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THE  
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FOR LOWER CANADA,

EDITED BY THE HONORABLE P. J. O. CHAUVEAU, SUPERINTENDENT OF EDUCATION FOR LOWER CANADA,  
AND BY JAMES PHELAN, ESQUIRE,  
OF THE DEPARTMENT OF EDUCATION, ASSISTANT EDITOR.

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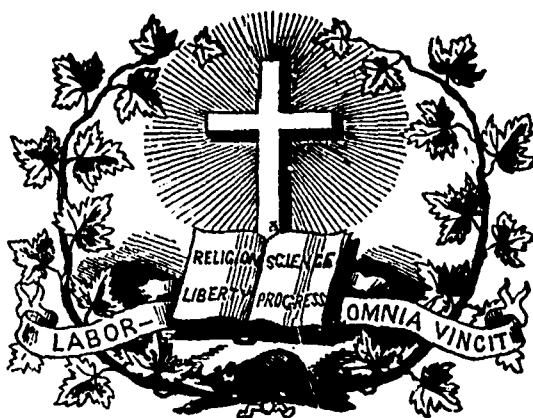
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**SUMMARY.**—**EDUCATION:** Teaching small children to read, a lecture by Mr. Arnold, teacher.—**Showing.**—School days of eminent men in Great Britain, by J. Timbs, Esq., M. A., (continued from our last).—**LITERATURE:** The Burns' centenary celebration.—**OFFICIAL NOTICES:** Appointment of a School Inspector and of School Commissioners.—Separation and erection of School Municipalities.—Diplomas granted by the Boards of Examiners for Montreal, Quebec, Three Rivers, Stanstead, Sherbrooke and Kamouraska.—Donations to the library of the Department.—Situation as teacher wanted.—Teacher wanted.—**EDITORIAL:** To the friends of education.—To educational establishments.—Notices of books and publications: "Relations des Jésuites."—Bouchers' Synchronical Table of Canada.—Father Lafitau's work on Gin-seng, reedited with a biographical notice and notes by the Revd. H. Verreau.—**MONTHLY SUMMARY:** Educational intelligence.—Scientific intelligence.—Literary intelligence.—**OFFICIAL DOCUMENTS:** Annual report of the Teachers' Association in connexion with the McGill Normal School.—Report of the Chief Superintendent of Education for Lower-Canada on the distribution of the annual aid to Universities, Colleges, Academies and Model Schools.—Table of distribution.—Report on the distribution of aid to poor Municipalities.—Statement of monies paid by the department of Education for Lower-Canada, from the 1st December 1857 to the 31st December 1858.—Statement of the correspondence of the Department during the same period.—**WOOD CUTS:** Portrait of Robert Burns.

when he sees them; but the teacher's task is by no means accomplished when this is attained. If he is a practical and thorough teacher, he will make these words the text for a great deal of information, which may be rendered not only interesting, but actually of much pleasure and delight to the curious and wonder-loving mind of the little being before him.

Before I finish this paper, however, I shall have more to say about these words and many others, illustrative of the method which I have pursued for nearly twenty years. When the attendance at school has, for a reasonable time, been punctual and regular, the results produced from its working, I have found, by close observation, to be such as to satisfy me that, instead of time being lost, as some teachers maintain, many valuable hours are saved in their after-instruction by making them familiar, when first beginning to read, with the meaning of every word and its application to the various uses for which it is employed in speaking and writing; and if done in an attractive manner, will be to the child both instructive and pleasing; whilst it will prove much less irksome and monotonous to the teacher. It has long been my conviction that more teachers have failed in their calling from a want of success in teaching young children to read than from any other cause connected with actual instruction.

## EDUCATION.

### Teaching Small Children to Read.

*Read before the Teacher's Association in connexion with McGill Normal School, on the 4th December, 1858, by H. Arnold, Teacher, Montreal.*

The subject which I have chosen for this paper is one, the importance of which, no teacher male or female, who has been engaged for any length of time in teaching the elementary branches of education, will deny. I know that when young teachers commence the practice of their profession they very seldom give the subject that study and consideration which it ought to receive from every one who has chosen that honorable employment of "teaching the young idea how to shoot." And why should they trouble themselves about the preparation, by serious and deep study, for imparting what to them seems the least difficult of all that multiplicity of branches said to constitute a common or elementary education? They are under the impression, and so was I once, that teaching children to read is the easiest of all their daily or weekly round of tasks; that no method is required no previous study of the matter to be communicated, or the best manner in which it ought to be instilled into the minds of those little ones entrusted to their care and tuition. Nothing in short, but a book containing letters and words, which are to be simply pointed at by the teacher and repeated to the child till he is said to know them all by sight, and the art of teaching to read is fully acquired.

But a teacher of experience knows and feels that he will fall immeasurably, short of his duty to the enquiring mind of the child, how small soever he may be, if he stops short of making him thoroughly acquainted, not only with the words by sight, but with their meaning and application. It is not a very difficult matter, for instance, to teach a child to know the words *dog, cat, rat, &c.*,

Many have, no doubt, failed from other causes unconnected with practical teaching, such as immorality, general incapacity for the work, irregularity in their attendance, or a want of punctuality in regard to the hours of opening and closing the school, &c. But should a teacher's moral character and qualifications stand ever so high; and should he labour ever so earnestly and faithfully for the advancement of his school; still if he has not the *tact* to teach the younger children the art of reading understandingly, it is more than probable that he will find it exceedingly difficult to render the instruction in other branches intelligible to his pupils and satisfactory to himself. Who will not say that a teacher's explanations, when he is giving a lesson in any other branch, are not much more easily understood by the boy or girl, who has become by the judicious training of an experienced and skilful teacher well informed and intelligent, as regards the meaning of words with their connexion and application? I would, therefore, earnestly recommend every young teacher who may not possess that natural aptness requisite to impart with facility, this fundamental knowledge to his junior classes, to labour hard and perseveringly, and never to rest satisfied till he has acquired that qualification, which of course is very many absolutely indispensable in order to render a teacher thoroughly competent, is the one, which if properly exercised will in my opinion, go the farthest towards ensuring his complete and lasting success. Of course the same principle of thoroughness in explanation on the part of the teacher, and of minute examination by the children into every thing to be studied, or that is brought under their consideration, must be carried out in teaching all the other branches. But if the foundation be laid when they are at the elements of reading, the labour of teaching the more advanced

studies will be comparatively light, and much time saved in their explanation.

To commence with the alphabet, which I shall pass over with but few remarks as practical examples, will be given illustrative of this method by means of the small class that I have brought with me for the purpose; and too much repetition of what is so familiar to every one before me would, without doubt, be to the most of you exceedingly wearisome. I cannot, however, let this opportunity pass without advising all who are engaged in teaching little children, this—the first school lesson to use every possible means of winning the children's attention to the letters; but to be exceedingly cautious not to force them to attend, either by sharp words or angry looks, and much less by any species of punishment; for if severity be resorted to at this early period, it will certainly defeat the object for which every teacher ought to labour most assiduously, viz: to create in the child a fondness for school and love for learning at the very outset of his school career. It will, perhaps, be asked.—How is the attention of every one in the class to be secured during the whole time the teacher is giving a lesson? I am aware it is sometimes rather difficult to effect this, particularly when there is not a separate room in which to give instruction to this class, because if they are to be taught in that amusing and interesting manner, which I have found to be the most conducive to their rapid advancement, there will necessarily be a little noise, caused by their very eagerness to make those remarks to which a desire for information might often prompt them, or to answer the many questions put by the teacher, in his praiseworthy anxiety to impart even more information than they desire. We all know too, that perfect stillness and quietness are very distasteful to the infant mind. Where an infant school is not connected with the other, nothing is so much required as a class room in which little children may be taught their letters, and the formation of these into small words.

Without further preface, then, I will introduce to you these few small children from my own school, and endeavour, by taking a few of the letters of the large alphabet to explain the method I have employed in teaching them to a class. (*Here the lecturer gave copious illustrations of his methods of teaching the large alphabet.*)

All the other letters must be gone over in a manner similar to those which I have selected; the teacher making it his chief study to keep up the interest of the class the whole time. Should any of the children exhibit signs of fatigue or impatience, the best relief from that is to relate a very interesting little anecdote; or if the time is suitable, to let them out to play for a little while. If however, the teacher be not prepared, as he always should be, with an amusing story; or for any reason he cannot allow the class to go out, there are many other things which could be said about the letters to relieve what may have become a monotony. The teacher should be careful during all this time, that each letter so described be repeated several times both by himself and by the children; so that the principal thing for which he is labouring may be accomplished, viz: the learning the names of all the letters by every one in the class. For some time after, I began teaching, my impression was, that every letter should be known perfectly before the children were permitted to take one step in advance; and that it was impossible for them to learn to spell or read the smallest word till this task was fully performed.

For many years past, however, I have worked on a very different plan, which I found, after repeated experiments, to produce results that were scarcely expected when it was first adopted. There is no originality in the method, and it would, therefore, be the height of presumption in me to claim the least credit for adopting a plan originated by another and followed out, no doubt, by many teachers now before me; but for the benefit of those young persons, who are about to become teachers, a few words in regard to it may not, perhaps, be altogether unprofitable. The mode of operation is simply this.—The children are taught the greater part of the large alphabet in the manner before described; and then allowed to spell, pronounce and apply small words. The teacher, of course, must tell them the letters which form the words, many times before they are perfectly known; but while he is doing that, the children are learning much more than simply the names of the letters—they are connecting these letters together in the formation of words; pronouncing the words and applying them in simple and easy sentences of their own, which the teacher assists them to make and use. By a skilful and pains-taking teacher, a good knowledge of small words, with their uses in forming simple sentences, may very easily be imparted while the children are learning the small letters; and frequently in a shorter time than it would have taken him to teach them the letters only; not to mention that the one

method is, to make the best of it, tedious and wearisome both to the teacher and the children; because it is only a repetition of the letters which had been previously learned in a different form; while the other may be made exceedingly interesting, for at every step the children find something new, and much that is really amusing. Nor will this method of teaching prove less interesting to the teacher, if he loves the children and strives to render them pleased and happy, at the same time that he is exerting all the talent with which nature has endowed him, and all the skill acquired by practical experience and observation, to infuse into their young minds the simple truths of which these letters and words in connexion, are the representatives. Many who have not followed this mode will be very likely to say: How can little children of perhaps three or four years of age be made to understand any thing of the ideas of which these small words are the signs? But if the teacher has a happy manner of analyzing the most simple sentence and applying the words—even the smallest—in various ways; always using, in his explanations, words and expressions adapted to the age and capacity of the children, he will soon discover that the ideas are generally more readily acquired and retained in the mind than the bare words which represent them. Take, for example, the simple and amusing sentence, "The cat bit a rat and the dog bit the cat." Here we have a compound sentence consisting of eleven words, seven of them different from each other. Now suppose the children do not know any of their small letters, and perhaps not all the large ones, they can still be taught to know, not only the letters in it, but to spell, read and understand the whole from beginning to end, in as short a time as the same letters could be taught to them were they arranged in alphabetical order. I have tried the experiment several times and found that in every case, the letters were got sooner, the task made more pleasant, and that many simple ideas were drawn out, and the young mind exercised and expanded during the process of instruction. Their first lesson in Grammar, Natural History, and Arithmetic, may be given in connexion with the reading, even at this stage of their progress. Take for instance, the first word of the sentence already given: "*The.*" The teacher repeats to the class the names of the letters, critically examining into their shape, and making many remarks on the proper position of the lips, teeth, tongue, &c., in the pronunciation of each one, as nearly as possible, in the same manner as the large ones were taught. He need not fear that the time spent in this way will be lost, for no other method of teaching will, in my opinion, tend so much to impress the letters upon the memory of every one in the class. The teacher then pronounces the word distinctly; this is done several times before proceeding further. It is necessary that much care be taken on his part that not the slightest impatience or loss of temper be shown, should the children's attention be occasionally diverted from the letters and directed to some other object; or should they exhibit a little of that uneasiness natural to small children, when a repetition of the same thing is so often required. It is better, however, not to weary them with too much repetition, but to proceed with a few questions about the word *the*, in connexion with the next one, *cat*. And here the initiatory lesson in Grammar, might with much advantage be given; but it must be done in a very intelligible and inviting manner or it will be of little benefit. I would question the children, and talk to them somewhat in this way. (*Here illustrations were given by the assistance of the class previously introduced of the manner in which small children are taught to read at the time they are learning their small letters.* It was also shown that the simplest elements of Grammar, Geography, Natural History, &c., might, with considerable facility, be taught at the same time.)

In teaching children, particularly small ones, one important thing ought never to be lost sight of, viz: that not a single word or expression should be made use of which they do not clearly and fully understand. This will necessarily require the repetition of many small words, and common-place expressions: such as I have made use of to the class before me; but we must constantly bear in mind that it is the children's advancement that ought to be the teacher's chief aim, and not his own improvement in eloquence, pleasing perhaps to his own ears, but altogether unintelligible to the children.

Talking to them and questioning them in this manner through every stage of their progress in reading, will save much valuable time when they begin to study grammar systematically.

In fact, by this method, they may be taught grammar in so practical a manner, as almost to supersede a text book on that branch of study; and besides, when taught altogether from the text book it is, to most children, dry and insipid; but when taught in the way I have described, it may be rendered pleasant and agreeable to children of every age and at every step they take.

When I began this paper it was my purpose to attempt by copious

examples, minutely illustrated, to show that by the intellectual and moral systems of teaching combined, the minds of small children might be trained to great truths from a knowledge of little words, in a manner both pleasant and inviting; and so as to arouse and keep alive the interest of teacher and child. Time, however, prevents my carrying out my original intention to its fullest extent; but I trust that what has been said will suffice to show, that by following out this plan thoroughly, little children may be taught their letters more quickly; that simple lessons in Natural History may be given to good effect when such words as *cat, dog, rat, &c.*, occur in the reading; that something even of Arithmetic might be taught by encouraging, in the children, a habit of counting the letters in a word, and the words in a sentence; or by supposing letters taken away, or others added, in order to form different words; that Grammar in a practical way might be taught with much success; that with proper apparatus in the shape of globes, maps, diagrams and plates, the elements of Geography and Natural Philosophy might be illustrated to good advantage at the earliest period of their attendance at school.

In short, that it is not only possible, but comparatively easy, by training the child to a habit of observing, thinking, and investigating, to infuse into his mind the leading principles of almost all the branches of an elementary education, during the time that he is learning the most simple words in the English language, without retarding, in the least, his progress in spelling and reading; and at the same time, making these first steps in his studies, not as is too frequently the case, a perfect toil and drudgery to all concerned, but as pleasant, agreeable, and amusing to the scholar, as any of the different plays and games in which the child is engaged during the time he is in the school ground or elsewhere: thus combining much pleasure with much profit to those dear little ones entrusted to our care and tuition.

### "SHOWING."

"Will you please *show* me how to do this example?" said a bright eyed little boy to the teacher one day—"please do, it is so hard, and I have tried so long, and fail every time." It was not an uncommon question in Mr. D's school-room. As often as the weary day came, these inquiries were filling the ears of the teacher—not altogether unwelcome sounds. It is pleasant to hear the youthful mind inquiring for the paths of knowledge—to listen to the oft repeated requests for that aliment, by which it alone can thrive and develop its own mighty resources. John was sent to his seat, with the very common answer, "I can not show you now," and at the same time commanded to do the thing himself. The boy cast a sour look at the teacher, and went to his seat, grumbling some bitter thoughts of disappointment.

But he began to reflect upon the words of the teacher: "*do it yourself.*" They carried with them a peculiar charm and power. "Can I do it?" eagerly inquired the disappointed boy. "It may be possible; and for the twentieth time, half in spite and half in earnest, he encountered the difficult problem. His vision seemed sharpened by the decisive answer of the teacher. He summoned new energy. He conquered. You should have seen the fire kindle in his eye. It was a look of triumph. It was his *own* conquest. The foe he had prostrated had stood for a long time in his pathway of progress. He did not think he was able to the task of conquering. This was a positive step in the highway of knowledge. It paved the way for another more decisive and brilliant. It might have been the turning point in all his career. Had the teacher complied with his request, and done for him what was evidently his own work, it would have indulged in the pupil a spirit of indolence and indifference, fatal to all true progress. The most gigantic machinery often turns upon a very small point. The whole course of progress is not unfrequently marked by some Rubicon, some mount of trial which gives a characteristic complexion to all our future.

The little girl asked to be shown the difficult answer in geography. She was weary with searching, or, perhaps, more anxious to get her lesson, that she might engage in some pastime. But she was treated in the same manner as the boy. She was not pleased with this treatment. She did think it too bad, that she could not receive assistance in such an emergency. But the task must be done. This she knew perfectly well. She renewed the search with greatly increased zeal and determination. The difficulty was conquered. She found the answer herself. This was treasured away safely in her memory. Gems dearly bought are most safely kept. Every one knows, that the facts which cost us most labor, are the longest retained in the memory. And what we cannot secure in the store house of memory, can be of very little service to us. The main

work of the teacher is to generate and encourage activity of mind in his pupils. But the careless habit of "showing" them indiscriminately and continuously, is diametrically opposed to this result. Lead your pupils with a kind hand, but teach them that there is no easy, gilded pathway to the temple of knowledge, and that personal effort is the only key to those shining portals.—*New-York Teacher.*

### School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

#### XX II.

##### EARLY PAROCHIAL SCHOOLS IN CHURCHES.

PLAIN Education dates from the fourteenth century; reading and writing were the branches, but children were also taught grammar. Parochial grammar-schools occur in the fifteenth century; but so few were they, and so low was the grammar-learning taught in them, that in 1477, several clergymen of London petitioned Parliament for leave to set up schools in their respective churches, not only to check schools conducted by illiterate men, but also to provide for the great demand for tuition, in consequence of the law which made it illegal to put children to private teachers, enacted to prevent the spread of Wicklivism, of the doctrines of Wickliffe. This church school was held in a room at or over the porch called *parvise*. The custom is alluded to by Shakspeare; and we find it as late as the seventeenth century, for John Evelyn, the son of a gentleman of fortune, and born at Wotton, in 1620, states in his Diary that he was not initiated into any rudiments till he was four years old, and then one Friar taught him at the church porch.

#### XXIII.

##### EDUCATION AT HOME—MUSIC.

EDUCATION, in all the early stages, was very rarely conducted at home, but at courts, or in the houses of nobles, &c. The period of infancy and boyhood was entrusted to women, and at the age of eleven years, tuition was commenced in earnest. In royal houses, the parents selected some veteran and able soldier of noble family, under whose roof their son was placed, and in whose castle, commencing his services as a page he received instructions in the exercises and accomplishments befitting his condition. Thus, Edward the Black Prince delivered his son Richard, afterwards Richard II., to Sir Guiscard d'Aigle, as his military tutor. Henry IV. entrusted the education of his son Henry, afterwards the valorous Henry V., to Sir Thomas Percy, a brave and veteran warrior; and James I. of Scotland being taken prisoner, and confined in the Tower of London and Windsor Castle, received there an excellent education through Henry IV. of England, who placed him under the care of Sir John de Belham, constable of Pevensey Castle, a man of note, both as a statesman and a warrior.

Among the elegant accomplishments which were blended with the early tuition of both sexes, we should not omit to notice music, which was intended to render the learner a delightful companion in the hall at home, as his skill in warlike exercises was calculated to make him a formidable enemy in the field. The science of music, both instrumental and vocal; the composition and recitation of ballads, roundelays, and other minor pieces of poetry; and an acquaintance with the romances and popular poems of the times, were all essential branches in the system of education which was adopted in every castle in the fourteenth and fifteenth centuries. The brave and accomplished military leader, Sir John Chandos, sang sweetly, and solaced his master, Edward III. on a voyage, by his ballads; and the Count de Foix, a celebrated hero, frequently requested his secretaries, in the intervals of severer occupation, to recreate themselves by chaunting songs and roundelays. Again, Churchmen studied music by profession; and the law students at the Inns of Court learned singing, and all kinds of music. A few of our early sovereigns were skilled in music: Richard II. is known to have assisted at divine service, and to have chaunted a collect-prayer; Henry IV. is described as of shining talents in music; and Stow tells us that Henry V. "delighted in songs, metres, and musical instruments."

#### XXIV.

##### CHILDHOOD AND YOUTH OF HENRY THE SIXTH.

It has been shrewdly observed that there are few instances of kings who ascend the throne at a very early age answering the ex-

peccations of their people. In our own history, Richard II. and Henry VI. are striking instances of this remark; for which there seems to be an obvious reason, viz., that a minor king received generally a worse education than he who is only destined to a throne.

Henry VI., called of Windsor, from having been born there in 1421, was not quite nine months old when the death of his father, Henry V., left him King of England. Fabian relates this extraordinary instance of the adulation paid to this minor sovereign: "Henry VI., when but eight months old, sat in his mother's lap in the parliament chamber; and the speaker made a famous *proposition*, in which he said much of the providence of God, who had endevored the realm with the presence of *so toward a prince and sovereign governor.*" His childhood was passed at Windsor Castle. In accordance with the will of his dying father, the boy Henry, when six years old, was placed under the tutelage of Richard De Beauchamp, Earl of Warwick, the companion in arms of Henry V. This appointment was made under the authority of the Council: Warwick was to instruct his pupil in all things worthy to be known, nurturing him in the love and fear of his Creator, and in hatred of all vice. The Earl held this office till the King was sixteen: his discipline was very strict; for the pupil was not to be spoken to, unless in the presence of Warwick, or of the four knights appointed to be about his person; "as," says the entry in the Rolls of Parliament, "the King, by the speech of others in private, has been stirred by some from his learning, and spoken to of divers matters not behoveful." The Earl appears to have complained to the Council of the King's misconduct, for they promised to assist him in chastising his royal pupil for his defaults. Warwick applied for this aid as protection against the young Henry's displeasure and indignation, "as the King is grown in years, in stature of his person, and in conceit of his high authority." Severe corporal punishment was, it appears, considered the most efficient instrument of good education at this period; and Warwick, doubtless, *b lashed* the young King.

Meanwhile, the scholastic training of the young King was entrusted to his great uncle, the Bishop of Winchester, better known as Cardinal Beaufort; and under his tuition, Henry became an accomplished scholar in all the learning of the age; as well as "the truest Christian gentleman that ever sat upon a throne."

The statutes of St. Mary's College, Oxford, in this reign, show how great must have been the inconveniences and impediments to study in those days from the scarcity of books: "Let no scholar occupy a book in the library above one hour, or two hours at most, so that others shall be hindered from the use of the same." Still there was a great number of books at an early period of the Church, when one book was given out by the librarian to each of a religious fraternity at the beginning of Lent, to be read diligently during the year, and to be returned the following Lent. Books were first kept in chests, and next chained to the desks, lest their rarity and value might tempt those who used them; and it was a very common thing to write in the first leaf of a book, "Cursed be he who shall steal or tear out the leaves, or in any way injure this book;" an anathema which, in a modified form, we have seen written in books of the present day.

## XXV.

## HENRY THE SIXTH FOUNDS ETON COLLEGE, AND KING'S COLLEGE, CAMBRIDGE.

HALL, the chronicler, when speaking of the cause which led Henry VI. to found Eton College and King's College, Cambridge, says of him: "he was of a most liberal mind, and especially to such as loved good learning; and those whom he saw profiting in any virtuous science, he heartily forwarded and embraced." An ingenious writer of our own time has, however, more correctly characterized the young King's motive: "still stronger in Henry's mind was the desire of marking his gratitude to God by founding and endowing some place of pious instruction and Christian worship." Henry seems principally to have followed the magnificent foundations of William of Wykeham at Winchester and Oxford; resolving that the school which he founded should be connected with a college in one of the Universities, whither the best of the foundation scholars of his school should proceed to complete their education, and where a permanent provision should be made for them. Standing upon the north terrace of Windsor Castle, near Wykeham's tower, and looking towards the village of Eton, upon the opposite bank of the silverwinding Thames, we can imagine the association to have first prompted the devout King's design—in the words of the Charter, "to found, erect, and establish, to endure in all future time.

A College consisting of and of the number of one provost and ten priests, four clerks and six chorister boys, who are to serve daily there

in the celebration of divine worship, and of twenty-five poor and indigent scholars who are to learn grammar; and also of twenty-five poor and infirm men, whose duty it shall be to pray there continually for our health and welfare so long as we live, and for our soul when we shall have departed this life, and for the souls of the illustrious Prince, Henry our father, late King of England and France; also of the Lady Katherine of most noble memory, late his wife, our mother; and for the souls of all our ancestors and of all the faithful who are dead: (consisting) also of one master or teacher in grammar, whose duty it shall be to instruct in the rudiments of grammar the said indigent scholars and all others whatsoever who may come together from any part of our Kingdom of England to the said College, gratuitously and without the exaction of money or any other thing."

The works were commenced in 1441, with the chapel of the College; and to expedite the building, workmen were "pressed" from every part of the realm. The freemasons received 3s. a week each, the stonemasons and carpenters 3s.; plumbers, sawyers, tilers &c., 6d. a day, and common labourers 4d. The grant of arms expresses the right royal sentiment: "If men are ennobled on account of ancient hereditary wealth, much more is he to be preferred and styled truly noble, who is rich in the treasures of the sciences and wisdom, and is also found diligent in his duty towards God." Henry appointed Waynflete first provost, who, with five fellows of Winchester, and thirty-five of the scholars of that College, became the primitive body of Etonians, in 1441. The works of the chapel were not completed for many years; and the other parts of the College were unfinished until the commencement of Henry the Eighth's reign.

Eton, in its founder's time, was resorted to as well as by the class for whose immediate advantage the benefits of the foundation were primarily designed. Those students not on the foundation were lodged at their relations' expense in the town (*oppidum*) of Eton, and thence called *Oppidans*. The scholars on the foundation (since called *Collegers*) were lodged and boarded in the College-buildings, and at the College expense. There are two quadrangles, built chiefly of red brick; in one are the school and the chapel, with the lodgings for the scholars; the other contains the library, the provost's house, and apartments for the Fellows. The chapel is a stately stone structure, and externally very handsome. The architecture, is Late Perpendicular, and a good specimen of the style of Henry the Seventh's reign. In the centre of the first quadrangle is a bronze statue of Henry VI.; and in the chapel another statue, of marble, by John Bacon. The foundation scholars seem to have been first placed in two large chambers on the ground-floor, three of the upper boys in each; they had authority over the others, and were responsible for good conduct being maintained in the dormitory. Subsequently was added "the Long Chamber" as the common dormitory of all the scholars. Dinner and supper were provided daily for all the members of the College; and every scholar received yearly a stated quantity of coarse cloth, probably first made up into clothing, but it has long ceased to be so used.

The King's Scholars or Collegers are distinguished from oppidans by a black cloth gown. The boys dined at eleven, and supped at seven; there being only two usual meals.

King Henry is recorded to have expressed much anxiety for his young incipient Alumni. One of his chaplains relates that—

When King Henry met some of the students in Windsor Castle, whither they sometimes used to go to visit the King's servants, whom they knew, on ascertaining who they were, he admonished them to follow the path of virtue, and besides his words would give them money to win over their good-will, saying, "Be good boys; be gentle and docile, and servants of the Lord." (*Sitis boni pueri, mites et docibiles, et servi Domini.*)

The progress of the buildings was greatly checked by the troubles towards the close of the reign of Henry VI.; and his successor, Edward IV., not only deprived Eton of large portions of its endowments, but obtained a bull from Pope Pius II. for disposing of the College, and merging it in the College of St. George at Windsor; but Provost Westbury publicly and solemnly protested against this injustice, the bull was revoked, and many of the endowments were restored, though the College suffered severely. The number on the foundation consisted of a provost and a vice-provost, 6 fellows, 2 chaplains, 10 choristers, the upper and lower master, and the 70 scholars. The buildings were continued during the reign of Henry VII., and the early years of Henry the Eighth, whose death saved Parliament from extinguishing Eton, which was then confirmed to Edward VI.

The College buildings have been from time to time re-edified and enlarged. The Library, besides a curious and valuable collection of books, is rich in Oriental and Egyptian manuscripts, and beautifully illustrated missals. The Upper School Room in the principal court, with its stone arcade beneath, and the apartments attached to it, were built by Sir Christopher Wren, at the expense of Dr.

Allstree, provost in the reign of Charles II. We have engraved this school-room from an original sketch; it is adorned with a series of busts of eminent Etonians.

The College Hall interior has been almost entirely rebuilt through the munificence of the Rev. John Wilder one of the Fellows, and was reopened in October, 1857; these improvements include a new open-timber roof, a louver, windows east and west, a gothic oak canopy, and a carved oak gallery over the space dividing the hall from the buttery. The oak panelling around the room is cut all over with the names of Etonians of several generations.

Among the Eton festivals was, the *Montem*, formerly celebrated every third year on Whit-Tuesday, and believed to have been a corruption of the Popish ceremony of the Boy Bishop. It consisted of a theatrical procession of pupils wearing costumes of various periods, for the purpose of collecting money, or "salt," for the captain of Eton, about to retire to King's College, Cambridge. To each contributor was given a small portion of salt, at an eminence named therefrom Salt-Hill; the ceremony concluding with the waving of a flag upon this hill or *Montem*. Boating and cricket are the leading recreations at Eton; the College walks or playing-fields, extend to the banks of the Thames, and the whole scene is celebrated by Gray, the accomplished Etonian, in his well-known *Ode on a Distant Prospect of Eton College*, commencing—

"Ye distant spires, ye antique towers  
That crown the watery glade."

*King's College*, which Henry founded in 1441, at Cambridge, to be recruited from Eton, is the richest endowed collegiate foundation in that University. The Statutes declare that there shall be a provost and 70 poor scholars. The Reformation and the changes brought about by three centuries, have, however rendered obedience to the Statutes impossible, and they are now virtually the Statutes of William of Wykeham, which he had framed for New College. The Civil Wars of the Houses of York and Lancaster, and the violent death of the royal founder, left the College buildings unfinished; while Edward IV. impoverished its revenues, and even dissolved the College. Henry VII., in whose reign the College petitioned Parliament, on account of its straitened resources, contributed to the completion of the chapel. The style is Late Perpendicular, but very rich. The interior, with the stained glass windows, was completed by Henry VIII., under the direction of Bishop Foxe.

## XXVI.

## JOHN CARPENTER AND THE CITY OF LONDON SCHOOL.

TOWARDS the close of the long reign of Edward III. there was born in London a good citizen named John Carpenter, who being styled in the documents of his time *clericus* (clerk), was an educated man, and is supposed to have studied at one of the Inns of Court for the profession of the law. He became Town Clerk of the City; and compiled a large volume in Latin of the civic laws, customs, privileges, and usages, a book of great value and authority. He was at the expense of painting the celebrated "Dance of Death" in St. Paul's cloister, being an encourager of the arts, and he was a personal acquaintance of Lidgate, the monk of Bury. He was 20 years Secretary and Town Clerk, sat in parliament for the City, and was Governor of St. Anthony's Hospital, in Threadneedle-street. At his death he bequeathed certain property in the City "for the finding and bringing up of four poore men's children with meate, drink, apparell, learning at the schools in the universities, &c., until they be preferred, and then others in their places for ever." In 1633, however, this property yielded only 29*l.* 13*s.* 4*d.* per annum. At this time the boys wore "coats of London russet" with buttons; and they had periodically to show their copy books to the Chamberlain, in proof of the application of the charity. During the lapse of nearly four centuries, the value of Carpenter's estates had augmented from 19*l.* 10*s.* to nearly 900*l.*, or nearly five and forty fold. In 1835, the funds were greatly increased by subscription, and a large and handsome school built by the City upon the site of Honey-lane market, north of Cheapside at a cost of 12,000*l.*, to accommodate 490 scholars. The citizens have, in gratitude, erected upon the great staircase of the school a portrait statue of Carpenter, in the costume of his age; he bears in his left hand his *Liber Albus*, a collection of the City laws, customs, and privileges. The statue is placed upon a pedestal, inscribed with a compendious history of the founder, and his many benevolent acts.

Such has been the goodly increase of Carpenter's charity. It is not unreasonable to suppose that he may have been prompted to the bequest by the celebrity of the schools of St. Anthony's Hospital, of which he was master. In the scholastic disputations amongst the grammar-schools, it commonly presented the best scholars. Out

of this school sprung the great Sir Thomas More; Dr. Heath, Archbishop of York and Lord Chancellor; Archbishop Whitgift; and the celebrated Dean Colet, the founder of St. Paul's School.

## XXVII.

## MERCERS' SCHOOL.—THE FIRST GRAMMAR SCHOOL.

IN the twenty-fifth year of the reign of Henry VI.—1447—there was presented to Parliament a petition by four clergymen setting forth the lack of grammar-schools and good teachers in the city of London; and praying leave (which was granted to them) to establish schools, and appoint competent masters in their respective parishes. "It were expedient," say they, "that in London were a sufficient number of scholes, and good enfourmers in gramer; and not for the singular avail of two or three persons grevously to hurt the multitude of young people of al this land. For wher there is grete numbꝛ of lerners and few teachers, and to noon others, the maistres waxen rid of monie, and the lerners powerer in connyng, as experyence openeth shewith, agens all vertue and ordre of well publik."

This is generally considered to have been the origin of Free Grammar Schools, properly so called; but the only one of the schools established immediately in consequence of this petition which has survived to the present time is the Mercers' School, which was originally founded at St. Thomas de Acons (the site of Mercers' Hall, in Cheapside,) for 70 scholars of any age or place, subject to the management of the Mercers' Company. Among the early scholars were Dean Colet, Bishop Thomas, and Bishop Wren. The site of the schoolhouse was changed six times; and it now on College-hill, on the site of Whittington's Almshouses. "God's House, or Hospital," which have been rebuilt at Highgate. It is at this day a strange location for a seat of learning; surrounded by hives of merchandise, and close to one of the oldest sites of commerce in the city, its turmoil grates harshly upon the quiet so desirable for a youth of study.

## XXVIII.

## SAINT PAUL'S SCHOOL FOUNDED.

IN the reign of Edward IV., in 1466, there was born in the parish of St. Antholin, in the city of London, one John Colet, the eldest son of Sir Henry Colet, Knight, twice Lord Mayor, who had, besides him, twenty-one children. In 1483, John Colet was sent to Magdalen College, Oxford, where he passed seven years, and took the usual degree in arts. Here he studied Latin, with some of the Greek authors through a Latin medium, and mathematics. Having thus laid a good foundation for learning at home, he travelled in France and Italy from 1493 to 1497; he had previously been preferred to the rectory of Dennington, in Suffolk, being then in acolyth's orders. At Paris, Colet became acquainted with the scholar Budæus, and was afterwards introduced to Erasmus. In Italy he contracted a friendship with Grocyn, Linacre, Lilly, and Latimer, all of whom were studying the Greek language, then but little known in England. Whilst abroad, he devoted himself to divinity, and the study of the civil and canon law. Colet returned to England in 1497, and subsequently rose through various degrees of preferment to be Dean of St. Paul's. By his lectures, and other means, he greatly assisted the spirit of inquiry into the Holy Scriptures which eventually produced the Reformation. He had, however, many difficulties to contend with; and tired with trouble and persecution, he withdrew from the world, resolving, in the midst of life and health, to consecrate his fortune to some lasting benefaction, which he performed in the foundation of St. Paul's School, at the east end of St. Paul's churchyard in 1512; and, "it is hard to say whether he left better lands for the maintenance of his school, or wiser laws for the government thereof."—(Fuller.)

The original school-house, built 1508-12, was destroyed in the Great Fire of 1666, but was rebuilt by Wren. This second school was taken down in 1824, and the present school built of stone from the designs of George Smith: it has a handsome central portico upon a rusticated base, projecting over the street pavement. The original endowment, and for several years the only endowment of the school, was 55*l.* 10*s.* 10*d.*, the annual rents of estates in Buckinghamshire, which now produce 185*l.* 16*s.* 10*d.* a-year; and, with other property, make the present income of the school upwards of 5000*l.* Lilly, the eminent grammarian, the friend of Erasmus and Sir Thomas More, was the first master of St. Paul's, and "Lilly's Grammar" is used to this day in the school: the English rudiments were written by Colet, the preface to the first edition probably by Cardinal Wolsey; the Latin syntax chiefly by Erasmus, and the remainder by Lilly; thus, the book may have been the joint production of four of the greatest scholars of the age. Colet di-



rected that the children should not use tallow but wax candles in the school; four pence entrance-money was to be given to the poor scholar who swept the school; and the masters were to have livery gowns, "delivered in clothe."

Colet died in his 53rd year, in 1519. He wrote several works in Latin: the grammar which he composed for his school was called "Paul's Accidence." The original Statutes of the school, signed by Dean Colet, were, many years since, accidentally picked up at a bookseller's and by the finder presented to the British Museum. The school is for 153 boys "of every nation, country, and class;" the 153 alluding to the number of fishes taken by St. Peter (*John* xxi 2). The education is entirely classical; the presentations to the school are in the gift of the Master of the Mercers' Company; and scholars are admitted at fifteen, but eligible at any age after that. Their only expense is for books and wax tapers. There are several valuable exhibitions, decided at the Apposition, held in the first three days of the fourth week after Easter, when a commemorative oration is delivered by the senior boy, and prizes are presented from the governors. In the time of the founder, the "Apposition dinner" was "an assembly and a littell dinner, ordayned by the surveyor, not exceedyng the pryce of four nobles."

In the list of eminent Paulines (as the scholars are called), are, Sir Anthony Denny and Sir William Paget, privy councillors to Henry VIII.; John Leland, the antiquary; John Milton, our Great epic poet; Samuel Pepys, the diarist; John Strype, the ecclesiastical historian; Dr. Calamy, the High Churchman; the Great Duke of Malborough; R. W. Elliston, the comedian; Sir C. Mansfield Clarke, Bart.; Lord Chancellor Truro, &c. Among the annual prizes contended for is a prize for a copy of Latin Lyrics, given by the parent of a former student named Thurston, the High Master to apply a portion of the endowment to keeping up the youth's gravestone in the Highgate Cemetery.—(*To be continued.*)

## LITERATURE.



**The Burns' Celebration.**

In every large city of this continent, the centenary of the birth of that great and justly popular poet, has been celebrated by Scotchmen and the descendants of Scotchmen, with the greatest *éclat*. We publish below extracts from the report of the Montreal celebration, which will give our readers some idea of the feelings entertained among our fellow citizens of Scotch birth or origin, in relation to their national literature. We copy from the *Montreal Herald* :—

On the 25th of January, 1759, was born in Ayr, Scotland, in a cottage lonely and unnoticed, ROBERT BURNS, the Poet of his country—the man to whom, yesterday, in all parts of the world, Scot, Celt and Saxon offered the homage which all must render up to intellect, which all must lay at the shrine of genius. Almost three-quarters of a century have passed since Robert Burns breathed his last, leaving his works for the benefit of his countrymen and their posterity, for the enjoyment of multitudes and their descendants, and entrusting his fame to the keeping her that had preserved so well the memories of the illustrious sons she had borne before—his native Scotland. Three quarters of a century have passed, but the name of Burns, like to the unfolding blossoms of the aloe, has been flowering in strength and luxuriance, and, as the hundred years rolled on, the world seemed to watch anxiously for the day on which it might hail the perfected magnificence of the most glorious song-flower

that ever struck root in Scottish soil, drew nurture from Scottish earth, or added lustre to its hues in Scottish sunlight.

Well might the countrymen of Burns feel proud yesterday of their country, their poet and his centenary, for Kings, who ruled when Burns laboured, have died and disappeared; nations and dynasties have fallen; and well may Scotsmen exult when thinking that, amid the turmoil of a century, the name of their poet has never been extinguished; that the cottage of his birth is venerated, when kingdoms are mentioned only to be treated with contempt. And though his countrymen may grieve that Burns sank into the grave in the "noon of his prime," still their universal celebration yesterday seemed to make known even this one consoling fact—that, though the ploughman poet, who knew the furrows of the human heart so well, and there scattered the thick grain of his genius, did not live to bind the full and golden harvest of his fame, still that time has gathered every sheaf and reserved them all for immortality. Never, perhaps, in the history of literature, was there such a celebration as that of yesterday; but Scotland was worthy of Burns, and he worthy, of Scotland. His country could not forget him, nor could the world forget the poet who sung, if we might use the phrase—that cradle hymn of manhood—that anthem of equality, "A man's a man for a that"—a poem, in whose every line swells the peal of independence; as loud, if not more loud, than at the time when the master-mind sent the big thoughts rolling, like billows of the heart and brain, through every sentence and every stanza—a poem which mirrors all the throbbings of the human soul in its grandest aims and aspirations.

About Seven o'clock in the evening, the City Concert Hall was filled with an assemblage as brilliant perhaps, as any that ever met within its walls. Shortly after 7 o'clock the Chairman [the Hon. John Rose], and the other speakers entered amid applause, and took their seats on the platform.

The following gentlemen were on the platform, viz: The Hon. John Rose, President of the Burns Club; Professor Dawson, Alexander Morris, Esq., Rev. Mr. Snodgrass, Mr. Sheriff Boston, F. E. Morris, Esq., Q. C.; Mr. Justice Badgley, Rev. Dr. Mathieson, His Worship the Mayor, Hon. P. J. O. Chauveau, Chas. Coursol, Esq., Colonel Taylor, C. Blackwell, Esq., David Mair, Vice-President, and A. A. Stevenson, Corresponding Secretary of the Burns Club.

Perhaps one of the most remarkable features of the evening was a telegraphic apparatus on the platform, with wires running along the hall, and connecting with those in the street, by which, during the night, sentiments were exchanged with, and received from other, assemblies of the same kind, in Canada and the States.

The following speeches among others were delivered in answer to the toasts proposed:

The PRESIDENT—Then said it is not I assure you with pretensions to eloquence that I address you. I feel how inadequate I am to the task your partiality has imposed upon me, and how inefficient an instrument I am to introduce as it ought to be introduced the thrilling toast, which it is now my duty to propose. This meeting is one not intended merely for purposes of conviviality. We are on the contrary met as one among many bands, which are this night assembled by a common instinct to do honour to the memory of our great national bard. I shall not attempt to institute a comparison between Burns and the other poets of ancient or of modern times. Nor do I claim for Burns that he was the greatest poet who ever lived. Comparison and panegyric would be equally inappropriate, but the reflection which must occur to us all is to ask, what it is that brings us here as by a national instinct, one hundred years after his birth to do honour to the memory of Burns? I think some reflection on the answer to this question may do us all good. This night, one hundred years ago, Burns was born in an humble cottage, of parents so poor, that they could scarcely give him the rudiments of education, accessible as education is in Scotland, almost to the lowest. We all know with how much difficulty he obtained the education which was afforded him—how he had to take turns with his brothers at their field work, in order that he might go to school. We all know, too, how, in after years, he struggled with poverty, and sometimes with neglect—his parts being sometimes appreciated, only to make the subsequent neglect felt more severely. We know the story of his love and of his despair—and how, in later life, poverty again haunted him, so that, even on his death-bed, he was compelled to write to two friends, to furnish him with a very small amount of money, to save him from the horrors of a jail. This is the story of too many poets—of too many men, whose genius has electrified the world, and therefore, I again ask what there is to induce us, one hundred years after his birth, thus to assemble and worship at his shrine? We know how many and what vast changes have taken place within these hundred years—how much has been done for social and material prosperity, what advance has taken place

in arms, in steam, that great agent by which the intercourse of the world is so much promoted. Since then, too, the world has seen Scott and Campbell and Southey, and Napoleon and Wellington—names at which we almost hold our breath with awe. Lastly have obtained that electric communication by which the remotest parts of the earth are brought into contact, though at distant parts of Continents, or separated by oceans, what is it then that amidst all these exciting changes induces us to pay this homage to our Bard. I do not pretend to offer critical or dogmatic reasons: but what strikes me as the cause of his being so firmly embedded in all our hearts, and which, when we are no more, will cause him to be found in those of our descendants, one hundred years hence, filling them with as much enthusiasm as it does ours, is that his poetry appealed so strongly to the sympathies and feelings of our hearts. He was not, indeed, the poet of the intellect or of the imagination; but he spoke to that part of our nature which has ever been and ever will be the same. This he brought out with a distinctness, reality and substance, which made them felt and almost seen by his readers. What was it that inspired the genius of Burns? I find the answer in the presence this night of so many of my fair country-women. It was love of woman that first stirred the genius of the Poet. And, indeed, to what do we owe the noblest emotions, and the best actions of our lives—what in fact do we live for? It is to gain and keep the affections of woman? So it was with Burns. We have his own testimony to the fact that at the age of fifteen when harvesting with a girl who worked in the same field, he became charmed by her person, and electrified when he felt the touch of her hand, or observed her eye directed towards him. He found in her a voice from Heaven, which awoke his slumbering emotions. The moral then is that we ought to cherish and cultivate the social affections. But there is another reason. We thus honour him because we feel in every mode of our lives, whether in happiness or misery, joy, or sorrow, some echo to our thought in the pages of Burns. We all know the sad story of all that occurred to him and to Highland Mary—how intense was the love he entertained for her—what was his agony at parting from her, and how rude death prevented the realization of the cherished hope that they would one day meet again. We know how this event haunted him through life, and how, after her death, he spent every anniversary of the night on which it occurred, gazing into the heavens at the star which he had called hers. The same feelings continued with him to his death-bed, for almost his latest verses were addressed to two kind female friends—Jesse Bowers and Charlotte Hamilton. And do we not find these sentiments running through his poetry. How beautifully delineated are the social affections, the comforts of domestic life, and the piety of the family in the poem of the "Cottar's Saturday night." Yet these are not the only sentiments to which he appeals. His genius wells up fresh, adapted to every occasion of our lives, and the products appear to have come from his mind freely and without effort. "Tam O'Shanter" was written while walking up and down before the River Doon;

"The Deil came fiddling thro' the toon  
And danced away wi' th' Exciseman."

Was written while in the quality of Exciseman, he was watching a smuggler, in the offing, having first sent away his men to intercept the crew of the vessel on their landing. I hope the tradition of the occasion for the composition of the song

"Is there for honest poverty?"

is not the true one; but there is a tradition that Burns, having been invited to take part at a feast in some house, was not received at the table; but treated only as one who was to contribute to the amusements of the guests. It is said that in this humble position he stood up, and recited the words of the song as they came from his heart. I hope this story is not true. At any rate let us be happy in thinking it could not occur in our own day, when genius and worth meet with their due appreciation, no matter what may be the rank of their possessor in the social scale. Gentlemen and ladies, it has been said that Scotch nationality is on the decline—that Scotland is as it were losing her individuality; but is that true? No, I believe it is the very reverse, though she may have lost some of her peculiarities. But sending her sons abroad all over the earth their hearts revert to their native soil with as warm an enthusiasm as they ever did, and that enthusiasm is certainly greatly promoted by the poetry of Burns. If martial excitement is required, can we have anything more glowing than:—

"Scots wha hae wi' Wallace bled,"

or if social enjoyment is to be delineated, could it be better done in "O'Shanter" and "Willie brewed a peck o'Maut," which had

just been sung, or in that song, which he hoped they would all join in singing before they left—he meant the favorite song of "Auld Lang Syne?" Mr. Rose concluded by reading several telegraphic communications, which he had received from several parties who were celebrating the day in the same manner, it having been arranged that, through the whole of America, the same toast should be proposed at the same moment.

ALEX. MORRIS, Esq., said that in coming before that large assembly he felt that the toast he had to propose would command their universal and hearty approval. It is, he continued one hundred years ago since Burns was born in a lowly cottage of humble parents, but you all know what manner of man that child became. You know that that child was one day the favourite poet of Scotland, and that ere thirty eight years of age had passed away, but had already made himself a proud reputation and had written his name deeply in the affections of his countrymen. He was indeed one of the people, reflecting their sentiments, understanding their feelings, and sharing their sorrows; drawing his poetry from the most homely object, even from that "wee wee modest tipped flower," Scotland's own humble gowan of which a friend has placed a specimen on the table before me. He was unquestionably the poet of the people, and it is for that reason that we are met to celebrate his memory to-night.—A hundred years must elapse before there can be such another gathering; but the hundred years that are gone!—how they carry the mind back, and lead us to reflect on the difference between then and now? Take for instance our own city. One hundred years ago, it was a little walled town, instead of being as at present a great and flourishing centre of business and population. One hundred years ago there were no floating palaces on our waters; no iron bands, linking the east to the west of the continent; no wire flashing intelligence throughout the vast continent, and enabling you to receive communications from Boston, Chicago, or New-York—to every city, town or village. These have all been invented since the birthday of the poet of Scotland, whose centenary anniversary we celebrate. It would, he said, be unbecoming on his part to eulogize the merits of Burns; nor need he do it. I speak to your hearts, and feel an assurance that you know, honour and admire the genius of the poet; but would give one picture, which forcibly brought to the mind the happiness of the homes of Scotland:—

The toil worn cottar to his labour goes:  
This night his weekly toil is at an end:  
Collects his spade, his mattocks and his hoes,  
Hoping the morn in ease and rest to spend,  
And weary o'er the moor, his course does homeward bend.  
At length his homely cot appears in view,  
Beneath the shelter of an aged tree:  
The expectant wee things toddling stacken thro',  
To meet their dad, with fichterin' noise and glee,  
His wee bit ingle blinking bonnily;  
His clean hearth-stane, his thrifty wife's smile,  
The lispin infant prattling on his knee,  
Does a' his wearing carking care beguile,  
And make him quit his labour and his toil.

And then after thus showing how the father, acting also in the character of priest of his family, closed the evening, how nobly did he end the poem:

"Oh, Scotia, my dear and native soil,  
For whom my warmest wish to heaven is sent,  
Long may the hardy sons of rustic toil  
Be blessed with health, and peace, and sweet content;  
And oh! may heaven their simple lives prevent  
From luxury's contagion, weak and vile;  
Then however crowns and coronets be rent,  
A virtuous populace may rise the while,  
And stand a wall of fire around their much-loved isle."

Again, what nobler sentiments could be inculcated than were found in that beautiful song which had just been sung:—

"The Rank is but the guinea stamp,  
The man's the gowd for a' that;  
What though on homely fare we dine;  
Wear hodden grey and a' that,  
For a' that and a' that,  
Their tinsel show and a' that;  
The honest man, though ne'er so poor,  
Is king of men for a' that."

It was in such sentiments as these that they found the key to Burn's character; and who could fail to sympathize with those lines:—

"To make a happy fireside clime, for weans and wife,  
That's the true pathos, and sublime of human life."

It was now his duty to call on the meeting to wish all success to those who had met as they had done. He had no doubt there were similar meetings in Australia and India, and with respect to the latter country, he might mention that Sir Archibald Alison, in a recent speech, had stated that in the late Indian troubles, Burns's poems, was a constant companion of the soldier, who had repeatedly rushed to the charge for the sustaining of British supremacy, animated by the song "Scots wha hae?" The unanimously celebrated centennial anniversary of the birth of the Poet all over the world was a singular thing; but might be accounted for from the fact of Burns having been so completely the poet of the people. We would close with one thought, it was, that though in Canada there had arisen no distinguished poet, yet that the Canadian people, with their rivers and lakes, were surrounded with all the elements of poetry, and he could not help hoping that before the next centenary the mantle of Burns would have descended on some Canadian, who would make for himself a name that would live in the hearts of his countrymen as warmly as that of Burns in the hearts of Scotchmen. Without trespassing further on their time, he would close with a quotation from old Christopher North.—

"On such occasions as this nationality is a virtue, for the character of Burns dignified the region which gave him birth, and not till that region was shorn of all its beams—honesty, moral worth, genius and manly independence would the name of Burns die in our ears, a faint unheeded sound."

He proposed the "Day and a' wha' honor it."

The Chairman gave the next toast. The "Land of Burns."

PRINCIPAL DAWSON replied, Mr. Chairman, ladies and gentlemen. I regard it as an honour to be called upon to respond to this toast, I esteem it as a greater honour, because I am not a Scot by birth, but a native of a little peninsula which in this new world, has the boldness to call itself New Scotland. [Applause.] But I beg leave here to say that this little country has in it a mixture of the intelligence, energy, and manly virtue of old Scotland, [Applause,] and is now willing, and holding out its hand, to grasp in friendly union the hand of its, big brother Canada, [a laugh]—and wishing to form one of the links in the brotherhood of the British North American Provinces. [Applause.] Now though not by birth a Scot I am one by inheritance, and have enjoyed the warm hearted hospitality and the cultivated Society of old Scotland—have profited by her literary and educational institutions, and have admired her varied and beautiful scenery; so, if I am not able to do justice to this toast it is the way and not the will which will be wanting; but, at any rate I want to speak of old Scotland without fear or favour, I should not consider that any one who speaks for Scotland should indulge in any narrow minded praise of that country to the disadvantage of others—[Hear]—for every nation under heaven has something which is good or something worthy of esteem. Three or four thousand years ago a very ancient nation when deprived by death of their founder, cut his body into little bits, and carried one with them wherever they settled, so that they might still be living under the shadow of one whom they loved and respected. To the present day, every nation pursues, in a small way a practice, very similar. We may see the reverence of that great British nationality of which Scotland forms no small part, when a Scot goes abroad over the world; for to those who are in bonds he says in the spirit of Erowick liberty, shake off your chains from your feet stand up like men and exercise for good the capacity that God has given you. [Applause.] What has determined the character of the Scottish mind is the fiery enthusiasm of the Celt, blent with the steady energy of the Tueton. We may speak of Scottish scenery, from the mountain-top to the strath—we may speak of the resources of the country, yet requiring skill for their development—we may speak of the religious and educational advantages, which that land has experienced; but this is not the place to enter into the discussion of the causes, but it is the place to say that Burns has represented, in its length and breadth, the character of the Scottish people. I shall speak of Scottish humour as represented in the works of Burns. The peculiarity of Scottish humour consists in a singular mixture of the wonderfully penetrating with a keen perception, of the ridiculous; and a strong vein of common sense running through the whole. Your Scotchman is a hard-headed man; he can see as far as anybody; he can see the means of remedying a difficulty; no man excels him in ready expedients, and his intellect easily grapples with the troubles that beset life. But though the Scotchman is hard-headed, he is soft-hearted; he is a man who can care for the sorrows of another,—and he who was trained at the plough has shown us that the Scottish heart can feel a sympathy for the calamities of human nature. [Applause.] When Burns speaks of the poor man he pities him; and though the Scot may be as canny

Scot, and though he is ready to take care of himself, he is a ready to come forward to relieve the miseries of his fellow men. There is another feature in the Scot—it is his sturdy independence of character; his self reliance. [Applause.] Your Scotchman may be poor, but he is no beggar. [Applause.] He does not want to depend upon others; he relies upon his own independent exertions. There is also running through his character, a stronger sturdy liberalism, which prompts him to recognise the rights and interests, and feelings of every man, because he is a brother-man. It is this principle which makes him exclaim that the "rank is but the guinea stamp;" he is not one of those who will not recognise the right stamp, when upon the proper metal, but he prizes the metal more, because he has sympathy with man, and the great destiny of humanity. [Applause.]

Mr. F. G. JOHNSON said that the toast he had to propose was the Poets and Poetry of the present age, and, if he failed to make it acceptable, it must be on account of his own unworthiness, for it should be for the first time that Scotchmen could not appreciate the true and the beautiful. He had intended to call attention to the origin and course of poetry in England and other countries; but this was not the only place paved with good intentions, and as so much had been said better than he could say it, he would desist from all his intentions, except with respect to some remarks relative to the Poet, who had attained the admiration not only of Scotland, but of the whole civilized world. He felt that the reproaches of a nation would assail him, if he did not try to do some justice to one, who had sanctified everything that was great and sweet in human nature. He would, in doing so, venture to call attention to the great lessons Burns had taught—the lessons of the love of country closely allied to patriotism—that of charity and good will towards men—and that beautiful lesson of tenderness to the mute creation—the lesson of self-dependence, and respect for all honest worth; and above all the lesson of awe and reverence towards that Almighty Being who controls every atom of matter, and every area of space. All these were delivered in language so charming and so familiar that there was hardly a child who could lisp, but who lisped some portion of Burns' poetry. For his (Mr. Johnson's) part, he was human and he felt that this great Poet could play at will upon every one of his heartstrings, just as indeed he struck the cords of all men's hearts, and would continue to strike them till the end of time. As to the love of country which this Poet inculcated, Lucknow was the proof—the misery and starvation of Lucknow. The spirit which was embodied nor in books to be read, but in hearts, which felt. Men who did feel such things had often died for them, and would again die for them cheerfully. But, again, Burns inculcated charity and good will to men, and he knew no nobler line in the English language, than that in which the Poet had scornfully said, how

"Man's inhumanity to man  
Makes countless thousands mourn."

tenderness for the dumb creation was taught in his lines on the

"Wee sleekit cou'ring beastie,"

and still more in those beautiful ones on the limping hare,

"Seek mangled wretch some place of wonted rest,  
No more of rest, but now thy dying bed;  
The sleet'ring rushes whistling o'er thy head,  
The cold earth with thy bloody body pressed."

The next lesson was the one of independence and self-respect without which man's life was not really living, and though no flatterer he would say to them that if there were anything which more than another had placed Scotchmen in the front rank of civilization which they held, it was the noble sentiments they had learned of their favorite poet. The President had spoken of the improvements of the age, and far be it from him to undervalue them; but he would say, notwithstanding, that all the railways which had, or would be constructed, were not worth the freight of one honest man—the noblest work of God. Nor did any electric telegraph ever bear a more grateful message than those lines:

"Then let us pray that come it may,  
And come it will for a' that;  
When man to man the World o'er  
Shall brethren be for a' that."

God made poets. *Poeta nascitur*, &c., but all loved their work. As Horace said—

"Carmini Di superi placantur, Carminie manes,"

And the English Waller had sang—

"All that we know of those above  
Is that they sing and that they love."

If the poems of Burns taught nothing else, they made the tear come to the eye of the Scotchman and drop upon his native turf when he returned home, after enduring the bitterness of life to attain that happiness. But they did more than this. They taught him to rise to the proper contemplation of this life and the life hereafter—to feel that there was base eminence and exalted humility. Above all, they taught him to contrast the mutability of this life, where kings were so often subdued and great men humbled, with the immutability of Him to whom all these things were but as yesterday, when it was passed, and as a watch in the night. He concluded by proposing the Poets and Poetry of the present age.

The Chairman then proposed, "Canada our Home," C. J. COUR-SOL, Esq., amid applause replied.

Mr. Chairman, Ladies and Gentlemen—I rise to address you as the very inadequate substitute of the Hon. Mr. Galt, whom business of state causes to be unavoidably absent. We must all regret the absence of that gentleman on this occasion, for, who is so fit to respond and comment upon this toast as the son of the eminent Scotchman, whose works, with those of Sir Walter Scott, have so greatly contributed to render the "laud of Burns" as celebrated for elegant literature, as she has always been for profound science. Yet, Gentlemen I must claim not to be altogether unsuited in point of feeling, [however much I may be in point of ability] for the task I have undertaken, although not a Scotchman, nor even of British origin, I am not incapable of appreciating the merit of him who has been so happily styled "Nature's Poet;" I can estimate the simple piety of the Cottar's Saturday night, I can look grave and laugh successively at the scene in Alloway Kirk and the adventures of "Tam O'Shanter." And I am ready now to join you with heart and voice, in "Auld Lang Syne." If it had been the fate of your illustrious poet, as it has been that of the celebrated Moore, to travel in our country, he would have added another volume to his beautiful poems, he would have sung our immense Rivers, our splendid Mountains, our Inland Oceans, our unrivaled Cataracts, and with the genius of the Old World would have added fame to the wonder of the new, and then he would have told you that nature had done everything here, to satisfy the desires and procure the happiness of his country-men, who should make Canada their home, he would have told you that here you would be welcomed by a friendly people; that you would prosper, without forgetting "old Scotland and its poets." Gentlemen, you have anticipated the wishes of the poet, you have found in Canada a rich field for your industry; you have prospered, you have not forgotten your native land; and now, with an admiring world, you are commemorating, with due honors, the memory of the most popular of your bards. To "Canada, our home;" yes, this is a toast in which the people of Canada, of every origin—of every creed and opinion—may cheerfully unite. It contains a heartfelt wish for the prosperity of the fine country where we live, where our children have been born, and where we hope our descendants may flourish. Canada, richly endowed by nature with fertile plains, boundless forest, inexhaustible minerals; favored with a liberal constitution; inhabited by two millions of free hearts, placed under the protection of that mighty flag which for over one thousand years has braved the battle and the breeze, Canada is striding rapidly towards a magnificent future—to a future when those shall look proudly, and be received respectfully who shall be able to say "Canada is my home."

The Hon. P. J. O. CHAUVEAU proposed the "Press." He said—It is with no small diffidence that I rise to address so brilliant an assemblage, in a language not my vernacular, and particularly after the eloquent addresses which you have heard. I would not have accepted the task of speaking on this great subject did I not know that the subject is one which can almost take care of itself. [Applause.] On an occasion like this the toast may be mentioned with advantage; for had it not been for the discovery of printing, it is probable that the songs of Burns, would yet be sung in Scotland only, and would not have obtained that wide field of just popularity which they now possess. [Applause.] In this country the press has a great duty to perform; it has to bring together the different nationalities now flourishing on the banks of the St. Lawrence. I ask those present why should not a common sympathy bind us together. We are of French origin, and are you not of that great Celtic race which has covered not only Wales, Scotland, and Ireland, but also France? [Applause.] Is not the language spoken in the Highlands of Scotland, in Ireland, and in Wales, the same that is spoken in Brittany in France, from the shores of which Jacques Cartier sailed to discover Canada. [Applause.] I can, perhaps, tell you of a fact not generally known. It is a fact that the descendants of the men who fought the two battles on the Plains of Abraham, are now blended together. The gallant Highlander finding himself far away from his dear country saw he could not get

Jean, wisely took to Jeannette; he settled and married in Canada. [Laughter and applause.] In the part of the country from which I came, there are those bearing the name of Fraser, Campbell and Macdonald who, awkwardly as I speak English, would find themselves still more awkwardly placed if called upon to address you this evening in any other language than the French. [Laughter.] The speaker read as an offering from the Canadian muse, to the Scotch muse the following translation into French of Burns' poem "Caledonia." It was translated by Mr. Lenoir.

O myrtes embaumés, laissez les autres terres  
Nous vanter à l'envi leurs bosquets solitaires,  
Dont l'éto fait jaillir d'enivrantes odeurs.  
J'aime mieux ce vallon, frais et riant asile,  
Où, sur un lit d'argent, coule une onde tranquille,  
Sous la fougère jaune et les genêts en fleurs.

Plus chère est à mon cœur cette douce retraite !  
La blanche marguerite et sa sœur pâquerette  
S'y mêlent au bluet à l'aigrette d'azur,  
Et c'est là que souvent Jeanne, ma bien aimée,  
Vient écouter l'oiseau, caché sous la ramée,  
Jeanne au regard si doux, ma Jeanne au front si pur !

La brise les caresse et le soleil les dore,  
Quand notre froide Ecosse entend la voix sonore  
Des sombres aquillons bondissant sur les flots :  
Mais ces lieux enchantés, qui les foule ? l'esclave !  
Le bonheur n'est pas fait pour qui porte l'entrave !  
Il appartient au maître ! A l'autre les sanglots !

Non ! le noble Ecossois ne conçoit nulle envie  
De ces biens contestés d'une race asservie.  
Avec un fier dédain, il sait voir tour-à-tour  
Leurs bosquets parfumés, leurs fertiles campagnes.  
Libre comme le vent qui court sur ses montagnes,  
S'il a porté des fers, ce sont ceux de l'amour !

We subjoin the original poem.

Their graves, o sweet myrtles, let foreign lands reckon,  
Where bright beaming summers exalt the perfume;  
Far dearer to me your lone glen o' green breckan,  
With the burnstealing under the lang yellow broom.

Far dearer to me the humble broom bowers,  
Where the blue bell and gowan lurk lowly unseen;  
For there, lightly tripping among the wild flowers,  
A listening the linnet, aft wanders my Jean.

Though rich is the breeze, in their gay sunny vallies,  
And could Caledonia's blast on the wave,  
Their sweet scented woodlanes, that skirt the proud palace,  
What are they? The haunt o' the tyrant and slave!

The slave's spicy forests and gold bubbling fountains,  
The brave Caledonian wreins wi' disdain;  
He wanders as free as the wind on his mountains,  
Lane love's willing fetters, the chains of his Jean.

## OFFICIAL NOTICES.



### APPOINTMENTS.

His Excellency, the Governor General, has been pleased to approve of the following appointments:

#### SCHOOL INSPECTOR.

Thomas King McCord, Esq., to be a School Inspector in the place and stead of J. J. Roney, Esq., resigned. Mr. McCord's district of Inspection will comprise the counties of Ottawa and Pontiac.

#### SCHOOL COMMISSIONERS.

His Excellency, the Governor General, in Council, was pleased on the 11th January 1859, to appoint the following School Commissioners:

County of l'Islet.—St. Aubert de Port Joli: Messrs. Clovis Roy, Marcel Morin, Louis Marie Pelletier, Pierre Dessein dit St. Pierre and Pierre Morault.

County of Chicoutimi.—Bagot: Mr. Louis Antoine Martel.

County of Arthabaska.—Warwick: Messrs. Léon Léopold Dorais, Xavier Martel and Michel Lafamme.

County of Shefford.—North-Stukley: Messrs. Pantaléon Bouchard, Louis P. Tessier, Narcisse Gendron, Etienne Dumontet and Michel Adrien Bessette.

#### SEPARATION AND ERECTION OF SCHOOL MUNICIPALITIES.

His Excellency, the Governor General was pleased, on the 23 Dec. last to annex to the School Municipality of St. Jean Chrysostome No. 2, in the county of Chateauguay, portions of the School Municipalities of Hemmingford, St. Melachy of Ormstown and of Ste. Martine, hereinafter described, namely:—In the Township of Hemmingford, lots numbers eleven, twelve, thirteen, fourteen and fifteen in the first range; numbers ten and eleven in the second range of clergy reserves; part of the third range of lots in the said Township, commencing at number one hundred and eighteen, comprising all the lots in said range to lot number one hundred and thirty seven inclusively; part of the fourth range of lots in said Township, commencing at lot number one hundred and seventy four, comprising all the lots in said range to lot number one hundred and sixty inclusively; part of the fifth range of lots in said Township, commencing at number two hundred and six back to lot number one hundred and seventeen both inclusively: In South Georgetown, the fourth, fifth, sixth, seventh, eighth and ninth ranges, and the banks of the English River as far as Howick Village, (village de la Fourche).—The North bank of English River and of Norton Creek, from Howick Village to number one hundred and seventeen inclusively:—And further, that the south side of Norton Creek, from number six to number twelve inclusively be separated from the school municipality of St. Jean Chrysostome number one, and be annexed to St. Jean Chrysostome number two.

#### BOARD OF CATHOLIC EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. Hubert Lippé, Urbain Lippé, Louis Agapit Auger and Benjamin Singer, have obtained diplomas authorising them to teach in model schools.

Messrs. Patrick Fagan, Ulric Brien Desrochers, Michel Sexton, Delphis Lefebvre, Mrs. E. Gervais, Misses Priscille Caron, Jo' hine Burns, Salomé Théberge, Edwidge Malcau, Hermine Galipeau, Praxède Dupuis, Flore Zélia Proulx, Marcella Furlong and Marguerite Dufault, have obtained diplomas authorising them to teach in elementary schools.

F. X. VALADE,  
Secretary

#### BOARD OF PROTESTANT EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. John Reade, Patrick Clancy, John Boyd and Richard W. Laing, have obtained diplomas authorising them to teach in academies or superior primary schools.

Mr. Lonsdale Green and Miss Jane Tate, have obtained diplomas authorising them to teach in model schools.

Misses Helen S. McNee, Ann Younie, Janet Biggar, Mary Seely, Hannah M. Pool, Rebecca Dewitt, Harriett Dewitt, Sarah Mellor, Sarah A. Bell, Mary Blackwood, Mary McGill, Christina White, Elizabeth Dunlop, Jane Miller, Maria Hayes, Harriet Flanagan, Jane Patton, Harriet Earl, Ellen Cuscadden, and Messrs. William S. Carmichael, Robert MacDonald, Weir, Thomas Hollingsworth, William Jones, John J. McLaren, John Odell E. Lausing, John Stewart, William H. Breervoort and Charles H. Marten, have obtained diplomas authorising them to teach in elementary schools.

A. N. RESNIE,  
Secretary.

#### CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. Jeremiah Gallagher has obtained a diploma authorising him to teach in model schools, and Miss Henriette Ouellet has obtained a diploma authorising her to teach in elementary schools.

C. DELAGRAVE,  
Secretary.

#### BOARD OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Misses Anna K. Frenaman, Félicité Grenier, Emilie Turcotte, Mrs. Félicité Montambault, Misses Louise Côté, Louise Clément Liévaïn, Odile Ducharme and Céline Poissard, have obtained diplomas authorising them to teach in elementary schools.

J. HENRY,  
Secretary.

#### BOARD OF EXAMINERS FOR THE DISTRICT OF STANSTEAD.

Messrs. Alanson W. Kelly, Oscar F. Wiley, Misses Julia Young, Florence Clark, Mary R. Bacon, Malvina L. House, Lucia Paul, Mary King, Mahala Buckland, Fannie R. Moulton, Julia G. Moulton, Clara H. Wilcox, Maria Cleveland, Naomi C. Mitchell, Martha Rexford, A. W. Church, Jane Walker, Emma C. Moulton, Lydia M. Aldrich, Harriet P. Gaylord, Julia B. Gaylord and Amanda Blake, have obtained diplomas authorising them to teach in elementary schools.

C. A. RICHARDSON,  
Secretary.

#### BOARD OF EXAMINERS FOR THE DISTRICT OF SHELBROOKE.

Messrs. Alonzo Lebourveau, Wm. B. Ives, Elliot Hodge, Orville LeBaron, Misses Ann Jane Bowns, Helen A. Picard, Délima Labonté, Adeline Whitcomb, Ann Harvey, Messrs. George Forsythe, Samuel A. Parker, Misses Jane C. Ross, Anna M. Plumley, Susannah Gwynn, Lucina Stone, Zoé Gingras, Abigail Phelps and Amanda Harvey, have obtained diplomas authorising them to teach in elementary schools.

S. A. HURD,  
Secretary.

#### BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOURASKA.

Mr. Octave Martin, Misses Victoria Jean et Délima Fournier, have obtained diplomas authorising them to teach in elementary schools.

P. DUMAIS,  
Secretary.

#### DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges, with thanks, the receipt of the following donations to the library of the department.

From Messrs. De Montigny, Printers of Montréal: "Exercices upon all the French Verbs," by B. Granet, L. L. D., a pamphlet in-18.

From John Lovell, Esq., printer and publisher, Montréal: "Montalambert's celebrated Essay on the Colonial Policy of England," a pamphlet in-12—"Le Foyer Canadien ou le mystère dévoilé," by the author of Simon Seek, a translation by Mr. H. Chevalier.

From Mr. F. Vogeli of Montréal: "La Montréalaise, chant d'union," words by Mr. Félix Vogeli, music by Mr. Charles W. Sabatier.

From Mr. J. B. Rolland, stationer, Montréal: "Le Guide de l'Instituteur," by F. X. Valade, 1 vol. in-18, 5th edition.

#### SITUATION AS TEACHER WANTED.

The Catholic School Commissioners of the City of Montreal will, on the first of May next require a teacher competent to take the direction of their Model School. Address to the Reverend Mr. Provost, Seminary of Montreal.

#### TEACHER WANTED.

A teacher, who has a diploma authorising him to teach in an elementary school, is desirous of obtaining a situation. Address to Education Office, Montreal.

## JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) JANUARY, 1869.

#### To the Friends of Education.

We address this number of our journal to several persons who have not as yet honored us with their patronage, trusting that it may induce them to become subscribers; we shall also send them our next number, and then, should they not wish to subscribe, they will please return both numbers to this office. In case they may desire to become subscribers, they will please remember that all subscriptions are payable in advance. This is a condition which, many of our old patrons, will do well to bear in mind.

#### To Educational Establishments and Literary Institutions.

We regret sincerely that the very insufficient means at the disposal of the Education Office towards the support of the two Educational Journals in Lower Canada, compel us to withhold the gratuitous distribution heretofore made to educational establishments and literary institutions. We shall continue to address the journals to all institutions now on our list, but on condition only that they pay the amount of subscription for the present year.

## Notices of Books and Publications.

Québec, November 1858.

RELATIONS DES JÉSUITES, containing the principal events which occurred in Canada (La Nouvelle France), as related by the missionaries, Fathers of the Company of Jesus; a work published under the auspices of the Canadian Government, in three large volumes, double columns, in-8, Augustin Côté, printer and publisher.

We copy from the *Courrier du Canada*, the following notice of this important publication.

"We have just seen, at the residence of a friend, a copy of the collection of the "Relations des Jésuites," edited and published by Messrs. Augustin Côté & Co. This work, the publication of which will be considered as an epoch in the bibliographical annals of Canada, fills three large volumes, 8vo size.

"Infinite credit is due to the printing establishment of Mr. Augustin Côté, for the beautiful manner in which the typographical branch of this work has been executed; it was commenced about the beginning of the year 1855. It is a stupendous undertaking, when the incalculable difficulties to be met with in the publication of works of this nature in a young country like ours, are taken into consideration.

"We must not omit to render all due praise to the Revd. Abbé Laverdière, Librarian of the Laval University, for the untiring assiduity and labor with which he devoted so much of his valuable time to the correction of the proofs of these three volumes, and this, for the sole purpose of rendering an important service to the history of this country.

"The republication of these important "relations" could not be undertaken without the assistance of the Government; it was in consequence of an agreement made with, and on account of the Government, that Messrs. Côté & Co., executed this great undertaking. As it is but fair that every person should receive the share of praise to which he is entitled when engaged in the furtherance of any beneficial public act, we must add that, it is to the Honorable Mr. Chauveau that the country owes the idea of the republication of these interesting memoirs, which are daily becoming more scarce, and many of which in fact, have altogether disappeared from the shelves of booksellers, both here and in Europe:

On reference to the Journal of the Legislative Assembly, during the session of 1854-55, the following resolution and order, dated the 2 October, will be found:—

"On the motion of the Honorable Mr. Chauveau, seconded by the Honorable Mr. Chabot, it was resolved:—

"That a humble address be presented to His Excellency, the Governor General, praying that His Excellency do cause to be printed, over and above, the documents mentioned in an address of this House—certain documents, being extracts from the public archives, obtained both in London and in Paris, now deposited, in manuscript, in the library of this House, or in the library of the Literary and Historical Society of Quebec, or that may hereafter be procured and which may appear of sufficient importance, either in a legal or historical point of view; and further, to cause to be reprinted, all works published at the time of the first settlement of this colony that may now be considered of great value, and have now become extremely scarce; the said works and documents to be printed in such form, and accompanied with such notes and maps as may be deemed necessary; also, to assure His Excellency that this House will most willingly defray the expense necessary to attain the accomplishment of the objects required.

"Ordered, that the said address be presented to His Excellency, the Governor General, &c., &c.

BOUCHER: Mr. Adelard Boucher has just published a second edition of his Synchronical Table of the History of Canada. We are rejoiced to see that the public has already appreciated this useful work.

VERREAU: An Account of the Tartary Gin-Seng Root, which was discovered in America, by the Revd. Father Joseph François Lafitau, of the Company of Jesus, Missionary at the Iroquois Village of Sault St. Louis, presented to His Royal Highness the Duke of Orleans, Regent of France; a new edition preceded by a few remarks on the life of the Revd. Father, by the Revd. H. Verreau, Principal of the Jacques-Cartier Normal School, accompanied with his likeness, a fac-simile of his autograph, and a plate representing the Gin-Seng root; 44 pages in-8. Senécal, Daniel & Co., printers and publishers.

The Revd. Mr. Verreau having formed the idea of collecting the various articles published in the *Journal de l'Instruction Publique* under the title of "Le Père Lafitau et le Gin-Seng," and publishing them in pamphlet form, had the generosity to present to the Journal any profit which might arise from the sale of the work. We trust that few educated men will neglect this opportunity of procuring so useful a book, while at the same time they will materially assist the labor in which we are engaged. The republication of Le Père Lafitau's account, of which, perhaps, four copies could not be found in the country, is taken from the only edition now known, and published at Paris, by J. Monge, in 1718, containing 88 pages in-12.

Mr. Verreau's pamphlet contains several articles on this interesting subject, which have never appeared in our Journal; we copy the following from the "Annales de la Propagation de la Foi pour 1843:"

"It is the same with the *Jensen*, this plant lately become so renowned for its medicinal qualities, the best tonic without exception yet discovered. When the patient feels that his last hour is approaching, that his energies, both of mind and body, are altogether prostrated, let a few grains of this valuable root be administered to him and his change for the better will be instantly apparent, let this course be pursued daily, and in a very short time the patient becomes convalescent. The price of the *Jensen* is exorbitant, almost beyond belief, as it is nearly 50,000 francs per pound. It must be admitted that if there be no mistake in the price above mentioned, it must be considered as almost fabulous. The mountain of Montreal alone, would supply sufficient Gin-Seng for millions. The following description of the plant appears more correct: "The really good *Jensen*, (according to the Chinese), consists in the oldest roots, and it must be the wild root, as is proved by the plant raised in Corea, which, being regularly cultivated, is, it is stated, far inferior in quality. At the annual fair, held in Corea, a large quantity is fraudulently sold, altho' the mandarins in charge are aware of these sales, but they shut their eyes to the whole affair.

"Although very dear, still the Corean Gin-Seng is sold at moderate prices, say about 200 francs per pound. I will endeavor to procure the seed, as, if I succeed in so doing, Europe can then cultivate this inestimable plant."

Mr. Verreau's pamphlet could not have been more opportunely published, as both China and Japan have opened their ports to all nations, and consequently Canada could again export vast quantities of Gin-Seng. We have understood that a commercial House, in this city, has already made arrangements for this purpose.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—A literary soirée was held recently at St. Mary's College, Montreal, where plays were performed by the pupils, in Greek and in Latin with the greatest success.

—A Bazaar held in favor of the *Salle d'Asile* or Infants' School of St. Joseph street, Montreal, yielded £350 towards the funds of that institution.

—Mr. Leroux, a teacher, who has been recently promoted to the office of School Inspector for the counties of Bagot and Rouville and part of those of St. Hyacinthe and Iberville, is proving most zealous and successful. He has already discovered and reported many delinquencies on the part of the local authorities, who have been in consequence notified that, unless they conformed with the law, they would be under the provision of a recent statute, deprived of their share of the educational grant.

### SCIENTIFIC INTELLIGENCE.

—Mr. Gorini, a distinguished German Professor, has originated an interesting experiment in illustration of the formation of mountains. He melts certain substances of different specific gravity in a vessel, and allows them to cool gradually. At first there is an even surface, but it soon cracks and opens, and portions of the lower strata ooze up and form gradual elevations, until ranges and chains of hills are formed, exactly corresponding in shape with those which are found on the earth. Even to the stratification, the resemblance is said to be surprisingly similar, and Mr. Gorini also produces in a like manner, on a small scale, the phenomenon of volcanoes and earthquakes.

—A petition numerously and respectably signed, has been forwarded to Parliament, praying that an aid may be given to Dr. Smallwood, towards maintaining and improving his meteorological observatory at St. Martin, of which we recently published a description.

### LITERARY INTELLIGENCE.

—Dr. Rao has been lecturing three consecutive nights in Montreal, under the auspices of the Mercantile Library Association, before crowded audiences. The subject of his lectures were, of course, the arctic regions and his voyages in search of Sir John Franklin.

—The Revd. Father Tailhan, Professor of moral and intellectual philosophy in the Laval University, lectured recently in Montreal in the rooms of the *Institut-Canadien-Français*, on the history of the Spanish dominion in America.

—The Toronto Canadian Institute has elected for their President for 1859, the Hon. J. W. Allan, in the place of the Hon. Mr. Chief Justice Draper. The Institute numbers, according to their annual report, 600 members and their library counts upwards of 2000 volumes.

— One of the First writers of this continent, the American historian Prescott, died at Boston last week. He was born in 1796 and would have been 63 years of age had he lived to the 4th day of May next. His grand father, William Prescott, commonly called Prescott of Pepperell, was the commander of the American insurgents at Bunker's Hill; his father, William Prescott was an eminent lawyer. The historian graduated at Harvard College, at the age of eighteen in 1814. From his earliest youth he manifested that taste for, and excellence in those literary pursuits, in which he was to win immortality for himself and elevate the character of his country. After making an extended tour in Europe, he devoted himself to those pursuits, writing for the North American Review on a large range of subjects. At the close of the year 1837 he published his history of Ferdinand and Isabella, in three volumes. It was most favorably received in Europe and in America; and was translated into various languages. At the close of 1843 he gave to the world also in three volumes a history of the conquest of Mexico, which was not less popular than its predecessor. A volume of critical and miscellaneous essays was published in 1845, and two years later, in the summer of 1847, the history of the conquest of Penna, was completed and published. For the greater part of the last twelve years he has been engaged in a history of the life and reign of Philip, the second King of Spain, a work which was destined vitually to be the history of the civilized world for nearly half a century. Two volumes of this work appeared in December 1855 and the third was issued but a few weeks since. Had it been completed, it would probably have extended to six volumes.

Prescott was made a member of the Royal Academy of Madrid, a Doctor of Laws of Oxford and a corresponding member of the Institute of France. He was a most affable and pleasant man to meet. The writer being introduced to him by an eminent member of the New York bar, made his acquaintance a short time before his departure for Europe, in 1850. One of the chief objects of his voyage, as he stated to us, was to obtain relief from an infirmity of the eyes, which threatened to become absolute cecity. He died of apoplexy, and was interred in the vaults of St. Pauls' church. When we met him, we never thought by his appearance that he was any thing like the age which he must have arrived at, if the above information be correct.

## OFFICIAL DOCUMENTS.

### Annual Report to the Members of the Teachers' Association in connexion with McGill Normal School.

Ladies and Gentlemen,

The Committee of the Association beg to lay before you their second annual Report, being a brief statement of its affairs for the year ending 1st. Nov. 1858.

No changes of any importance have been made during the past year in the constitution, or Bye-Laws of the Association, except that which relates to the annual subscription of its members. The small sum of two shillings and six pence per annum your Committee found to be wholly insufficient to defray the expenses of the Association; although the outlays have been so curtailed that even the monthly meetings have not been advertised. This the Committee regretted very much, as the necessary publicity through the Montreal Papers, of their monthly meetings and conferences, giving the subject of the essays to be read by the members with the discussions and other matters, would, without doubt, have ensured a larger and more regular attendance. The Committee however, do not mean by this assertion to say that they have any great reason to complain of the attendance of members, as regards either numbers or regularity, there having been present at each monthly meeting during the year a number, the average of which somewhat exceeds that of the preceding year; but your Committee is, like those of most other Associations and Societies, anxious to see a large increase in the number of its members and their attendance at the meetings.

Your Committee renewed their application to Parliament at its last session for aid in purchasing a library; but their petition with the same fate as that of the preceding year. The Committee would, however, earnestly recommend their successors in office, as well as the Association generally, to persevere in the good and useful work which they have commenced, as far as their limited means will allow, and there is no good reason to fear the result, though that result be far distant; for it is the province of the teacher, in a great measure, to mould the minds of the rising generation by infusing into them a more just appreciation of his labours, and convincing them that his claims on the public are as strong as those of any other class of the community; and of the necessity of aiding him in his laudable desire of acquiring knowledge, in order that he may be the better qualified to impart that information to the

youth of Canada, which will enable them to become good and useful members of society, and strive to make the country prosperous and happy. Much of this might be effected by placing within the reach of the public school teacher the means of mental improvement; and nothing will conduce more to that end than frequent conferences among themselves; lectures on subjects connected with education; discussion on methods of teaching, classification of schools, the most suitable books to be used, and other subjects of a practical character; and more particularly by the aid of a library, suitable to his wants and the peculiar employment in which he is engaged. The general library, to which many a teacher may have access, is not what he more particularly needs; it is one especially connected with his profession that would tend to his improvement as an instructor and a guide of the young. A library of this description would be much less expensive than a general one; but as teachers are less numerous than most other classes of society, and their means generally small, this boon, cannot be procured by their individual liberality or exertion. The Committee would, therefore, advise their successors again to memorialize the Government, at the approaching session, in a still more urgent manner for assistance in purchasing this indispensable article.

The Committee are glad of this opportunity of saying that their connexion with the McGill Normal School has been the means of extending the usefulness of the Association, the graduates of that institution having attended the monthly meetings in great numbers, for the purpose of listening to the essays read, and taking part in the discussions carried on by the members. They are also much pleased to state that two of the best Essays were read, one by a male and the other by a female student of the Normal School.

The papers read and discussed during the past year are as follow. —1st By Mr. Maxwell,—subject: "The Utility of Astronomy." 2nd. By Professor Hicks,—subject: "Infant Schools." 3rd. By Mr. Everett.—Subject: "The evils of Ignorance." 4th. By Miss Everett,—Subject: "Education." 5th. By Mr. Arnold.—Subject: "Teaching to Read." This last Paper was, by request, repeated the next month, when, M. Arnold brought a class of children from his school to illustrate his method of teaching this branch.

A profitable discussion followed the reading of all these papers; and it is confidently hoped that something has been done in this way to advance the cause of Education, by mutually assisting each other, by giving, in the form of Essays and discussions, our experience in the great and good work of forming the minds of the rising generation and fitting them for spheres of usefulness.

Your Committee, will in a short time, open a register, as a medium whereby Trustees of vacant schools may be brought into ready communication with teachers out of situations and *vice versa*. This they have always considered one of the main objects of the Association; but many obstacles have hitherto stood in the way to retard its accomplishment.

The Committee cannot conclude this report without alluding, with sincere regret, to the loss of one of the most useful and efficient members of the Association—the late Mr. Thos. Duncan. It is well known that the great interest which he always took in the welfare of the Association from the first day of its existence, tended materially to its establishment and support; and it is to be sincerely hoped that his example will be followed by many, as he was not only an able and energetic teacher, and a member of your Association, but a true christian; and as such, eminently fitted to discharge the duties of the profession which he followed for so many years.

Your Committee would take this opportunity, of stating that in their intercourse with the Education Office, on business connected with the Association, they have been treated with uniform kindness, respect and attention by the honorable, the Superintendent of Education, to whom the best thanks of the Association are due.

On the whole, your Committee conceive that the Association has every reason to be satisfied with the past year's work; for they cannot help thinking that it has, to some extent, been instrumental in advancing the cause of Education, by means of the Essays read and discussions carried on at its regular monthly meetings and conferences. The Association, therefore, has much reason to thank God for his divine blessing on its past labours in the important work in which it is engaged.

H. ARNOLD.  
Cor. Secretary.

Montreal 22th January, 1859.

**Report on the Distribution of the Grant for Superior Education.**

EDUCATION OFFICE, Montreal, 18th November, 1858.

To the Honorable the Provincial Secretary, Toronto.

SIR,

I have the honor to transmit herewith my report on the distribution of the annual grant to universities, colleges, academies and model schools, in Lower Canada, for the year 1858.

The amount granted being insufficient to award to new institutions any aid, without reducing the sum heretofore given to those previously established, I have been obliged to limit as far as possible the number of the new establishments as well as the amounts granted to them. Notwithstanding, however, the utmost discretion in this respect, I have found myself obliged to recommend a general and equal deduction of two and a half per cent on all grants to institutions that have heretofore received more than £25.

As the following institutions did not send in their reports within the time prescribed by Law, notwithstanding the advertisement published in the *Official Gazette*, informing them that any delay in sending in their demands would prevent their obtaining a share in the grant, I have not included them in the lists accompanying my report, these are:

The University of McGill College, High School of McGill College, College Ste. Marie, Montreal; Academy St. Colomban de Sillery (Ste. Foye, cath).

Academies:—Farnham (protestant); Kamouraska; Ecole Commerciale de Montréal (catholic); Sorel (cath.) boys; Sorel, for girls; British and Canadian School, Montreal.

Model Schools:—Coteau Landing, St. Philippe, St. Sylvestre, Chateaugay, Commercial and Literary School, Quebec, and the Montreal Catholic Infants' School.

As, however, it is very probable that many of these institutions will be able to give satisfactory reasons for their delay in sending in their reports. I did not consider it my duty to dispose of the amounts heretofore granted to them.

The following institutions included in the lists of previous years, have not yet sent in their returns, namely:

High School, Quebec; Academy (female) Nicolet; Academy (female) Pointe aux Trembles, Quebec; Model School: St. Andrews School, Quebec; Educational Society, Three Rivers; Model School, St. Joseph de Lévi; St. Isidore, Buckingham.

I regret to state that the Chambly College does not appear, either with reference to the number of scholars attending it, the number of its professors, or the course of studies pursued, in a position which would justify me in retaining its position in the list of industrial or commercial colleges for another year, unless a material change for the better be effected. I respectfully suggest that I may be permitted to notify the directors of this institution to this effect. I have not, however, deemed it expedient to strike it off the list for the present year, in consideration of the great sacrifices suffered by its generous founder, the Rev. Mr. Mignault, and which it must be supposed he made, under the confident hope of receiving the annual government grant.

There are several academies which do not, in my estimation, deserve to be retained on the list, unless a favorable change take place; and with reference to several of them situated in counties in which there have already been established institutions of the same class, I would request to be permitted to inform them, that unless a marked progress be perceptible during the ensuing year, they cannot expect to receive any portion of the government grant.

It is a matter of urgent necessity, that the number of these academies should be reduced, and that the amount now distributed among so many institutions should be only granted to those considered as the best conducted.

New academies, both for male and female pupils, in counties where such institutions were already established, have sent in demands for a share in the grant. In accordance with the suggestion submitted in my last report, and considering the very limited amount of the grant for superior education, I have found it impossible to recommend them for any share of the government grant.

I consider it my duty, however, to recommend that the new institutions mentioned in the following list be allowed the sums set opposite their respective designations:

10.—Academies for Boys.

Protestant Academy, Three Rivers..... \$195:00

This institution was not in operation during one year, it is not

therefore in my power to recommend so large a grant as the one it heretofore received.

Academy, Baio St. Paul..... \$195:00

20.—Academies for Girls.

St. Martin, in the county of Laval..... \$100:00  
 St. Cyprien do Napierville..... 100:00  
 Kakouna do Temiscouata..... 195:00  
 Green Island do do..... 195:00

With reference to the two last mentioned institutions, I would beg to remark that the buildings erected for their use were commenced previous to the passing of the law respecting superior education, but that they only came into active operation during the present year. Altho' situated in the same county, I considered it expedient to include them both in this list; but it must not be taken or considered as a precedent, as I have only done so in consideration of the privations suffered and the amount expended by the inhabitants of these two localities for the purpose of erecting and establishing these two schools. When new institutions are established in counties in which schools of the same class are already in operation, it cannot be expected that any share of the grant can be awarded for their support.

Model Schools.

Ste. Anne des Plaines..... \$80:00  
 St. Cesaire..... 80:00  
 St. Polycarpe (diss.)..... 60:05  
 St. Joachim, Two Mountains..... 85:00  
 Boucherville..... 80:50  
 Lachine (diss.)..... 80:00  
 Ste. Gertrude..... 80:00  
 Malbaie, Charlevoix..... 80:00  
 St. Hermas..... 80:00  
 Ste. Rose..... 80:00  
 St. Vincent de Paul..... 60:00  
 St. Denis, Kamouraska..... 80:00  
 St. Hyacinthe..... 80:00  
 Chicoutimi..... 80:00  
 St. Sévère..... 80:00  
 St. Roch de l'Achigan..... 80:00  
 Chambly..... 60:00  
 St. Pierre, South River, Montmagny..... 60:00  
 Bury..... 80:00  
 Granby..... 80:00

The forms without backs, now generally used in colleges and academies, being considered, and with much reason, as extremely injurious to the health of the pupils, I respectfully suggest, that the grant for this year, may be made to the several institutions, only on condition that they provide themselves with seats and desks similar to those, of which patterns are given in the twelfth number of the second volume of the *Journal of Education*; or made after any other improved pattern.

I subjoin to this report, a statement showing the amounts granted for preceding years, the number of scholars attending the schools during the present year, and the amount recommended for each institution for 1858.

The amount of the sum required for distribution for the present year is as follows, namely:

List No. 1.—Universities.....	\$ 1,950:00
do 2.—Classical Colleges.....	10,140:00
do 3.—Industrial or Commercial Col... ..	9,067:00
do 4.—Academies, boys or mixed.....	14,068:00
do 5.— do girls.....	10,770:67
do 6.—Model Schools.....	11,652:36
	<u>\$57,049:28</u>

I also subjoin a statement of the amounts granted for superior education for the years 1856 and 1857, by which it will be seen that the fund for the present year will be found indebted in the sum of \$277:89. (See statement annexed marked C.)

The balance of the amount to be granted for 1858, deduction being made of the lists hereunto subjoined will therefore amount to \$10,672:83, but it may probably be necessary to deduct from this balance the amounts to be granted to some of the colleges and academies whose demands or reports were not transmitted to this office within the time prescribed by Law.

I beg further to submit, that in my report for last year, I recommended an appropriation of the sum of £17,114 11 0, equal to



\$68,458:20. I also mentioned that I had in hand, a balance remaining from the sum appropriated for the previous year, of £263, or \$1,052, which should be deducted from the total amount to be granted. A warrant, however, was issued in my favor for £17,114 0 11, that is to say, that I received the whole amount granted. On this sum I paid \$69,329:89, which leaves a balance in my hands of \$178:28. I therefore request that \$57,049:28 be now granted, a balance of \$10,672:83 will thus remain to the credit of the fund for a subsequent distribution (if allowed), to be deducted from the amount of the grant for the present year, namely: \$57,049:28, leaving a balance of \$56,871:00, for which amount I respectfully request that a warrant may be issued.

I have the honor to be,  
 Sir,  
 Your very obedient servant,  
 P. J. O. CHAUVEAU,  
 Superintendent of Education, C. E.

Approved by His Excellency, the Governor General in Council,  
 on the 14th January 1859.

Statement referred to marked C.

Amount granted for 1856..	\$ 68,000	Paid in 1856 ..	\$ 66,948:00
" " 1857..	68,000	" 1857 ..	69,329:00
" " 1858..	68,000	Amt. req. 1858.	67,722:11
	<u>\$204,000</u>		<u>\$204,000:00</u>
1858 .....		\$67,722:11	
		<u>277:89</u>	
		\$68,000:00	

Statement of monies paid by the Department of Education for Canada East, between the 1st January to 31 December, 1858.

Paid to 30 September, 1858, as per statement published in Journal No. 8, 1858.....	\$226,311:43
Since paid, from 1st October to 31st December, 1858, viz:	
On account of grant to common schools.....	\$ 3,738:32
" " for Superior Education.....	400:00
" " Normal Schools.....	8,273:92
" " Journals of Education .....	930:00
" " Office contingencies .....	417:85
" " Pensions to superannuated teachers	000:00
" " Books for library.....	7:50
" " Books for prizes.....	317:73
" " Salaries of School Inspectors .....	4,243:50
" " Poor Municipalities.....	000:00
Special, for purchase of house Jacques-Cartier Square .....	2,816:80
	<u>\$246,457:65</u>

Statement of the Correspondence of the Department of Education, between the 1st of January and 31st December 1858.

	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	TOTALS.	Total numbr. of letters received and despatched
Letters received	742	550	526	394	324	482	1220	478	426	796	361	569	6886	12656
Letters &c. despatched	803	624	426	393	340	450	1019	1064	479	440	302	406	6763	

TABLE showing the Distribution of the Fund granted for Superior Education for the year 1858, in virtue of the Act 19th Vic. ch. 54.  
 LIST No. 1.—UNIVERSITIES.

NAME OF INSTITUTION.	Number of pupils in 1858.	1855.			1856.			1857.	1858.
		Annual Grant.	Grant for building and payment of debts.	Total of the Grant.	Annual Grant.	Grant for building and payment of debts.	Total of the Grant.	Total of the Grant.	Total of the Grant.
Bishop's College.....	47	£ 450		£ 450	£ 500		£ 500	£ 500	\$1950:00
Totals.....	47	£450		£450	£500		£500	£500	\$1950:00









DISTRIBUTION OF SUM GRANTED FOR SUPPLEMENTARY AID TO POOR MUNICIPALITIES FOR 1858.

COUNTIES.	Municipalities.	REASONS FOR GRANTING SUPPLEMENTARY AID.	Amount of assessment levied.	Amount of annual Grant.	Amount of supplementary aid applied for.	Amount of supplementary aid granted.
Arthabaska..	Stanford.	Poor.	\$ 197 31	\$ 582 00	\$ 40 00	\$ 40 00
do	Warwick.	Newly established and very poor.		120 00	40 00	40 00
do	" Dissents.	Built 3 school houses at an expense of \$300.	89 26	60 00	100 00	40 00
do	St. Norbert.	New establishment, poor.	166 86	192 22	40 00	40 00
do	St. Christophe.	do do	126 96	144 00	80 00	40 00
Bonaventure.	Matapedia	do do	115 78	140 00	80 00	40 00
do	New-Richmond.	do do dwellings much scattered.	106 00	130 00	80 00	40 00
do	Maria.	Furnished \$180 for repairs to school houses.	187 71	187 71	60 00	40 00
do	Shoolbred.	Poor, dwellings much scattered.	104 80	155 77	80 00	40 00
do	Ristigouche, Ind.					100 00
Berthier.....	St. Norbert.	Poor.	148 13	172 32	100 00	40 00
Bagot.....	Acton.	Municip. rec'tly establ., & build. sch. h. to a liberal ext.	52 40	200 00	140 00	40 00
Beauce.....	Aylmer.	A new locality and very poor.	36 85	180 00	40 00	40 00
do	St. Frédéric.	Very poor.	163 96	228 00	80 00	40 00
do	St. Ephrem.	do built 3 school houses.	45 71	91 00	60 00	40 00
do	Forsyth.	New establishment, poor.	54 53	72 00	40 00	40 00
do	Metgermettes.	do school house burnt.	60 80	60 80	130 00	60 00
Broome.....	Bolton.—Diss.	Very poor, and composed of a few members only.	36 00	300 00	100 00	60 00
Chicoutimi...	Latérière.	do do do	51 33	144 00	80 00	60 00
do	St. Joseph.	do do do	84 65	146 00	80 00	60 00
do	Labarre.	This municipality was not included in the last census.				
do	Mésy.	do do do				
do	Caron.	do do do				80 00
do	Metabetchouan.	do do do				
do	Synal.	do do do				
Champlain..	Cap Magdeleine.	School house burnt.	156 33	288 00	80 00	40 00
do	St. Prosper.		120 08	152 00	80 00	40 00
Compton.....	Hereford.	New establishment very poor,	125 00	50 36	60 00	40 00
do	Clifton.	do do	120 00	53 15	60 00	40 00
do	Bury.	do do	240 00	108 91	40 00	40 00
do	Lingwick.	do do	112 41	112 41	100 00	40 00
Charlevoix...	St. Urbain.	Poor.	101 62	101 62	60 00	40 00
do	Petite Rivière.	Poor.	92 00	80 23	100 00	40 00
do	Settrington.	Poor.		39 02	120 00	60 00
2 Montagnes.	St. Colomban.	Poor, built a school house, cost \$308.	123 70	123 70	120 00	40 00
do	St. Placide.	Poor, levied double assessments.	442 00	171 20	80 00	40 00
do	St. Eustache, dis.	Few in number and very scattered.	80 00	50 12		20 00
do	St. Canut.	A new and poor parish.	100 00	84 55	80 00	40 00
Dorchester....	St. Edouard, Fr.	do do	140 00	140 00	40 00	40 00
do	Cranbourne.	do do	39 82	39 82	100 00	60 00
Drummond...	Wickham.	Newly established and poor.	160 00	80 09	80 00	40 00
do	St. Frederick.	do do	400 00	109 27	80 00	40 00
do	St. Germain.	do do	416 00	127 57	80 00	40 00
Gaspé.....	Cap Rosier.	Poor, and very scattered.	122 35	109 40	80 00	40 00
do	Bay North.	do do	50 00	40 09	80 00	40 00
do	Malbaie.	do do	118 00	106 70	80 00	40 00
do	New-Port.	do do	131 20	131 62	80 00	40 00
do	Fox, Griffin Cove	do do	97 03	97 03	80 00	40 00
do	Grande Rivière.	do do	240 00	96 07	80 00	40 00
Huntingdon..	Huntingdon, dis.	Very poor.	6 00	32 00	120 00	60 00
L'Islet.....	St. Cynille.	do 3 schools in operation	101 75	62 58	60 00	40 00
Joliette.....	St. Alphonse.	Poor.	314 00	156 90	40 00	40 00
do	St. Ambroise, dis.	Poor.	55 61	32 23	80 00	20 00
Jacques-Cart.	Ste. Anne.	Poor.	145 19	115 50	120 00	40 00
Kamouraska.	Ste. Hélène..	Poor.		148 83	80 00	40 00
do	Ixworth.	New establishment and very poor.		81 67	80 00	40 00
Lotbinière...	St. Flavien.		108 00	79 25	100 00	40 00
Lévi.....	St. Lambert.	Newly established, very poor.	140 00	125 65	100 00	40 00
Montmagny..	Berthier.	Debts to pay.	456 30	169 96	100 00	40 00
do	Isle aux Grues.	Very few inhabitants, and very poor.	92 00	86 77		40 00
Montmorency	St. Ferréol.	Insufficiency of annual grant, poor.	63 00	93 00		40 00
do	Ange Gardien.	do do do	190 00	115 50	100 00	40 00
Maskinongé.	St. Paulin.	Newly established; and poor.	161 60	60 00	60 00	40 00
Montcalm....	Ste. Julienne.	do do	200 00	106 62	80 00	40 00
do	Chertsey.		43 00			40 00
Nicolet.....	Blandford.	Thinly populated and very poor.	100 00	54 00	60 00	40 00
do	Ste. Monique, 2.	do do do	56 24	56 24	40 00	40 00

DISTRIBUTION OF SUM GRANTED FOR SUPPLEMENTARY AID TO POOR MUNICIPALITIES FOR 1858.

COUNTIES.	Municipalities.	REASONS FOR GRANTING SUPPLEMENTARY AID.	Amount of assessment levied.	Amount of annual Grant.	Amount of supplementary aid applied for.	Amount of supplementary aid granted.
Nicolet .....	Ste. Gertrude.	Poor.	\$ 208 00	\$ 153 83	\$ 120 00	\$ 40 00
Quebec .....	St. Dunstan.	Newly established and poor.	96 00	54 67	40 00	40 00
do	Cap Rouge.	This municipality is considerably in debt.	215 10	64 63	120 00	80 00
Rimouski....	St. Octave.	New and poor.	296 00	101 25	80 00	40 00
do	St. Fabien.	do	230 40	137 58	80 00	40 00
Shefford ....	Granby, diss.	Endeavour to maintain their schools, very poor.	400 00	120 00	200 00	40 00
do	Roxton.	do do do do	312 68	170 45	150 00	40 00
St. Maurice .	St. Sévère.	Newly established and poor.	172 00	138 42	80 00	40 00
do	Shawinegan.	do do	136 28	83 70	200 00	40 00
do	St. Etienne.	do do	168 00			40 00
Stanstead ...	Orford.	do do	59 80	59 80	100 00	40 00
Témiscouata.	St. Eloi.	do do	284 60	162 32	80 00	40 00
do	N. D. du Portage.	do do	169 53	131 22	80 00	40 00
Terrebonne..	Ste. Adèle.	do do	100 00	176 75	80 00	40 00
Wolfe .....	Wotton.	do do	98 50	92 44	100 00	40 00
						\$ 3360 00

RECAPITULATION OF THE SUMS GRANTED FOR 1858.

List No. 1.—Universities.....	\$ 1,950:00
“ 2.—Classical Colleges .....	10,140:00
“ 3.—Industrial Colleges.....	9,067:50
“ 4.—Boys, or mixed Academies.....	14,068:75
“ 5.—Girls’ Academies .....	10,770:57
“ 6.—Model Schools.....	11,052:36
	<b>\$57,049:28</b>

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