month was 29.882.

The highest temperature was on the 25th day, and was 46° 2 degrees; the lowest was on the 5th day, and was -28° 0 below zero. The mean for the month was 18.70, which is 3 degrees lower than the Isotherm for Montreal.

Snow fell on tendays, amounting to 8.36 inches. Rain fell on five days, amounting to 0.50 5 inches.

DEPARTMENTAL NOTICE.

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

LOUIS GIARD,
Secretary.

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

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